



# GRADUATE

## STUDENT HANDBOOK

2024/2025 ACADEMIC YEAR



THE UNIVERSITY OF THE WEST  
INDIES  
MONA CAMPUS

**FACULTY OF  
HUMANITIES AND EDUCATION**

**GRADUATE STUDENT HANDBOOK**

ACADEMIC YEAR 2024-2025

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## DISCLAIMER/LEGAL NOTICE

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### DISCLAIMER

The information contained in this postgraduate handbook is designed to provide helpful information regarding regulations governing the Faculty of Humanities and Education and all the postgraduate programmes offered by the Faculty.

Every effort was made to ensure that the information in this handbook was correct at the time of publishing. However, students are encouraged to check with the Faculty Office as well as the respective departments during the course of the academic year for updates, corrections as well as omissions that may have been detected subsequent to the completion of this handbook.

### LEGAL NOTICE - PROGRAMMES AND COURSES

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 government 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

Every effort was made to ensure that the information in this handbook was correct at the time of publishing. However, students are encouraged to check with the Faculty Office as well as the respective departments during the course of the academic year for updates, corrections as well as omissions that may have been detected subsequent to the completion of this handbook.

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## PURPOSE OF HANDBOOK

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This postgraduate handbook is intended for use by prospective, new and continuing students as well as staff of the Faculty and provides information on all the courses and programmes of study offered by the Faculty. The handbook also sets out those regulations of the Faculty (e.g. those governing registration, the award of Degree, leave of absence, etc.) which are essential for the aforementioned groups to know. The regulations contained herein, should however be used as a supplement rather than a substitute for the official sources of University policies and procedures.

It is important that the programme requirements outlined in this Handbook are strictly observed by all newly-admitted students (i.e. those accepted to the Faculty for the 2024/2025 academic year), all students who transferred into the Faculty during the said academic year, as well as those students who were approved for a change of Major/Special/Minor within the Faculty during the 2024/2025 academic year.

**It is equally important that each student ensures that the University/Faculty regulations are observed.**

Courses are subject to change and may not necessarily be available in a given year or semester. Correspondingly, the Faculty retains the right to cancel any course in any semester if registration numbers are insufficient. Students are therefore encouraged to check with departmental advisors regarding possible changes and/or cancellations.

Students are also encouraged to seek academic advice from their Academic Advisors and/or Heads of Department.



## ACADEMIC DIARY

ACTIVITY	SEMESTER I	SEMESTER II
Semester Begins	August 25, 2024	January 19, 2025
Teaching Begins	September 2, 2024	January 20, 2025
Teaching Ends	November 22, 2024	April 11, 2025
Review Week	November 24 - December 1, 2024	April 13-20, 2025
Examinations Begins	December 2, 2024	April 22, 2025
Examinations End	December 20, 2024	May 9, 2025
Semester Ends	December 20, 2024	May 9, 2025

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# PART I:

## INTRODUCTION TO FACULTY

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- FACULTY OVERVIEW
- MESSAGE FROM DEAN
- MESSAGE FROM THE FACULTY'S POSTGRADUATE REPRESENTATIVE
- PROGRAMMES OF STUDY
- ADMISSIONS REQUIREMENT
- FACULTY AND DEPARTMENTAL KEY CONTACTS

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## FACULTY OVERVIEW

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The Faculty of Humanities and Education evolved out of the original Faculty of Arts established in 1950 and the Faculty of Arts and General Studies which was started in 1964 to co-ordinate the teaching of General Degree studies instituted in 1963. In 1996, the Faculty of Arts and General Studies was merged with the Faculty of Education and became the Faculty of Arts and Education. In 2002, the decision was taken to rename the Faculty to the **Faculty of Humanities and Education**.

The Faculty of Humanities and Education enjoys a long tradition of excellence in teaching and pioneering research in cultural studies, education, history & archaeology, heritage studies, library and information studies, linguistics, literature, film, media and communication, modern languages and philosophy. Departments in the Humanities and Education have made substantial and on-going contributions to the work of the Caribbean Examinations Council, as well as to the Joint Board of Teacher Education. The Faculty has significantly contributed to the development of regional thinking, professional standards and to the building of Caribbean identities.



## MESSAGE FROM THE DEAN

This Faculty has a history going back to the very beginnings of The University of the West Indies. As new postgraduate students, you are about to join a Faculty which, over more than seven decades, has graduated several thousand postgraduate students in programmes across the various disciplines of Humanities and Education.

Our postgraduate programmes form an integral part of the work we do to achieve the Faculty's mission to advance learning, create knowledge and foster innovation for the positive transformation of the Caribbean and the wider world. It is this mission which you are now joining as postgraduate students. We pursue it through teaching, outreach, and, of course through research which enriches the body of knowledge concerning social, cultural, literary, philosophical, historical, archaeological, linguistic, educational, informational, archival, and media practices in Jamaica and in the region. This work allows us not only to have an impact on local practices, but also to engage with scholars and professionals around the world, to contribute Caribbean findings to scholarly debates everywhere, and to make Caribbean voices heard on the global stage. The education that we offer at the postgraduate level both complements and is born from the research that we do in the Faculty.

The Faculty's eight departments offer a range of taught postgraduate degree programmes and research degrees. Our taught programmes typically combine theoretical content with both scholarly and professional application. This is true for such programmes as the Postgraduate Diploma in Education, the M.A. Teaching, the M.Ed. Inclusive and Special Education, and other M.A. and M.Ed. programmes in the School of Education as well as the Professional Doctorate in Education. It is also true for M.A. programmes across the Humanities, such as the M.A. Library and Information Studies; Archives and Records Management; History; Public History & Caribbean Heritage; Linguistics; Philosophy; Spanish; French; Translation; Communication Studies; Media Management; Integrated Marketing Communication; Communication for Social and Behaviour Change; Cultural Studies; Literatures in English.

As a research-driven institution, we welcome postgraduate students wishing to pursue their own research in our M.Phil. and Ph.D. programmes, which are offered in every one of our eight departments. We celebrate the contribution that our M.Phil. and Ph.D. graduates have made to the furthering of critical knowledge in their areas of study, at times leading to policy changes and new practices, and always providing a basis for further research. Importantly, we look to our M.Phil. and Ph.D. students to ensure continuity in our scholarly work, as they will be among the future generation of Caribbean scholars upholding the Faculty's values and pursuing its mission.

It is my ardent wish that our programmes will provide a foundation upon which you will be able to realise your academic goals as well as your professional goals, that you will soon join the ranks of proud graduates of our Master's, Doctorate, and Ph.D. degree programmes, and that you will find your place as a source of change for good in your community, your country, your region, your world. Welcome to the Faculty of Humanities & Education at the Mona Campus of The University of the West Indies - your place to shine!

**Professor Silvia Kouwenberg**



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## MESSAGE FROM FHE'S POSTGRADUATE REPRESENTATIVE - MONA ASSOCIATION OF POSTGRADUATE STUDENTS

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It is with great pleasure that I welcome you to this great Faculty. As your postgraduate representative I look forward to hearing and voicing your concerns, at the highest levels, with the aim to effect real change. Whichever programme you have chosen, my aim is to help to ensure that your experience is worth speaking about. The

Faculty is replete with world class Lecturers who are ready to bring the learning experience to life in a real and exciting way. The graduate experience is both a profound personal transformation and one that will inspire you in ways you may not yet fully appreciate.

Studying at the Graduate level is a time to take a deep dive into your particular field of interest. Within this Faculty, you will definitely find yourself on the forefront of knowledge. Your time here will be characterised by discovery, within both your research and yourself. There are many clubs and societies that can help you develop personally and professionally, join them. You are not alone on this journey.

I congratulate you on reaching this very significant milestone and wish for you all that is good and great in your graduate studies. It is your hard work, passion and dedication that has brought you thus far and I am sure it will carry you even further. Welcome to our academic community and I look forward to witnessing your journey and celebrating your successes.

**Phillip O.D. Clarke**  
**FHE Postgraduate Representative (2024/2025)**

## PROGRAMMES OF STUDY

### CARIBBEAN SCHOOL OF MEDIA & COMMUNICATION (CARIMAC)

- MA Communication Studies
- MPhil Communication Studies
- PhD Communication Studies
- MA Communication for Social & Behaviour Change
- MA Integrated Marketing Communication
- MSc Media Management

### DEPARTMENT OF HISTORY & ARCHAEOLOGY

- MPhil History (*Not Offered Academic Year 2024/2025*)
- MA History (*Not Offered Academic Year 2024/2025*)
- MA Public History and Caribbean Heritage
- PhD History (*Not Offered Academic Year 2024/2025*)

### INSTITUTE OF CARIBBEAN STUDIES

- MA Cultural Studies
- MPhil Cultural Studies
- PhD Cultural Studies

### DEPARTMENT OF LANGUAGE, LINGUISTICS & PHILOSOPHY

- PGDip Linguistics (*Not Offered Academic Year 2024/2025*)
- MA Linguistics (*Not Offered Academic Year 2024/2025*)
- MPhil Linguistics (*Not Offered Academic Year 2024/2025*)
- PhD Linguistics (*Not Offered Academic Year 2024/2025*)
- MA English Language (*Not Offered Academic Year 2024/2025*)
- MA Philosophy
- MPhil Philosophy (*Not Offered Academic Year 2024/2025*)
- PhD Philosophy
- MA Africa and African Diaspora Studies

### DEPARTMENT OF LIBRARY & INFORMATION STUDIES

- MA Library and Information Studies
- MA Archives & Records Management
- MPhil Information Studies
- PhD Information Studies

### DEPARTMENT OF LITERATURES IN ENGLISH

- MA Literatures in English
- MPhil Literatures in English
- PhD Literatures in English

### DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

- MA Languages, Literatures & Film Studies (French and Spanish)
- MA Translation (French and Spanish)
- MPhil French/Spanish
- PhD French/Spanish

## SCHOOL OF EDUCATION

- MA Higher Educational Management
- MA Leadership in Technical and Vocational Education and Training and Workforce Development
- MA Teacher Education and Teacher Development
- MA Teaching (MAT)

### ***Specialisations:***

- History Education
  - Mathematics Education
  - Language Education: English
  - Language Education: Modern Foreign Languages
  - Science Education
  - Information Technology Education
  - Social Studies/Geography Education
- 
- MEd Early Childhood Education (Pedagogy)
  - MEd Education for Sustainable Development, Global Citizenship and Peace
  - MEd Educational Leadership & Management (ELM)
  - MEd Educational Planning & Policy
  - MEd Educational Psychology
  - MEd Language Education
  - MEd Literacy Studies
  - MEd Mathematics Education
  - MEd Science Education

### **MEd Summer, Online & MAT Programmes (SVUS – Mixed Modality)**

- MEd Inclusive and Special Education
  - MEd Leadership in Early Childhood Development
  - MEd Teacher Education
  - PGDip Education
- 
- MPhil Education
  - PhD Education
  - EdD

## UNITED THEOLOGICAL COLLEGE OF THE WEST INDIES [UTCWI] (Affiliated Institution)

- MA Contextual Ministries
- MA Theology
- MPhil Theology
- PhD Theology
- DMin

## ADMISSIONS REQUIREMENT

### QUALIFICATIONS FOR ADMISSION

Applicants to graduate programmes must satisfy the general University Regulations governing admission to a Graduate Diploma or Higher Degree and must satisfy the following criteria:

### POSTGRADUATE DIPLOMA, MA, MAT & MED DEGREES

1. Lower Second Class Honours degree (GPA between 2.5 & 2.99) or its equivalent from an approved university;
2. Specified Departmental requirements for the relevant programme of interest;

NB. In some cases applicants may be required to do qualifying courses and they will be deemed to be a qualifying student.

### MPhil DEGREES

Candidates seeking admission to MPhil programmes within the Faculty should satisfy the following criteria:

1. A least an Upper Second Class Honours degree (GPA 3.0) or its equivalent from an approved University in the area they wish to pursue.
2. Applicants may be required to attend an interview prior to being accepted;
3. Applicants to the MPhil programme must prepare an appropriate research proposal for consideration.
4. Such other qualifications and experience as specified by the University and/or the Department may be approved.

### PhD DEGREES

Candidates seeking admissions to a PhD programme are normally required to register first for the MPhil degree then request approval for a transfer or an upgrade to the PhD at the stipulated time.

The following are the minimum requirements for admission to the PhD programme:

1. An approved graduate degree awarded primarily for research; or
2. Taught Master's degree from the UWI or another approved University, provided that the Masters programme included a research component of at least 25% of the total credit rating and the applicant achieved at least a B+ average or its equivalent;
3. Approval of upgrade from MPhil. Please note that MPhil students may apply with the support and recommendation of the supervisor and the Departmental Graduate Supervision Committee, for a transfer or upgrade, to the PhD programme. The recommendation for transfer or upgrade has to secure the support of the graduate studies and the approval of the Board for Graduate Studies.

### RE-ADMISSION

The re-admission of students who had been deemed to have withdrawn or required to have withdrawn must be approved by the Campus Committee. Such applicants deemed to have withdrawn may apply for re-admission at any time. Applicants required to withdraw will be considered for re-admission not less than two years after their withdrawal, unless the Board of Graduate Studies and Research in any particular case otherwise decides.

Applicants re-admitted to a Graduate Certificate, Diploma or degree programme may, with the approval of the Campus Committee, be credited with courses passed during the applicant's previous registration provided that not more than five years have lapsed since the date of expiry of the applicant's previous registration for these courses, or that course content has not changed significantly in the interval. An applicant may be allowed credit for courses passed after more than five years have lapsed provided the relevant Head of Department submits in writing the reason for the recommendation, for the approval of the Board for Graduate Studies and Research. Approval of such credit will be granted only where the candidate's performance has been significantly better than a minimal pass, unless the Board for Graduate Studies and Research in any particular case decides otherwise. In cases where a student has been required to withdraw through failure of a research paper or project report which is pursued must address a new topic.



## FACULTY OFFICE PERSONNEL

### FACULTY OF HUMANITIES AND EDUCATION

Address: 14 Ring Road, Mona, Kingston 7, Jamaica WI

Email: [fhe@uwimona.edu.jm](mailto:fhe@uwimona.edu.jm) | Website: <http://www.mona.uwi.edu/humed/> Facebook:

<https://www.facebook.com/fheuwimona>

X (formerly twitter): <https://x.com/fheuwimona>

Instagram: <https://www.instagram.com/fheuwimona/> | YouTube: <https://www.youtube.com/fheuwimona>

Social Media Handles: @fheuwimona

Tel. (876) 977-3659 | (876) 970-1666 | Ext. 8361/8365

#### DEAN OF FACULTY

Professor Silvia Kouwenberg, BA, MA, PhD (Amsterdam)

Email: [silvia.kouwenberg@uwimona.edu.jm](mailto:silvia.kouwenberg@uwimona.edu.jm)

#### DEPUTY DEAN | GRADUATE STUDIES AND RESEARCH

Dr. Schuyler Esprit, BA (Brooklyn College), MA (UVA), PhD (University of Maryland, College Park)

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#### DEPUTY DEAN | UNDERGRADUATE MATTERS

Dr. Nova Gordon-Bell, BA, MA, PhD (UWI)

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#### DEPUTY DEAN | WELLNESS AND SUCCESS

Dr. Carol Hordatt-Gentles BA (York), DipEd, MEd (UWI), PhD (UoT)

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#### DEPUTY DEAN | RESOURCE MOBILIZATION

Professor Canute Thompson, BA (UWI), MA (Eden Theological Seminary), PGDip, PhD (UWI), CMC (ICMCI)

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#### ADMINISTRATIVE OFFICER

Mrs. Sophia Hayles-Johnson, BSc, BA, MA (UWI)

Email: [sophia.hayles@uwimona.edu.jm](mailto:sophia.hayles@uwimona.edu.jm)

#### MARKETING AND BUSINESS DEVELOPMENT OFFICER

Ms. Suchetta Stephenson, BSc (Nova South Eastern), MSc (Fairleigh Dickinson)

Email: [suchetta.stephenson@uwimona.edu.jm](mailto:suchetta.stephenson@uwimona.edu.jm)

#### SENIOR ADMINISTRATIVE ASSISTANT

Ms. Nicole McFarlane, BSc (UWI)

Email: [nicole.mcfarlane03@uwimona.edu.jm](mailto:nicole.mcfarlane03@uwimona.edu.jm)

#### SENIOR ADMINISTRATIVE ASSISTANT

Mr. Carlington Forrest, BSc, MSc (UWI)

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#### ADMINISTRATIVE ASSISTANT

Ms. Latoya Lampart, BA (UWI)

Email: [latoya.lampart02@uwimona.edu.jm](mailto:latoya.lampart02@uwimona.edu.jm)

#### ADMINISTRATIVE ASSISTANT

Ms. Aundreen Leslie, BA (UWI)

Email: [aundreen.leslie02@uwimona.edu.jm](mailto:aundreen.leslie02@uwimona.edu.jm)

#### SUPERVISOR, SERVICES & BUILDINGS

Mrs. Judith Simpson-Ricketts, BSc, MA (UWI)

Email: [judith.simpsonricketts@uwimona.edu.jm](mailto:judith.simpsonricketts@uwimona.edu.jm)

## DEPARTMENTAL OFFICE PERSONNEL

### CARIBBEAN SCHOOL OF MEDIA & COMMUNICATION (CARIMAC)

Tel: (876) 977-0898 | 977-2111 | Email: [carimac@uwimona.edu.jm](mailto:carimac@uwimona.edu.jm)

**Director:** Dr. Patrick Prendergast, BA, MA (UWI), PhD (Amsterdam)

**Senior Administrative Assistant:** Mrs. Tanneice Ellis

### DEPARTMENT OF HISTORY & ARCHAEOLOGY

Tel: Tel: (876) 927-1922 | Email: [history@uwimona.edu.jm](mailto:history@uwimona.edu.jm)

**Head of Department:** Dr. Julian Cresser, BA, PhD (UWI)

**Senior Administrative Assistant:** Mrs. Camillia Clarke-Brown

### INSTITUTE OF CARIBBEAN STUDIES

Tel: (876) 970-6228 | 977-1951 | Email: [icsmona@uwimona.edu.jm](mailto:icsmona@uwimona.edu.jm)

**Head of Department:** Dr. Dave Gosse, BA (Ja. Theological Seminary), MA, PhD (Howard)

**Senior Administrative Assistant:** Mrs. Bettene Ross-Lawes

### DEPARTMENT OF LANGUAGE, LINGUISTICS & PHILOSOPHY

Tel: (876) 927-1641 | Email: [dllp@uwimona.edu.jm](mailto:dllp@uwimona.edu.jm)

**Head of Department:**

Dr. Vivette Milson-Whyte, BA, MPhil (UWI), Dip. Teach (Shortwood), PhD (U Arizona)

**Senior Administrative Assistant:** Ms. Ava Mundell

### DEPARTMENT OF LIBRARY & INFORMATION STUDIES

Tel: (876) 927-2944 | Email: [dliis@uwimona.edu.jm](mailto:dliis@uwimona.edu.jm), [dliisadmin@uwimona.edu.jm](mailto:dliisadmin@uwimona.edu.jm)

**Head of Department:** Dr. Stanley Griffin, BA, MSc, ARMI (Dundee), PhD (UWI)

**Senior Administrative Assistant:** Ms. Angella Wilson

### DEPARTMENT OF LITERATURES IN ENGLISH

Tel: (876) 927-2217 | Email: [liteng@uwimona.edu.jm](mailto:liteng@uwimona.edu.jm)

**Head of Department:** Dr. Lisa Tomlinson, BA (Carleton University), MEd, PhD (York)

**Senior Administrative Assistant:** Mrs. Venese Gordon-Francis

### DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

Tel: (876) 927-2293 | Email: [modlang@uwimona.edu.jm](mailto:modlang@uwimona.edu.jm)

**Head of Department:**

Dr. Teresa Villoria Nolla BA (UoS), M.LTHE (University of Plymouth) MA, PhD (Univ. of Nottingham)

**Senior Administrative Assistant:** Ms Rhochell Curtis

### SCHOOL OF EDUCATION

Tel: (876) 927-0221 | 970-2256 | 927-2431 | Email: [soe@uwimona.edu.jm](mailto:soe@uwimona.edu.jm)

**Head of Department:** Dr. Marcia Rainford, BSc, MA, Dip. Ed, PhD (UWI)

**Acting Senior Administrative Assistant:** Ms. Karona Myers

### UNITED THEOLOGICAL COLLEGE OF THE WEST INDIES [UTCWI] (Affiliated Institution)

Tel: (876) 927-1724 | Email: [unitheol@cwjamaica.com](mailto:unitheol@cwjamaica.com)

**Dean of Studies:** Rev. Dr. Karen Durant-McSweeney

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## **PART II:**

# **CAMPUS SERVICES**

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- **KEY STUDENT AFFAIRS CONTACT**

## UNIVERSITY PERSONNEL

### OFFICE OF THE PRINCIPAL

Tel: (876) 927-2253/927-2781 Ext. 2324/2450 | Email: [principal.office@uwimona.edu.jm](mailto:principal.office@uwimona.edu.jm)

Pro Vice-Chancellor & Principal: Professor Densil A. Williams

### OFFICE OF THE DEPUTY PRINCIPAL

Tel: (876) 927-2114 | 977-0121 | (876) 577-7631 Ext. 2213/2245

Email: [deputyprincipal@uwimona.edu.jm](mailto:deputyprincipal@uwimona.edu.jm)

Acting Deputy Principal: Professor Marvin Reid

### OFFICE OF THE CAMPUS REGISTRAR

Tel: (876) 977-1202 | (876) 970-4471 Ext. 2600/2542 | Email: [campusregistraroffice@uwimona.edu.jm](mailto:campusregistraroffice@uwimona.edu.jm)

Campus Registrar: Dr. Donovan Stanberry

### DIRECTOR, OFFICE OF GRADUATE STUDIES & RESEARCH

Tel: (876) 935-8263 | (876) 935-8708 | (876) 935-8995/7 | WhatsApp: (876) 498-4315

Email: [postgrad@uwimona.edu.jm](mailto:postgrad@uwimona.edu.jm)

Director: Professor Marcia Roye

### REGISTRY INFORMATION SYSTEMS (RIS)

Tel: (876) 970-4472 | 935-8856 | 935 8854 | Email: [ris@uwimona.edu.jm](mailto:ris@uwimona.edu.jm)

Information Systems Manager: Mr. Leighton Chambers

### EXAMINATIONS SECTION

Tel : (876) 977-3544 | Fax: (876) 977-1263 | Website: [www.mona.uwi.edu/exams/](http://www.mona.uwi.edu/exams/)

Email: [examinations@uwimona.edu.jm](mailto:examinations@uwimona.edu.jm), [transcripts@uwimona.edu.jm](mailto:transcripts@uwimona.edu.jm)

Senior Assistant Registrar: Mr. Kevin Tai

### BURSARY (STUDENT ADMINISTRATIVE SERVICES)

Tel: (876) 927-1660-9 | (876) 618-5066 | WhatsApp: (876) 280-8238

Email: [customer.services@uwimona.edu.jm](mailto:customer.services@uwimona.edu.jm)

Live Chat (BOSS) <https://apps.mona.uwi.edu/bursary/>

Assistant Manager: Mrs. Kamile Campbell

### STUDENT AFFAIRS (INTERNATIONAL STUDENTS OFFICE)

Tel: (876) 702-3737 | Fax: (876) 977-4178 | Website: <https://www.mona.uwi.edu/iso/>

Email: [isomona@uwimona.edu.jm](mailto:isomona@uwimona.edu.jm)

Assistant Registrar: Mr. Jamani Dunn

### OFFICE OF STUDENT SERVICES AND DEVELOPMENT

Tel: (876) 977-3880 | Fax: (876) 977-1424 | Website: [www.mona.uwi.edu/oss/](http://www.mona.uwi.edu/oss/)

Director: Mr. Jason McKenzie

### OFFICE OF STUDENT FINANCING

Tel: (876) 702-4646 | (876) 441-3584 | (876) 441-4120 | Website: <https://www.mona.uwi.edu/osf/>

Email: [stufinc@uwimona.edu.jm](mailto:stufinc@uwimona.edu.jm)

Manager: Mrs. Shana Hastings-Edwards

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# **PART III:**

# **FACULTY AND PROGRAMME**

# **REGULATIONS**

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- **CODE OF CONDUCT AND RESPONSIBILITIES**
- **GENERAL POSTGRADUATE FACULTY REGULATIONS**
- **EXAMINATION REGULATIONS**
- **CHEATING AND ACADEMIC INTEGRITY**

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## CODES OF CONDUCT AND RESPONSIBILITIES (LINKS)

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Statement of Ethical Principles and Codes of Conduct

<https://www.mona.uwi.edu/sites/default/files/uwi/Statement%20of%20Ethical%20Principles%20and%20Code%20of%20Conduct.pdf>

The Codes of Principles and Responsibilities for Students

<https://www.mona.uwi.edu/registry/sites/default/files/registry/uploads/UWICodeOfPrinciples%26Responsibilities2018%20%281%29.pdf>

The UWI Policy and Procedures on Research Ethics

<https://www.mona.uwi.edu/postgrad/sites/default/files/postgrad/uploads/UWI%20Policy%20on%20Research%20Ethics%20OCT%202010%20%282%29%20%281%29.pdf>

## GENERAL POSTGRADUATE FACULTY REGULATIONS

### FULL-TIME AND PART-TIME REGISTRATION

Students may be registered for either full-time or part-time studies. Candidates registered as either full-time or part-time students may apply to the Campus Committee to change their registration status.

### SUPERVISION

Before a student is accepted to an MPhil or PhD programme, at least one supervisor shall be appointed by the Campus Committee on the recommendation of the Head of Department. Supervisors shall provide academic guidance and directions to students in the conduct of the students' research.

### RESEARCH PAPERS AND PROJECTS

Supervisors of research papers and project reports must be nominated by the relevant Head of Department and approved by the Campus Committee at least two months prior to the scheduled commencement of the work by the candidates.

### REGISTRATION

- i. A candidate may not be registered for two or more programmes simultaneously, whether at UWI or at any other institution, unless the Board of Graduate Studies and Research in any particular case decides otherwise.
- ii. A student awaiting the final result of a programme in which he or she is registered may be provisionally accepted by the Board for Graduate Studies and Research into another programme pending the outstanding results.
- iii. The period of registration for a Graduate Certificate, Diploma or degree shall date from the start of the semester in which the candidate is first registered.
- iv. All students, including those who proceed on electives and attachments to other institutions are required to register each semester.

### REPEATS

A student who fail both final examination and coursework components of a course will be required to repeat the course.

### RESITS

- i. Students failing either the coursework or examination component of a course will normally be required to resit 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.
- ii. 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 resit the coursework examination when it is next offered.

### LEAVE OF ABSENCE

A student who for good reason wishes to be absent from an academic programme for a semester or more must apply for formal leave of absence to the Campus Committee, stating the reasons for the application.

The length of such approval, if granted, will be subject to approval by the Campus Committee, but will not be less than one semester or greater than one academic year in the first instance, terminating at the end of the semester or the academic year for which the application is approved.

- i. Leave of absence will not be approved for more than two consecutive academic years, unless the Board for Graduate Studies and Research in any particular case decides otherwise.
- ii. Applications for leave of absence for a semester shall be submitted by the end of the third week of the relevant semester;
- iii. Applications for leave of absence for the academic year shall be submitted by the end of the third week of semester one.

### **WITHDRAWAL AND/OR WARNING**

#### **A. Students Deemed to Have Withdrawn**

Where a student does not meet the final deadline for submission of any requirement for a Graduate Certificate, Diploma or degree that student's registration and the right to re-registration shall expire at the end of the semester during which the final deadline occurs. Such students are deemed to have withdrawn.

#### **B. Students Required to Withdraw**

Students registered in Graduate Certificates, Diplomas, Taught Masters degrees or programmes in which courses delivered over a short period may, on account of poor performance, be required to withdraw by the Campus Committee at the end of Semester I, II or at any point within a semester, as may be prescribed by the approved programme requirements.

Candidates required to withdraw at the end of Semester I shall be refunded any fees already paid for semester II.

### **CHANGE OF MAJOR**

Guidelines for a change of major may be accessed at:

[https://www.mona.uwi.edu/postgrad/sites/default/files/postgrad/guidelines\\_student\\_request\\_for\\_change\\_of\\_major\\_status.pdf](https://www.mona.uwi.edu/postgrad/sites/default/files/postgrad/guidelines_student_request_for_change_of_major_status.pdf)

Link for Complete Regulations for Graduate Certificates, Diplomas and Degrees (2018)

[www.mona.uwi.edu/postgrad/sites/default/files/postgrad/uploads/RevisedGeneralRegulations.pdf](http://www.mona.uwi.edu/postgrad/sites/default/files/postgrad/uploads/RevisedGeneralRegulations.pdf)



## EXAMINATION REGULATIONS

### THE UWI POSTGRADUATE GRADE POINT AVERAGE (GPA) SYSTEM

As part of our continued efforts to align the standards of The UWI more closely with international norms that reflect best practice, a Grade Point Average (GPA) system is being introduced for new postgraduate students with effect from the 2021/2022 academic year.

### WHO IS IMPACTED?

The postgraduate GPA System applies to new, incoming students in pursuit of postgraduate certificates, diplomas, taught masters as well as professional doctorates.

The implementation of this GPA does NOT impact:

- i. Postgraduate students pursuing research degrees
- ii. Returning postgraduate students

### GRADE SYSTEM & MARKING SCHEME

The marking scheme for graduate degrees, diplomas and certificates is as follows:

PASSING GRADES AND QUALITY POINTS		
GRADE	QUALITY POINTS	PERCENT RANGE
A+	4.3	90-100
A	4.0	80-89
A-	3.7	75-79
B+	3.3	70-74
B	3.0	65-69
B-	2.7	60-64
C+	2.3	55-59
C	2.0	50-54

FAILING GRADES AND QUALITY POINTS		
GRADE	QUALITY POINTS	PERCENT RANGE
F1	1.7	40-49
F2	1.3	30-39
F3	0.00	0-29
FC/FE	1.7	≥50

Candidates who fail any component of a course that counts towards a final grade (whether coursework or final examinations will be deemed to have failed that course -

- i. Where a candidate fails any component or a course that counts towards the final grade (whether coursework or final examination), but attains an overall course mark of 50% or more, the quality points assigned shall be 1.70 with the corresponding grade of FWC or FWE depending on which component was failed.
- ii. Where a candidate fails any component or a course that counts towards the final grade (whether coursework or final examination) and attains an overall course mark below 50%, the quality points assigned shall correspond to the grade based on the overall fail mark achieved, either F1, F2 or F3 as appropriate, with a further designation of FCW (Fail Coursework) or FWE (Fail Exam) corresponding to the equivalent grade.

### DEGREE REQUIREMENTS

The University's requirements of a minimum GPA for Postgraduate taught programmes is 2.0. Students who matriculate to the University in August 2021 and after must earn this minimum grade point average in their taught programmes. It does not apply to continuing postgraduate students. Note that individual department, college, school or programme requirements may exceed this minimum. All other existing requirements, both faculty and university, that are based on any calculated GPA will apply accordingly.

### CATEGORISATION OF AWARD OF DEGREES

GPA	CATEGORY
3.7	Distinction
3.30 - 3.69	Merit
2.00 - 3.29	Pass
<2.00	Fail

- The categorization of award of degree will be based on overall programme GPA
- Research project will be considered another course for the calculation of programme GPA
- Failure/repeating of any course(s) will NOT disqualify from 'distinction' if overall GPA  $\geq 3.70$
- Professional doctorates: Distinction =  $\geq 3.70$  in Courses + High Commendation in Research

**NB. Link for additional information on new postgraduate GPA regulations/requirements:**

<https://uwi.edu/postgradgpa/>

## CHEATING AND ACADEMIC INTEGRITY

Cheating is any act to benefit oneself or another by deceit or fraud. A candidate must not directly or indirectly give assistance to any other candidate, or permit any other candidate to copy from or otherwise use his or her papers. A candidate must not directly or indirectly accept assistance from any other candidate or use any other candidate's papers. These behaviours will be regarded as cheating.

- a. If any candidate is suspected of cheating, or of attempting to cheat, the circumstances shall be reported in writing to the Campus Registrar. The Campus Registrar shall refer the matter to the Chair of the Campus Committee for Graduate Studies and Research. The Chair shall appoint an Investigating Committee of not less than 5 members to consider the case. If the Chair so decides, the Committee shall invite the candidate for an interview and shall conduct an investigation. If the candidate fails to attend the interview, and does not offer a satisfactory explanation, the Committee may hear the case in the candidate's absence.
- b. When investigating allegations of cheating, the quorum of the meeting shall include the Chair of the Campus Committee for Graduate Studies and Research, at least one other member of the Campus Committee and the graduate student representative on the Campus, or in his/her absence, a student nominated by the President of the Student Society. In the event that the Chair of the Campus Committee for Graduate Studies and Research is unable to attend, the Chair of the Board for Graduate Studies and Research shall appoint an Acting Chair. The Campus Registrar shall be the Secretary to the Committee.
- c. If the candidate is found guilty of cheating or of attempting to cheat, the Committee may recommend to the Board for Graduate Studies and Research that the candidate be disqualified from the examination concerned, or disqualified from all his/her examinations taken in that examination session; or disqualified from all further examinations of the University for any such period of time as it may determine.
- d. A student may appeal to the Senate from the decision of the Board for Graduate Studies and Research. Appeals against decisions of the Board for Graduate Studies and Research shall be received by the Campus Registrar within two weeks of the date on which the decision is communicated to the student. Such appeals shall be heard by an Appeal Committee of Senate. Such an Appeal Committee may uphold or reverse the decision and may vary the penalty in either direction within the limits prescribed in (c) above. The decision of the Appeal Committee of Senate shall be final.
- e. Regulations 1.82(a)-(d) apply to all forms of cheating except plagiarism.

### Plagiarism

Regulations applicable to plagiarism are provided in Appendix 1 to these *Regulations*.

*(See link below, under 'Documents' tab, 'Regulations for Certificates, Graduate Diplomas, and Degrees.)*

<https://www.mona.uwi.edu/postgrad/forms-and-documents>

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# PART IV:

## PROGRAMMES OF STUDY

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- PROGRAMME OVERVIEW
- PROGRAMME STRUCTURE
- COURSE DESCRIPTION

**CARIBBEAN SCHOOL OF  
MEDIA & COMMUNICATION  
[CARIMAC]**



## MESSAGE FROM THE DIRECTOR

Welcome to the premier school for training and education in media and communication across the Caribbean - The Caribbean School of Media and Communication (CARIMAC).

This year is a critical one in the history of CARIMAC. It is also seminal for the University of the West Indies and the people of the Caribbean region. In October 1974, the Mona campus opened its doors to higher education for the region's growing journalism and mass communication sector and in doing so created a turning point for not only the practice of journalism in the Caribbean, but also for the media's vital role in defending the public interest.

Fifty years ago, 31 students from across the region started the Diploma in Mass Communication. Today, CARIMAC is a world-renowned academy offering graduate programmes in communication studies, communication for social and behavior change, integrated marketing communication and media management. Additionally, there has been an exponential growth of the School's research agenda and engagement in online education. This is evidenced by its MPhil/PhD programme and demonstrates its adaptability and commitment to staying at the forefront of industry development while contributing to the global body of knowledge in communication studies.

Even as we celebrate this milestone and significant changes to our programming, we must recommit and reimagine our promise to addressing gaps in Caribbean media and communication theory and praxis, to informing both academic pursuits and practical applications in the field, and to promoting and building internationally bench-marked professional standards and practice across the industry.

This is the CARIMAC to which you belong - a distinguished School with a rich legacy of excellence in media and communication training and education at an internationally top-ranked University prepared to create new opportunities for you to collaborate, network, and grow with the many top-notch specialists that have gone through the diverse range of graduate programmes we offer.

Your experience will reflect our commitment to equipping students with the knowledge, skills, and competencies necessary to excel in various sectors of the industry, as well as to make a positive impact on advancing the global community in which we all live, work and play.

CARIMAC's emphasis on holistic development and partnership with our students underscores our philosophy of education as nurturing future leaders and innovators in the industry. Your responsibility as students is to dedicate your university journey to sustaining the legacy of excellence, commitment to professionalism, and positive impact on society. Be an active participant in shaping the future of media and communication in your homeland, the Caribbean region, and the global space.

Congratulations on your many successes to come and welcome to what will be an engaging and productive academic year at the Caribbean School of Media and Communication.

**Patrick Prendergast, PhD**

## MASTER OF ARTS [MA] | COMMUNICATION STUDIES

### PROGRAMME SUMMARY

The Master of Arts (MA) in Communication Studies provides a postgraduate framework for the development of greater analytical and research capabilities in communication scholarship and practice. It targets professionals seeking to expand their competencies in the industry.

### PROGRAMME OUTLINE

The taught Masters in Communication Studies is a **part-time two-year** programme credited at **36 hours**. Depending on the total number of courses taken per semester, students may complete the programme in **18 months**. Students must register for at least two courses per semester. Students may register for courses in the summer.

### ENTRY REQUIREMENTS

Applicants should have at least a Second Class Honours Degree from a recognized University, or other academic or professional qualifications deemed to be equivalent, by the Admissions Committee.

### PROGRAMME STRUCTURE

#### CORE COURSES (15 credits)

**COMM6112:** Communication Research: Paradigms, Designs and Methods  
**COMM6403:** Issues in Caribbean Media & Communication  
**COMM6404:** Media, Communication and Caribbean Society  
**COMM6502:** Communication Theories  
**COMM6702:** Academic Reading and Writing in the Study and Analysis of Communication

#### PROGRAMME ELECTIVES (9-15 credits)

**COMM6301:** Communication Policy and Technology in the Caribbean  
**COMM6800:** Research Paper  
**COMM6821:** Quantitative Research in Media and Communication  
**COMM6822:** Qualitative Research in Media and Communication  
**COMM6902:** Communication and Persuasion

#### ELECTIVES

In consultation with the programme coordinator, students will select 6-12 credits from any approved graduate courses

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## MASTER OF PHILOSOPHY [MPhil] | COMMUNICATION STUDIES

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### PROGRAMME SUMMARY

The MPhil programme is designed to facilitate the student's review of the knowledge of the communication studies field. The student will evaluate seminal and current theories and models, as well as relevant literature and research findings, while developing an area of study which makes an independent contribution to knowledge or understanding of the subject area.

### PROGRAMME OUTLINE

The main work to be undertaken will be a research thesis of no more than 50,000 words. The student will be required to register for and successfully complete **two (2)** taught courses. There are no named courses in the MPhil programme, however MPhil candidates will select at least two (2) graduate level courses in consultation with their supervisors. The candidate will also deliver at least two (2) research seminars. The programme lasts for a minimum of two years full-time, beginning in September.

### ENTRY REQUIREMENTS

The minimum requirement for admission into the MPhil in Communication Studies is an undergraduate degree at the Upper Second Class Honours Level or its equivalent. Applicants must provide a research proposal outlining the scope of the intended study at time of application.

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## DOCTOR OF PHILOSOPHY [MPhil] | COMMUNICATION STUDIES

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### PROGRAMME SUMMARY

The PhD programme is designed to facilitate the pursuit of scholarship of an original, independent and seminal nature in the discipline of communication. In this programme, the student will demonstrate a rich understanding of the body of knowledge in the field. Honing a significant research problem, developing the investigation with competence and rigour, and presenting the achievements and findings with intellectual maturity, the candidate should contribute meaningfully to scholarship in the field.

### PROGRAMME OUTLINE

The main work to be undertaken will be a research thesis of no more than 80,000 words. The student will be required to register for and successfully complete at least three (3) courses at the graduate level. These courses will be selected in consultation with the supervisor and subject to the approval of the CARIMAC Director.

The PhD candidate will also deliver **at least three (3)** research seminars. The programme lasts for a minimum of three (3) years full-time, beginning in September.

### ENTRY REQUIREMENTS

The minimum requirements for admission into the PhD in Communication Studies are as follows:

Approved graduate degrees awarded primarily for research;

- a) Taught Master's degree provided that the Master's programme included a research component of at least 25% of the total credit rating and the applicant achieved at least a B+ average or its equivalent;



- b) Approval of MPhil upgrade application;
- c) Such other qualifications and experience as the Board for Graduate Studies and Research may approve.

Applicants must provide a research proposal outlining the scope of the intended study at time of application.

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## MASTER OF ARTS [MA] | COMMUNICATION FOR SOCIAL & BEHAVIOUR CHANGE

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### PROGRAMME SUMMARY

The Master's programme in Communication for Social and Behaviour Change provides students with a solid foundation to conceptualize, design, manage and evaluate evidence-based strategic programmes for social and behaviour change. A first-of-its-kind in the Caribbean, the programme continues to produce specialists in strategic communication and intervention design in areas especially applicable to the Caribbean and other developing countries: health, the environment, climate change, social and community development and disaster preparedness.

### PROGRAMME OUTLINE

The Masters in Communication for Social and Behaviour Change is a part-time two-year programme credited at **36 hours**. It runs for two calendar years, starting in September of Year 1 to May of Year 2. In year one, there is a summer component of 6 weeks between June and July. Students are required to register for the relevant course(s) during the designated summer. Students will attend at least two courses per semester.

### ENTRY REQUIREMENTS

Applicants should have at least a Second Class Honours Degree from a recognized University, or other academic or professional qualifications deemed to be equivalent, by the Admissions Committee.

### PROGRAMME STRUCTURE

#### CORE COURSES (21 credits)

**COMM6112:** Communication Research: Paradigms, Designs and Methods  
**COMM6404:** Caribbean Media, Communication and Society  
**COMM6502:** Media and Communication Theories and Models  
**COMM6602:** Behaviour Change and Communication Theories  
**COMM6701:** Communication Analysis and Planning  
**COMM6702:** Academic Reading and Writing in the Study and Analysis of Communication  
**COMM6901:** Intervention Design

#### PROGRAMME ELECTIVES (6-12 credits)

**COMM6301:** Communication Policy and Technology in the Caribbean  
**COMM6600:** Research Paper (Pre-requisites: COMM6112 & COMM6821 or COMM6822)  
**COMM6801:** Social Change and Development Communication  
**COMM6803:** Disasters, Communication and Media  
**COMM6821:** Quantitative Research in Media and Communication  
**COMM6822:** Qualitative Research in Media and Communication  
**COMM6902:** Communication and Persuasion

### ELECTIVES (3-9 credits)

In consultation with the programme coordinator, students will select **3-9 credits** from any approved graduate courses.

## MASTER OF ARTS [MA] | INTEGRATED MARKETING COMMUNICATION

### PROGRAMME SUMMARY

The Master of Arts in Integrated Marketing Communication (IMC) programme prepares students for versatile careers such as Marketing, Advertising, Public Relations, Marketing Research, Brand Management, International Marketing, among others. The 2-year part-time programme is suitable for current practitioners in marketing and communications, as well as other professionals with an interest in the area of Marketing and Public Relations.

### PROGRAMME OUTLINE

The Master's will be awarded upon the successful completion of **36 credit hours**. All students are required to register for the following: seven (7) core courses and three (3) electives and then a capstone course, the final IMC campaign.

### ENTRY REQUIREMENTS

Applicants should have at least a Second Class Honours Degree from a recognized University, or other academic or professional qualifications deemed to be equivalent, by the Admissions Committee.

### PROGRAMME STRUCTURE

#### CORE COURSES (21 credits)

IMCC6110: Statistical Methods in Marketing Research and Analysis  
IMCC6120: Brand Equity Management  
IMCC6150: Integrated Marketing Communication: Theory and Practice  
IMCC6160: Advertising, Media Analysis and Planning  
IMCC6200: Social Media Marketing  
IMCC6210: Event Management and Sales Promotion  
IMCC6290: Managing Relationships in IMC

#### ELECTIVES (9 credits)

COMM6112: Communication Research: Paradigms, Designs and Methods  
COMM6301: Communication Policy and Technology in the Caribbean  
COMM6403: Issues in Caribbean Media & Communication  
COMM6404: Media, Communication and Caribbean Society  
COMM6502: Media and Communication Theories and Models  
COMM6602: Behaviour Change and Communication Theories  
COMM6702: Academic Reading and Writing in the Study and Analysis of Communication  
COMM6801: Social Change and Development Communication  
COMM6821: Quantitative Research in Media and Communication  
COMM6822: Qualitative Research in Media and Communication  
COMM6902: Communication and Persuasion

#### CAPSTONE RESEARCH COURSE

IMCC7000: Final IMC Campaign

## MASTER OF SCIENCE [MSc] | MEDIA MANAGEMENT

### PROGRAMME SUMMARY

In collaboration with the Mona School of Business and Management (MSBM) in the Faculty of Social Sciences, this programme delivers instruction in the effective management of contemporary media systems and services. Increasing convergence to create new media business models requires an integrated approach to the management of these evolving entities.

### PROGRAMME OUTLINE

The degree will be granted upon completion of **42 credits**. The MSc MM will be offered part-time over two years.

### ENTRY REQUIREMENT

The minimum requirement for admission to the programme shall be GPA of 2.5 minimum or a Lower Second Class Honours degree or its equivalent. Qualifications deemed to be in lieu of the above would be subject to the approval of the Board of Graduate Studies and Research (BGSR) on the recommendation of the department head.

### PROGRAMME STRUCTURE

#### YEAR ONE

##### SEMESTER I

**MDMG6002:** Structure and Operation of Media

**MDMG6005:** Media Business Strategy

**SBCO6030:** Graduate Mathematics for Management Education (*0 credits*)

##### SEMESTER II

**MDMG6007:** Applied Media Management **OR**

**COMM6301:** Communications Policy & Technology in the Caribbean<sup>1</sup>

**MGMT6118:** Legal Environment of Business

**SBCO6390:** Strategic Human Resource Management

##### SUMMER

**SBCO6160:** Operations and Project Management

**SBCO6380:** Accounting and Financial Management

<sup>1</sup> COMM6301 will be offered as an alternative to MDMG6007

## YEAR TWO

### SEMESTER I

**MDMG6006:** Marketing the Media Entity **OR**

**IMCC6160:** Advertising, Media Analysis and Planning

**SBCO6100:** Transformational Leadership and Management

**ONE (1) CARIMAC Elective**

### SEMESTER II

**MDMG6003:** Business Communication and Protocol

**MDMG6008:** Final Media Management Project

**SBCO6152:** Data Mining for Marketing and Sales

### SUMMER

**MDMG6008:** Final Media Management Project

## APPROVED ELECTIVES

**COMM6112:** Communication Research: Paradigms, Designs and Methods

**COMM6301:** Communication Policy & Technology in the Caribbean

**COMM6403:** Issues in Carib. Media & Comm.

**COMM6404:** Caribbean Media, Communication and Society

**COMM6502:** Mass Communication Theories & Models

**COMM6602:** Behaviour Change and Communication Theories

**COMM6701:** Communication Analysis & Planning

**COMM6702:** Academic Reading & Writing in the Study & Analysis of Communication

**COMM6801:** Social Change and Development Communication

**COMM6803:** Disaster, Communication & Media

**COMM6901:** Intervention Design

**COMM6902:** Communication and Persuasion

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## COURSE DESCRIPTIONS

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### COMMUNICATION COURSES

#### **COMM6112: COMMUNICATION RESEARCH: PARADIGM, DESIGN & METHODS**

This course will enable students to critically analyse current research in the field of media and communication. In addition, students will design and execute aspects of research projects using mainly quantitative and qualitative methods.

#### **COMM6301: COMMUNICATION POLICY & TECHNOLOGY IN THE CARIBBEAN**

In this course, students examine the issues attendant on the rapid development of ICTs and global networks and the impact on operations in the Caribbean media and communication industry. Students explore policy processes with special attention to policy making.

#### **COMM6403: ISSUES IN CARIBBEAN MEDIA & COMMUNICATION**

In this course, students investigate the role media and communication plays in producing, maintaining and challenging constructs of race, class, gender and ethnicity. To this end, students examine a variety of critical approaches in analysis of race, class, gender and ethnicity in media texts, media ownership, production and audience reception. This course draws upon a cultural studies' theoretical framework and contemporary theories of race, class and gender and ethnicity to explore these concepts in the context of Caribbean communicative practice.

#### **COMM6404: CARIBBEAN MEDIA, COMMUNICATION & SOCIETY**

This course provides a comprehensive overview of Caribbean media and communication systems and the major historical factors and issues that affect the functioning of these systems. Students explore the relationship between media and communication systems and Caribbean society and generate research material on media communication and society in the Caribbean.

#### **COMM6502: MEDIA AND COMMUNICATION THEORIES & MODELS**

This course surveys traditional theories and models of media and communication through to relatively new and emerging perspectives. The student examines the theoretical and conceptual foundations of media and communication scholarship as a complement to current media and communication practice.

#### **COMM6600: RESEARCH PAPER**

The goal of the research paper is to demonstrate students' understanding of the application of theory, research methods and other skills acquired in the course of the programme. Approval of the research proposal is required before proceeding with the research process.

#### **COMM6602: BEHAVIOUR CHANGE & COMMUNICATION THEORIES**

In this course, students explore behaviour change communication as an interactive process guided by evidence and theory based approaches to intervention. Using a variety of communication channels, they will develop strategies and produce messages to encourage positive behaviours and sustain individual, community and societal behaviour change. Students will engage with the theoretical and conceptual challenges in behaviour change and communication scholarship and interrogate dominant paradigms and theories.

#### **COMM6701: COMMUNICATION ANALYSIS & PLANNING**

The course emphasizes the importance of message-based public awareness and social marketing efforts and effective communication-based interventions as part of a wider strategic communication process. Students will explore the critical elements in a viable and sustainable communication intervention: interpersonal communication, community dialogue media and institutional communication.

### **COMM6702: ACADEMIC READING & WRITING IN THE STUDY & ANALYSIS OF COMMUNICATION**

In this course, students learn graduate level reading and writing processes through exposure to and analysis of relevant readings and scholarly texts in media and communication. Through interaction with researchers and scholarly writers, students learn the conventions of academic writing and practice using those conventions in a variety of learning tasks. Through exposure to feedback from their peers and academic instructors, students should improve their skills in evaluating and selecting the material they need to produce a variety of academic texts e.g. summaries, annotated bibliographies, abstracts, literature and book reviews, essays and research papers.

### **COMM6800: RESEARCH PAPER**

The goal of the research paper is to demonstrate students' understanding of the application of theory, research methods and other skills acquired in the course of the programme. Approval of the research proposal is required before proceeding with the research process.

### **COMM6801: SOCIAL CHANGE & DEVELOPMENT COMMUNICATION**

In this course, students explore concepts, theories and models in development communication. Modeling the learning and facilitation behaviour used in current field work environments, the students will form groups mobilized around specific social, health, and/or environmental development issues. The groups will function as a learning community in which each member facilitates learning and knowledge. The group will also plan and implement a small scale intervention in a target community: they will facilitate public dialogue, manage community negotiation, document communication for social changes processes, use storytelling as a means of sharing, monitoring and evaluating and listen to and elevate unheard voices.

### **COMM6803: DISASTERS, MEDIA & COMMUNICATION**

In this course, students explore contemporary research into and the practice of risk communication with its varied processes and stakeholder roles. The course will help students identify risk communication challenges and enhance their understanding of risk communication issues faced by communities, organizations, the country and the region.

### **COMM6821: QUANTITATIVE RESEARCH IN MEDIA AND COMMUNICATION**

This course offers students practical engagement with quantitative research design. Students will conduct research on topics within their field of study using the relevant software for managing, analyzing, interpreting and reporting results. Students will apply descriptive and inferential statistics to the study of variation, understanding conceptually the process that generates these summary estimates and guide interpretation of results.

### **COMM6822: QUALITATIVE RESEARCH IN MEDIA AND COMMUNICATION RESEARCH**

In this course, graduate students acquire skills in qualitative research methodology for media and communication research, specifically focus group interviews, in-depth interviews and textual analysis. The course provides a comprehensive discussion of qualitative research design and the central role of theory in guiding research design. Through seminars, self-directed learning, group work and real-world experiences students should conceptualize, design, and execute small-scale pilot studies.

### **COMM6901: INTERVENTION DESIGN**

This course exposes the student to the practical aspects of evidence-based intervention design, including applications of communication as a core element in the development process. The course pays considerable attention to the common pitfalls, the gaps and assumptions that can undermine the success of an intervention before it begins, or as it unfolds. The course takes students through the "nuts and bolts" of the monitoring and evaluation processes essential to successful interventions.

## **COMM6902: COMMUNICATION & PERSUASION**

This course covers the theoretical perspectives and concepts related to persuasion from both the perspective of the audience/consumers and the message producers. Students also explore the “art” and “craft” of modern persuasion in communication strategy used across various sectors: business, politics, social marketing and religion etc.

## **INTEGRATED MARKETING & COMMUNICATION COURSES**

### **IMCC6110: STATISTICAL METHODS IN MARKETING RESEARCH & ANALYSIS**

This course looks at the various methods of securing marketing intelligence and its importance in the marketing process; examines research techniques, how data is gathered, analyzed and reported. The purpose is to explore how research may be used in an IMC campaign: identify marketing problems, distinguish what can and cannot be learned from marketing research, gather and analyze marketing data and make business decisions based on the data. It focuses on data analysis in marketing research; emphasizes core statistical techniques, the application of statistical software and the interpretation of statistical outputs. Ethical issues in marketing research are also discussed. SPSS software is required.

### **IMCC6120: BRAND EQUITY MANAGEMENT**

This course explores strategies and tactics that are used to build, measure and manage brands and brand equity, including the introduction of new products. It also covers creative decisions in branding. The course is designed to improve students' comprehension and appreciation of the importance of brand equity and the management process associated with it. Topics will include building brand equity, measuring brand equity, understanding brands from the customer's perspective, conducting brand audits, managing brand portfolios and managing brands over time.

### **IMCC6150: INTEGRATED MARKETING COMMUNICATION: THEORY & PRACTICE**

This course is intended to help students to develop a greater appreciation for the study of Integrated Marketing Communication (IMC), and how it may be used through the media to reach audiences with maximum impact. The course focuses on key principles in integrated marketing communication along with the structure of the IMC agency. Public Relations, publicity, marketing and sales promotion are also covered in the course along with evaluation in IMC. Integrated Marketing Communication is a structured and deliberate communication approach aimed at increasing the efficacy in the creation of communication- based interventions.

### **IMCC6160: ADVERTISING, MEDIA ANALYSIS & PLANNING**

This course addresses the role of media analysis and planning in IMC and specifically in advertising. The purpose is to cover media terminology in order to effectively communicate and subsequently understand the field; media math, the distinctions between media objectives, strategies and tactics; and the different ways of allocating resources in media. Students will also learn how to buy and utilize the full range of media available to IMC practitioners today, as well as to understand the advantages and disadvantages of each type of media.

### **IMCC6200: SOCIAL MEDIA MARKETING**

Rapid development and expansion of new media create a variety of new approaches to social marketing but also new sorts of ethical issues and conundrums. Therefore, there is also the continuous need for IMC practitioners to understand and evaluate contemporary and prevailing ethical issues in order to effectively deal with new ethical issues when they arise in the future. This course examines how modern industry uses emerging media, such as blogs and virtual worlds, on platforms such as computers, tablets and cell phones to enhance the IMC process. It also addresses the creative and ethical issues unique to digital media such as copyright, sponsored posts, freedom of expression and cross-cultural communication online.

### **IMCC6210: EVENT MANAGEMENT & SALES PROMOTIONS**

This course is an overview of the role that sales promotion plays in IMC. It examines the functions of sales promotion in the marketing process as well as the legal regulations on sales promotion. The course focuses only on consumer promotions, but is designed to improve students' comprehension and appreciation of the importance of the role of sales promotion as a marketing tool; the advantages and disadvantages of specific sales tools; and the legal constraints to sales promotion. Topics will include consumer behaviour; marketing and sales promotion; planning and implementing sales promotion; types of promotion; and the legal regulations.

### **IMCC6290: MANAGING RELATIONSHIPS IN IMC**

This course provides practical knowledge and hands-on experience in managing relationships between an organization and its various publics. Students develop and produce programmes using traditional public relations tools and tactics including press releases, public service announcements, crisis communication plans, speeches, newsletters and special events for a chosen client. Effective management of relationships is crucial to much of the success in private and public entities. The principles of best practice in public relations are best learned through examining how real organizations have decided to establish and maintain their relationships in a variety of industries, locations, and settings. This course explores issues in applying traditional public relations theory to the practice of IMC.

### **IMCC7000: FINAL IMC CAMPAIGN**

This capstone course requires students to develop a thoughtful and professional quality IMC campaign for a real-world client. This course must be successfully completed in a student's final academic session.

## **MEDIA MANAGEMENT COURSES**

### **MDMG6002: STRUCTURE AND OPERATION OF MEDIA**

Effective management of contemporary media systems and services requires an understanding of what comprises media, the creative and technical people involved, how the entities are structured and how they operate. Media managers are required to be cognisant of the demands made in the transition from analogue to digital media, from physical to digital newspapers, and the role of social media in changing audience tastes and expectations. This course is intended to expose the student to the nature of modern media, their evolution, and structure and how they operate. The course will take the student through the entire range of what constitutes media and provide the basis for the application of the management principles that are required for media to operate as financially viable and accountable entities. The course examines the various types of media and technology businesses, how they function and their various audiences. It will explore the varying approaches required for the management of media and technology entities.

### **MDMG6003: BUSINESS COMMUNICATION & PROTOCOL**

Modern media managers must understand the media and technology industry protocols, codes of ethics, dining etiquette, appropriate forms of attire and general deportment, as well as proven capabilities in verbal and nonverbal forms of communication. Modern Media Management Etiquette is designed to ensure that all students who successfully complete the MSc in Media Management will be equipped with these necessary tools to enable them to function at socially acceptable levels based on the norms and values of their societies. These skills will be required for leadership, interpersonal contact, the conduct of a meeting, attendance at social events and in professional contact with local or international representatives of governments, business organisations, religious or sports bodies. Graduates must feel comfortable at executive luncheons, state or business dinners or at cocktail parties. Students who take this course will also be exposed to official state protocol, hierarchy of governments and international diplomatic norms.



### **MDMG6005: MEDIA BUSINESS STRATEGY**

In business and other organisations, policy and strategy are formulated in a multifaceted environment of social, political, economic, technological, and other forces. The focus of this course is developing the general media management perspective. It includes the cross-functional impact of any situation, problem, proposal or decision, and key long- and short- term implications for the total enterprise. The course seeks to develop skills in total enterprise management, and takes a global perspective on strategic management, recognising current and future environments in which organisations operate. Students will identify, develop and pitch ideas for media businesses; research and write business case studies; and perform skill-building exercises in business analysis of digital technologies start-ups.

### **MDMG6006: MARKETING THE MEDIA ENTITY (*Substituted for IMCC6160*)**

All major media entities are equipped with a marketing department that places emphasis on the promotion of the products and ensuring that existing and new products are supported financially through advertising and sponsorship. For the most part, there is not much focus on the profile of the company and on the distinguishing characteristics of that company. Not much attention is paid to how these companies are positioned in relation to other entities of a similar type. The lack of attention could be as a result of the fact that for many media companies in the Caribbean, marketing the company was never an issue. However, in the last 20 years, this position has changed significantly. The issue of convergence and the acquisition of smaller entities by larger groups is increasingly taking place within a competitive and converging media environment where survival of the most profitable and the most visible is becoming the order of the day. Mergers and acquisitions as a concept, is becoming increasingly popular. This course is therefore aimed at equipping those already involved at the management level in media entities with the tool to assist them in the branding of the company as it seeks to be positioned for profitability and success.

### **MDMG6007: APPLIED MEDIA MANAGEMENT (*Substituted for COMM6301*)**

Modern media technologies require modern management practices from managers who can adapt to change quickly. Knowledge of the operation of a business and broad management skills are needed for success, whether these are corporate or self-generated green fields and start-ups. Applied Media Management prepares students for work in this exciting, but challenging world. This course is designed specifically to meet the demands of successful management in an era of rapid and dynamic change in media. It builds on earlier courses, and requires the student to apply the principles of media management that have been delivered in the programme. The course is designed to encourage innovative thinking. Students explore the principles of responsible and effective management and learn best practices in today's media industry.

### **MDMG6008: FINAL MEDIA MANAGEMENT COURSE**

The course requires the student to do an in depth study of a media, creative or technology- led enterprise and to report on its organisational communication and external communication practices, how it manages technological change, convergence and new media platforms, and its medium to long-term corporate goals. The student is required to use this as the basis for an analysis of the management of the enterprise to indicate its successes and shortcomings, and then to suggest ways in which the enterprise may be able to change its systems and structures to become more efficient. The course demands that the student applies all aspects of the programme to the analysis of the media enterprise, using knowledge of human resources management, media operations management, marketing media products and managing changes in media technology. A successful delivery of this project will indicate that the student has successfully understood all major aspects of the Programme, and has applied this knowledge in analysing media and technology management practices.

## MSBM COURSES

### **MGMT6118: LEGAL ENVIRONMENT OF BUSINESS**

Both competition and regulation give rise to legal challenges. In the pre-liberalization telecommunications environment, the role of law and regulators was a limited one. But since liberalization these have been evolving. Telecommunications policy and regulations are underpinned by law. An awareness of key aspects of the law is necessary to grasping the full implications of the economic and technical changes taking place within the industry and host societies. Intrinsic constraints imposed by legal rights are not often clearly understood. These apply to the telecommunications sector, as convergence brings together issues of both carriage and content and competition pith the incumbent against new incoming players, all of whom are subject to state-determined as well as global regulatory systems.

### **SBCO6030: GRADUATE MATHEMATICS FOR MANAGEMENT EDUCATION**

The course is designed to cover basic mathematical concepts for incoming students. The course is a response to the less than positive performances by students in the mathematically-based — quantitative — business courses within the programme. To this end, the focus of this course will be the coverage of those concepts that will form the foundation of many of the mathematically based business courses. This is a 24-hour course, which carries no credit. However, students will have to meet the requirements of the course before they are allowed to graduate. All incoming students are expected to do the course. Exemption will be given only in rare situations and is usually not given before the first quiz.

### **SBCO6100: TRANSFORMATIONAL LEADERSHIP AND MANAGEMENT**

The Transformational Leadership and Management course is ultimately intended to provide participants with a theoretical foundation upon which to develop their practical understanding and ability to analyse the dynamics of an organization's existing situation. It is also intended for the participants to determine their appropriate response in the form of Leadership approaches and Management structures in all their multi dimensions. Participants, while informed of the distinctly different but complementary functions of leadership and management, must be able to perform these functions in today's global and Caribbean operating environment, which is characterized by radical and continuous change and uncertainty. Participants will be made mindful that both the leadership and management roles are necessary for success in an increasingly complex and ever-changing workplace environment with critical implications for human resources management and organizational behaviour. Participants will be enabled to develop a healthy consciousness of their own leadership profile, attributes and skills, deepening their confidence in their ability to appropriately and effectively perform the roles of both managing and leading transformational change.

### **SCCO6152: DATA MINING FOR MARKETING AND SALES**

Data mining has emerged as a growing field that is concerned with developing techniques to assist managers to make intelligent use of the rapid increase of data. It is the process of analysing data from different perspectives and summarizing it into useful information. Data mining identifies trends, patterns, and relationships, which might otherwise have remained hidden. Emphasis will be placed on how to extract and apply business intelligence to improve business decision making and marketing strategies. The course will take advantage of online social media content from various applications, such as social network analysis, customer segmentation, customer relationship management (CRM), and web mining. The course will provide students with exposure to data mining tools, and application of data mining techniques to improve marketing, and sales.

### **SBCO6160: OPERATIONS AND PROJECT MANAGEMENT**

The objective of this course is to introduce students to the strategic and operational issues and decisions involved in managing the operating division of a firm. Most business enterprises are concerned with the production of goods and services that meet some need in the marketplace.

### **SBCO6380: ACCOUNTING & FINANCIAL MANAGEMENT**

The main objective is to provide an understanding of financial decision making and financial theory from the point of view of corporate financial managers in competitive financial markets. This course serves as an introduction to business finance (corporate financial management and investments) for both non-finance concentration students and those electing a finance concentration and preparing for upper-level course work. The course's objective is to provide a framework, concepts, and tools for analyzing corporate finance problems and issues, based on the fundamental principles of modern financial theory, with an understanding of application to "real-world" situations. The approach is rigorous and analytical. Topics covered include discounted cash flow techniques, corporate capital budgeting and valuation, working capital management, portfolio investment decisions under uncertainty and cost of capital.

### **SBCO6390: STRATEGIC HUMAN RESOURCE MANAGEMENT**

It is inarguable that the effectiveness and competitiveness of today's businesses are significantly related to the quality of their human resources. No longer is it possible for employers to omit from their strategic business plans, plans relating to the acquisition, development, compensation and retention of their human resources. This is in recognition of the fact that human resources are as critical to the organization's success as the financial and material resources that have traditionally received much more attention. Accordingly, the role of human resource (HR) managers, and managers generally, in the treatment of a company's human resources has become much more central to the strategic and operational management of a business. This course provides the opportunity for both current/future HR practitioners and line managers to understand the place of human resource management (HRM) in a business, and to grasp the issues and processes that are integral to effective identification of HR needs in the strategic development of organizations. The course also explores theories, concepts, techniques, and applications that inform the design and implementation of practices bearing upon the acquisition and retention of employees with the competencies that will ensure organisational effectiveness and competitive advantage.

**DEPARTMENT OF  
HISTORY AND ARCHAEOLOGY**



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## MESSAGE FROM THE HEAD OF DEPARTMENT

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Welcome to the 2024-25 academic year and thank you for joining us as we continue Moving Forward with History and Archaeology. The tagline has a double meaning: in the first place, it recognises that an understanding of the past - gained through the disciplines of History and Archaeology - is essential for charting our future courses. Secondly, it is a nod to the fact that these disciplines have to evolve to meet the needs of rapidly changing societies. In particular, the experiences of the last three years have revealed the need to equip our graduates with transferable skills that can sustain career-long-learning and adaptability.

The DOHA has responded to this need through the recent revisions to our graduate programme. We believe that there is now a greater relevancy and variety of course offerings that will help you to address the demands that our times make of us. You will learn about past-present-future connections, develop the research skills necessary to shed light on aspects of the Caribbean's and the World's past, learn new media for the presentation and teaching of history, and receive experience in the practice of Public History and Heritage. Whether you are in the MA or MPhil/PhD programmes, our courses and supervision will help you to enhance valuable skills for your careers.

One thing that has not, and will not, change is our commitment to excellence in education as this remains the best way that we can help you prepare to succeed in a constantly changing and competitive world. The Department is committed to being student-oriented and maintaining the synergies between student and staff from which we can all benefit. Please, make sure to use the Department's website, social media and other communication channels and share your feedback, as we continue breaking ground for the History and Archaeology Department of the future.

Welcome again.

**Julian Cresser, PhD**

## MASTER OF ARTS [MA] | PUBLIC HISTORY AND CARIBBEAN HERITAGE

### ENTRY REQUIREMENTS

Applicants should normally possess a GPA of 2.5 minimum or a Lower Second-Class Honours degree or its equivalent, but those with relevant qualifications in other disciplines may apply.

### PROGRAMME DESCRIPTION

The MA in Public History and Caribbean Heritage is a 36-credit part-time programme designed to provide academic training for persons wishing to work in the public history and heritage sectors or to enhance the skills of those already employed in these fields. It offers the opportunity for critical reflection on heritage, public history, and archaeology-resource management as well as to acquire a wide range of practical skills in cultural resource management. The programme will equip students to work in media and communication, tourism, museums and archives, and historic sites, while becoming proficient in the research and writing of commissioned histories and the interpretation of the Caribbean past for public audiences.

### PROGRAMME OUTLINE

Students are required to complete the following for a total of 36 credits:

FIVE 3-credit core taught courses	15 credits
TWO 3-credit departmental taught electives	6 credits
TWO 3-credit non-departmental taught electives*	6 credits
Internship experience	3 credits
EITHER Research Paper of 10,000-15,000	6 credits
OR	
Applied Research Project	6 credits

### PROGRAMME DURATION

The MA in Public History and Caribbean Heritage is offered as a part-time programme only. Students are expected to complete the programme over a period of two academic years.

### INTERNSHIP

Students will be assigned to an appropriate institution for an internship experience totalling 160 hours (40 hours per week for 20 days). Students are required to prepare a project proposal, write a reflective journal and prepare a report on the outcome of the implementation of the proposal. The supervisor at the internship placement site will provide an evaluation report to the programme coordinator.

### RESEARCH PAPER/APPLIED RESEARCH PROJECT

Both the research paper and applied research project may be related to interests developed from the courses and other studies.

The research proposal will be completed as part of the Research Proposal Writing course (HIST6901) and a supervisor will be assigned subsequently.

### SEMINARS

M.A. candidates are required to present on their research paper topic in the Staff/Graduate Seminar series as part of the assessment for the Research Proposal Writing Course (HIST6901).

M.A. students are encouraged to attend the Department's Staff/Graduate Seminar series scheduled each semester.

## PROGRAMME STRUCTURE

### YEAR ONE

#### SEMESTER I

**HIST6722:** Public History & Heritage: Theory and Applications

**HIST6802:** Cultural Resource Management

**Any ONE Elective (non-departmental)**

#### SEMESTER II

**HIST6709:** Museums and Public Memory

**HIST6724:** Oral History: Theory, Methods and Applications

**Any ONE Elective (non-departmental)**

#### SUMMER

**HIST6728:** History & Heritage Internship

### YEAR TWO

#### SEMESTER I

**HIST6901:** Research Proposal Writing

**Any TWO ELECTIVES (departmental)**

#### SEMESTER II

**Either HIST6700:** Research Paper

**Or HIST6800:** Applied Research Project

#### SUMMER

**Either HIST6700:** Research Paper

**Or HIST6800:** Applied Research Project

### APPROVED ELECTIVES

**ARCM6001:** Fundamentals of Archives and Records

**ARCM6002:** Acquisition, Organization & Use of Archival Materials

**ARCM6006:** Memory and Recordkeeping in the Caribbean

**ARCM6010:** Methods of Enquiry for Archives and Recordkeeping

**ARCM6011:** Archival Advocacy and Community Archives in the Caribbean

**EDCU6024:** Pedagogies Across the Curriculum

**ENVR6430:** National Parks, Tourism and Recreational Amenities

**GOVT6040:** International Public & Development Management

**GOVT6042:** Policy Writing for Public Managers

**GOVT6043:** Organisation Design and Change for Public Managers

**GOVT6078:** Caribbean Political Systems I

**SBCO6070:** Marketing for managers

**SBCO6191:** New Ventures and Entrepreneurship

**SOCI6117:** Urban Anthropology

**SOCI6088:** Introduction to Geographic Information Systems

**SBMA6020:** Consumer Behaviour

**SOWK6125:** Strategies & Skills for Effecting Social Change

## MASTER OF ARTS [MA] | HISTORY (not offered for AY2024/2025)

### ENTRY REQUIREMENTS

Applicants should possess at least a Lower Second Class Honours degree in History with very good Bs in Level II or Level III History courses.

### PROGRAMME SUMMARY

The MA History programme is designed to provide academic training for persons wishing to enhance their skills in historical analysis and their knowledge of history and its practice. It is particularly designed for those teachers of history who want to upgrade their skills and keep on the cutting edge of the discipline but will prove useful to persons whose occupation/job performance will be enhanced by historical knowledge and practice. Graduates from this programme will be equipped to work in the writing of history and interpreting in a vast array of fields which depend on historical knowledge for analysis and explanation.

### PROGRAMME OUTLINE

Students are required to complete a total of 33 credits in taught courses and write a research paper (HIST6700) of between 10,000 - 15,000 words for a total of 39 credits.

### PROGRAMME DURATION

Full-time students are expected to complete the programme in one academic year. Part-time students are expected to complete the programme over a period of two academic years.

### RESEARCH PAPER

The research paper may be related to interests developed from the courses and other studies. A completed proposal must be submitted for approval and the assignment of a supervisor.

### SEMINARS

M.A. students are required to present on their research paper topic in the Staff/Graduate Seminar series.

Whilst pursuing taught courses, MA students are expected to attend the Department's Staff/Graduate Seminar series scheduled each semester.

### PROGRAMME STRUCTURE

#### YEAR I/SEMESTER I

**HIST6003:** Historiography and the Emergence of West Indian History  
**HIST6700:** Research Paper  
**HIST6712:** Theory and Methods of History  
**And any One (1) HISTORY ELECTIVE**

#### YEAR I/SEMESTER II

**HIST6700:** Research Paper  
**HIST6704:** Oral History, Values and Techniques  
**And any Two (2) HISTORY ELECTIVES**



## RESEARCH DEGREE PROGRAMMES

### Research Areas:

The Department currently offers supervision of research in the following major areas:

- Caribbean Social History
- Caribbean Economic History
- Caribbean Cultural History & Heritage Studies
- Women's History
- Post Emancipation Politics
- Historical Archaeology

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## MASTER OF PHILOSOPHY [MPhil] | HISTORY (not offered for AY2024/2025)

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### ENTRY REQUIREMENTS

An Upper Second or First Class degree is required, with at least eight B+s in History courses or four B+s in year-long pre-semester History courses.

### PROGRAMME OUTLINE

MPhil candidates will be required to satisfactorily complete three courses: HIST6003, HIST6704 and HIST6712.

The major component of the MPhil is the writing of an extensive research thesis not exceeding 50,000 words (RETH9001), under supervision. Topics may be chosen from the research areas listed or agreed on by the Department.

The MPhil thesis must be a new and substantial contribution to the current historiography, that is worthy of publication and shows clear evidence of original research.

### SEMINARS

MPhil candidates (full-time) who have completed the first year of their registration are required to present their Thesis Proposal in a Seminar (GRSM1601),

MPhil candidates are required to present and satisfactorily complete at least two research seminars. Candidates are required to register for each research seminar in the relevant semester/academic year using the following codes:

1. **GRSM6101:** Graduate Research Seminar I
2. **GRSM6102:** Graduate Research Seminar II

Seminar presentations will be assessed on a pass/fail basis. Candidates are expected to attend the Department's Staff/Graduate Seminar series scheduled each semester.

### PROGRAMME DURATION

MPhil candidates are required to submit their theses for examination within three years of their initial registration full-time; five years part-time. The minimum period of registration for the completion of the MPhil is three years full-time; five years part-time.

### EXAMINATION

The degree will be awarded after examination of the thesis and upon the recommendation of the examiners to the Board for Graduate Studies and the Senate. If the thesis is not acceptable, the candidate may be required to re-submit within a specified time or may be deemed to have failed outright.

## DOCTOR OF PHILOSOPHY [PhD] | HISTORY (not offered for AY2024/2025)

### ENTRY REQUIREMENTS

Qualification for this programme is normally the MPhil. Candidates registered for the MPhil may in certain circumstances have their registration upgraded to the PhD. Such candidates must demonstrate an ability to cope with research at the higher level and a capacity to complete in good time.

### PROGRAMME OUTLINE

Presentation of a thesis of a suitable standard and length not exceeding 80,000 words on an approved subject.

The PhD thesis must be a new and substantial contribution to the current historiography, that is worthy of publication and shows clear evidence of original research.

The PhD candidate must also take an oral examination (Viva) following submission of the thesis. This examination will cover their general field of study and the subject of the thesis.

### SEMINARS

PhD candidates who have completed the first year of their registration are required to present their Thesis Proposal in a Seminar (GRSM9101).

PhD candidates are required to present and satisfactorily complete at least three (3) research seminars. Students are required to register for each research seminar in the relevant semester/academic year using the following code:

1. **GRSM9101:** Graduate Research Seminar I
2. **GRSM9102:** Graduate Research Seminar II
3. **GRSM9103:** Graduate Research Seminar III

Seminar presentations will be assessed on a pass/fail basis. Candidates are expected to attend a minimum of 50% of the weekly Staff/Graduate Seminar each semester.

### PROGRAMME DURATION

Full time candidates are allowed to complete the PhD programme in three years.

### EXAMINATION

A candidate for the degree, having submitted the thesis (RETH9001) and taken the oral examination, may be recommended to the Board for Graduate Studies and Senate for award of the degree, or may be required to re-submit the thesis within a specified time period and/or repeat the oral examination, or may be pronounced to have failed outright.

## COURSE OFFERINGS - 2024-2025

### SEMESTER I

HIST6901: Research Proposal Writing  
ANY TWO (2) Departmental Electives

### SEMESTER II

HIST6700: Research Paper  
OR  
HIST6800: Applied Research Paper

### SUMMER SEMESTER

HIST6700: Research Paper  
OR  
HIST6800: Applied Research Project

## COURSE DESCRIPTIONS

### **HIST6003: HISTORIOGRAPHY AND THE EMERGENCE OF WEST INDIAN HISTORY**

This course is concerned with the researching and writing of West Indian History (British) from the late 19th century to the implementation of West Indian History into the secondary school curriculum c. 1960. It traces the emergence of West Indian history into a subject on its own from imperial history of the early 20th century; describe and analyse the writings of the imperial historians and the "early Caribbeanists". It deals with early 20th century historical writings within the islands themselves, with the emergence of Historical Societies, and the calls for a genuine West Indian History; with the writings of Eric Williams and the beginnings of the teaching of West Indian history in the University (College) of the West Indies. It consists of a detailed historiographical enquiry into current topics in Caribbean history with special reference to the British colonized Caribbean. It discusses the methodologies of historians and examines debates on current themes in Caribbean History.

### **HIST6700: RESEARCH PAPER**

This is a research paper of between 10,000 to 15,000 words in length prepared by the student under the guidance of an assigned supervisor.

### **HIST6709: MUSEUMS AND PUBLIC MEMORY**

This course explores the mechanics and process of museum collection, curation, exhibition and education at various types of public and private museums. In addition, students will examine the role of museums as one of the key institutions in the construction, dissemination and negotiation of public memory. Students will engage with contemporary and historical debates on public memory and the role of museums and apply their acquired knowledge to the Caribbean context, while being exposed to the range of collections available (or not) in Caribbean museums and how these can be used to shape heritage in the region. Using case studies from the Global South and marginalized communities with a focus on the Caribbean, the course explores questions regarding the notion of public memory, the key factors in determining memorialization in public spaces, and the role of museums in managing and promoting public memory. The course will place special emphasis on relevant debates and strategies of the last three decades regarding the need for museum practitioners to re-evaluate the ways in which museums replicate colonial and imperialist narratives and silence the voice of marginalized communities.

### **HIST6712: THEORY & METHOD OF HISTORY**

This course is an introduction to the nature of the historian's understanding of the past (theory, philosophy of history), to the ways in which the historian interprets and communicates that understanding (methods, the practice of history), and to the reciprocal interaction between the two. It assumes a fundamental distinction between the two meanings of the term "history", that is, history-as-event, or "the past" and history-as-account, or historiography. The dichotomy between empiricism and theory is a consistent theme throughout the course.

### **HIST6715: AUDIO-VISUAL HISTORY & HERITAGE**

This course critically examines the role of audio-visual media in the production of public history and the management of heritage, while equipping students with practical production skills in photography, videography, audio recording and video editing. Throughout this course, students will reflect on the value and limitations of audio-visual source materials — specifically those available for the Caribbean. Students will be introduced to the language of audio-visual communication and will be required to interrogate the key issues that arise from communicating in this way. In addition, students will explore ethical, legal and intellectual property issues related to the recording, production and dissemination of audio-visual content. By the end of this course, students will be able to demonstrate their understanding of these issues and use the necessary skills for the production of audio-visual material for Caribbean

public history and heritage sectors that reflects critical awareness of the issues surrounding representation and memory.

#### **HIST6719: CARIBBEAN HERITAGE LANDSCAPES**

This course examines the relationship between landscape and heritage and the theoretical and methodological approaches to the study of changing environments and human activities through time. Human experience is diachronic and shaped by diverse environments across the globe that can be identified and made sense of through the study of natural and cultural landscapes. By focusing on examples from the Caribbean, the course will help students to appreciate the global significance of natural and cultural landscapes and how the study of landscapes through time adds a dynamic spatial element to our understanding and interpretation of societies. Through seminar discussions, students will examine central places characterized by environmental and geographical features along with social and political issues from the past and present. In this course, cultural landscape analysis is grounded in the natural elements composing landscapes (abiotic and biotic) and their dynamic interactions with human societies that connect individual sites and geographical components to broader scales of human experience in the natural world (local, national, regional, global). This course is structured to help students analyse and critically evaluate various landscapes and explicate their natural origins and transformations. Themes in this course seek to foreground that, beyond the natural features that provide a setting for human action, heritage landscapes are places of memory, meaning, belonging, and trigger debates over issues such as national identity, sovereignty, and sustainable economies and development. The themes of vulnerability, resilience and protection will be explored through the lens of development, hazards and climate variability and climate change.

#### **HIST6722: PUBLIC HISTORY & HERITAGE: THEORY & APPLICATIONS**

This graduate course serves as an introduction to central theoretical concepts and approaches in the study of Public History and Heritage, and the challenges faced by public historians and heritage practitioners. It is designed to present a balanced perspective on public history and heritage studies, in addition to exploring the dynamic relationship between the two subject areas and other related disciplines. The course examines the political and cultural significance of history and heritage, the current trends in public history and heritage, and the recent developments in historical method and heritage management across the globe, with a focus on the Caribbean region. The course will also explore contemporary debates regarding the decolonisation of history and representations of the past in public spaces through recent movements such as the removal of the Nelson statue in Barbados, the Rhodes Must Fall in South Africa, Black Lives Matter in the US, or the renaissance of indigenous Caribbean people. In addition, students will be able to apply relevant theory and debates through the development of a Site Nomination Proposal.

#### **HIST6724: ORAL HISTORY: THEORY, METHODS AND APPLICATIONS**

This course introduces graduate students to the critical use and application of oral history for academic research as well as professional and cultural activities. Designed from a practical perspective, the course is centred on activities to facilitate students' understanding of the fundamentals of oral history. The first half of the course addresses key theoretical issues, while introducing students to each of the main oral history research steps that they will undertake throughout the semester. The remaining half takes students through each of the main steps in implementing their oral history research project. Students' oral history research projects may be informed by topics from other courses, including their larger research projects.

#### **HIST6728: INTERNSHIP IN PUBLIC HISTORY & HERITAGE**

This course is a practical application of the theory and methods of public history and heritage preservation, management and showcasing. It is an opportunity to apply the knowledge garnered in the taught courses in the programme and to develop strategies for interpreting and showcasing history and heritage and best practices in historical interpretation of heritage

practice, exhibition development, writing project proposals for implementation. It provides students in the programme with the opportunity to work in/with a historical/heritage site/institution. It is an opportunity for hands-on experience in the interpretation and use of historical and heritage resources.

#### **HIST6800: APPLIED RESEARCH PROJECT**

Students enrolled in this course will execute an applied research project in either public history or heritage management as outlined in their research proposals completed during Semester 1 (HIST6901 - Research Proposal Writing). Throughout this course, students will conduct independent research and complete their applied projects using a format of their choice (website, set of posters, podcast series, audio-visual documentary, or other formats listed in the assignment section below or selected in consultation with the course coordinator). Students' projects will demonstrate the engaged scholarship characterizing public history and heritage management through the sharing, management, and promotion of historical knowledge and cultural resources connected to the Caribbean region. Students will make use of methods, skills and approaches learned during the MA Public History and Caribbean Heritage programme. Research projects will be supervised by a member of staff assigned by the Department of History and Archaeology.

#### **HIST6802: CULTURAL RESOURCE MANAGEMENT**

This course covers the principles involved in the formulation and implementation of cultural resource management policies and practices, with emphasis on the development of decision-making skills, the interpretation of cultural policy and public participation. More specifically, it examines the relationship between history and heritage; the philosophy of cultural resource management; the history of cultural resource management policies in the Caribbean; a study of the major national and international agencies associated with cultural resource management; legislation, national and international; international cooperation; the identification, research and registration and protection of heritage sites; the principles of historic preservation; Heritage Tourism; and the significance of natural and historic heritage in the Caribbean.

#### **HIST6900: GRADUATE READING COURSE IN HERITAGE STUDIES**

This course takes postgraduate students through the process of locating relevant reading material on a topic of interest in Heritage Studies, summarising the most relevant information, and critically assessing the usefulness of the information to a field of study, a debate, or a piece of research. The student will select a topic in consultation with a supervisor, read material within the area where the topic falls, and meet the supervisor at set times to discuss progress in their understanding of the literature. The course will assist Heritage Studies research students in mastering skills associated with self-directed learning. Students are provided with a basic structure within which to explore their chosen topic or sub-field within the discipline of Heritage Studies.

#### **HIST6901: RESEARCH PROPOSAL WRITING**

This course takes postgraduate students through the process of locating relevant reading material on a topic of interest in Heritage Studies, summarising the most relevant information, and critically assessing the usefulness of the information to a field of study, a debate, or a piece of research. The student will select a topic in consultation with a supervisor, read material within the area where the topic falls, and meet the supervisor at set times to discuss progress in their understanding of the literature. The course will assist Heritage Studies research students in mastering skills associated with self-directed learning. Students are provided with a basic structure within which to explore their chosen topic or sub-field within the discipline of Heritage Studies.

**THE INSTITUTE OF  
CARIBBEAN STUDIES**



## MESSAGE FROM THE HEAD OF DEPARTMENT

On behalf of the Institute of Caribbean Studies and the Reggae Studies Unit (ICS/RSU), I am delighted to welcome all new and returning students to the 2024/25 academic year. I wish to congratulate our new students on their admission to our graduate programmes and we are honoured that you have chosen this institution for this next phase of your academic and professional journey. I offer a warm welcome back to our returning students and we encourage you to continue the hard work, dedication and discipline that have brought you to this point.

As a graduate student, you will have the opportunity to engage in rigorous academic work and cutting-edge research. You will be challenged to think critically, develop innovative ideas, and apply your knowledge in meaningful ways. Graduate students are the heart of the production of new knowledge and advancing research and I encourage you to embrace this opportunity and make the most of your time here. I urge you to participate in the various opportunities graduate work provides you with including seminars, research projects, workshops, and networking opportunities. These opportunities will help you to build your skills, expand your knowledge, and prepare you for your future career. Graduate work can be intense, and it is important to take care of yourself physically, emotionally, and mentally. Make time for self-care, hobbies, and relationships, as they will help you to maintain a healthy and balanced lifestyle.

Finally, our faculty members and administrative staff are here to support you throughout your programme. We provide you with a challenging, yet supportive, academic experience that will help you to achieve your academic, professional, and personal goals. We look forward to an academic year filled with development and discovery.

I wish you all the best as you begin your graduate studies programme and I look forward to seeing all your accomplishments.

**Dave Gosse, PhD**



## GENERAL PROGRAMME DETAILS

The Institute of Caribbean Studies and Reggae Studies Unit (ICS) offers the MA, MPhil and PhD degrees in Cultural Studies. Each programme is offered on a full-time and part-time basis and requires both course work and a research component. The Cultural Studies programme engages with the global scholarship in the field, while placing emphasis on Caribbean theories and praxis in areas such as:

- Architecture and the Environment
- Art and the Evolution of Aesthetics
- Caribbean Lifestyles and Cuisine
- Cultural History
- Cultural Industry
- Cultural Tourism
- Dance
- Ethnomusicology
- Fashion
- Festival Studies
- Folk Life/Folklore
- Popular Music
- Religion and Popular Culture
- Sport and Games
- Theatre

## MASTER OF ARTS [MA], MASTER OF PHILOSOPHY [MPHIL] & DOCTOR OF PHILOSOPHY [PHD] | CULTURAL STUDIES

### ENTRY REQUIREMENTS

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

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

### PROGRAMME DURATION

#### Full-Time

The minimum period of enrolment for the award of the degree is fifteen (15) months or three (3) semesters for the MA, two (2) years for the MPhil and three (3) years for the PhD. All full-time MPhil candidates are required to submit their thesis for examination within three (3) years of their initial registration; and PhD candidates within five (5) years.

#### Part-Time

For students who register part-time, the minimum period of enrolment for the award of the degree is thirty (30) months or six (6) semesters for the MA, three (3) years for the MPhil and five (5) years for the PhD. All part-time MPhil candidates are required to submit their theses for examination within five (5) years of their initial registration; and PhD candidates within seven (7) years.

### FINAL RESEARCH PAPER/THESIS

MA students are required to complete a 15,000-word research paper (CLTR6990). Before undertaking the research, candidates will submit a proposal for approval. Once the proposal has been approved, a supervisor will be assigned to guide the candidate in his/her research.

MPhil students are required to complete a thesis which should be a maximum of 50,000 words.

PhD students are required to complete a thesis which should be a maximum of 80,000 words. In general when applying to the PhD programme, all students must first register for the MPhil. If, in the opinion of the supervisor and ICS staff, the evolving research project seems to be assuming the scale of a PhD dissertation, the student may apply to have the MPhil registration upgraded to PhD.

### UPGRADING TO THE PhD

Postgraduate students who are registered for the MPhil Degree and who wish to be considered for the upgrading of their registration to the PhD must request the upgrading in their second (2nd) year of registration. Applications for upgrading will not be considered after the third (3rd) year of registration, given applicants should have completed all departmental coursework requirements by this time. Students should apply to the Assistant Registrar, Office of Graduate Studies and Research to have this matter initiated. For more information on the details of upgrading please contact the office of Graduate Studies and Research.

### SEMINARS

All MPhil and PhD students in the Cultural Studies programme are required to give (and register for) at least one seminar presentations each academic year. Students who do not fulfil this requirement will not be awarded the degree. See information on the seminars below:

#### MPhil:

- Seminar 1 - GSRM6101: Humanities MPhil Graduate Research Seminar I
- Seminar 2 - GSRM6102: Humanities MPhil Graduate Research Seminar II

#### PhD:

- Seminar 1 - GSRM9101: Humanities Ph.D. Graduate Research Seminar I
- Seminar 2 - GSRM9102: Humanities Ph.D. Graduate Research Seminar II
- Seminar 3 - GSRM9103: Humanities Ph.D. Graduate Research Seminar III

### PROGRAMME OUTLINE

Students pursuing the MA in Cultural Studies are required to take **five (5) courses** (four compulsory and one elective). **MPhil** candidates must take **two (2) compulsory courses**. **PhD** candidates must take **three (3) courses**; two (2) of which must be from the list of compulsory courses listed below:

### PROGRAMME STRUCTURE

#### COMPULSORY COURSE

- CLTR6000: Theory & Conceptualization of Culture
- CLTR6010: Debates in Caribbean Cultural Identity
- CLTR6030: Dynamics of Caribbean Culture (Yearlong)
- CLTR6100: Methods of Inquiry in Cultural Studies

#### ELECTIVES

- CLTR6200: Language & Culture
- CLTR6230: Caribbean Popular & Creative Culture
- CLTR6250: Caribbean Cultural Diasporas

#### COMPULSORY RESEARCH PAPER

- CLTR6990: Research Paper

## COURSE DESCRIPTIONS

### **CLTR6000: THEORY AND CONCEPTUALISATION OF CULTURE**

The course explores the theories of culture within Cultural Studies. It examines key issues in the cultural debates and explores how the various concepts of culture can be applied to the study of everyday life. Special attention will be paid to the Caribbean context as we examine issues of class, gender, race and ethnicity as well as how culture is produced and (re)presented in the Caribbean. The aim of the course is to provide students with the opportunity to wrestle with the productive and important questions that arise from current cultural debates.

### **CLTR6010: DEBATES IN CARIBBEAN CULTURAL IDENTITY**

This course allows students to examine key issues in research on the construction of identity/ies in the Caribbean. Students will wrestle with the questions of what defines the Caribbean/West Indies/Antilles and the relationship of the Caribbean Diaspora to these entities. They will also examine the ideological debates surrounding identity formation with special reference to the issues pertaining to the colonial and the post-colonial context. The relationship between identity, race, culture, gender, sexuality and ethnicity in the Caribbean will also be explored. Consequently, such concepts as creolisation, interculturalisation, creole identities, hybridity, essentialism, national and diasporic identities will be assessed.

### **CLTR6030: DYNAMICS OF CARIBBEAN CULTURE**

This course is designed to provide an understanding of the cultural dynamics of Caribbean societies and their Diasporas. It will explore issues of identity, critical consciousness, and ways of knowing and provide insights into music, festivals, visual art, sport, language, literary and oral discourse and the religious expressions of Caribbean societies.

### **CLTR6100: METHODS OF INQUIRY IN CULTURAL STUDIES**

The course explores the problems encountered in cultural research and guides students through the methodological approaches applicable to Cultural Studies. By examining the conceptual formulations that constitute knowledge (epistemology), it assesses how that knowledge is to be validated and verified (methodology). The course explores such questions as how to read culture as a text, how to shape a theory of culture and the extent to which intellectuals and legislators are appropriate agents for the making of cultural policy. The course also provides a comparative look at the anthropological, empirical and political approaches to the study of culture/s. Subsequently, for example, students will follow the debates between Mervyn Alleyne and Sydney Mintz on the formation of Caribbean culture and Clifford Geertz on the anthropological approach to the study of Balinese culture. They will also explore the questions arising in the study of indigenous cultures, such as the Maori of New Zealand. In so doing, the course provides students with the frameworks for critical analysis and research activity in Cultural Studies.

### **CLTR6200: LANGUAGE AND CULTURE**

The primary aim of this course is to explore the relationship between language and culture. In so doing, the course will examine several related topics in some depth to enable students to construct a coherent and cohesive perspective about a subject that is complex and wide ranging. Language plays a crucial role in perpetuating cultural norms in both its oral and printed manifestations. As such, language both embodies and expresses cultural reality, and in so far as it is used to express thoughts and ideas and to describe events and experiences it becomes a symbol of a people's social identity. But language is itself a semiotic system with signs that have a cultural value. Communication is one of the primary uses of language and in this context it is inextricably bound with culture. Language is also a medium through which the cultural identity of a people is expressed. When certain language varieties are subjected to

negative value judgments and are prohibited from use in particular domains because of negative valuations and notions of inferiority that are ascribed to them, these negative perceptions are extended to the speakers of these varieties who view the rejection of their language as a form of social and cultural rejection as well. The course will explore these and other issues related to language and culture.

### **CLTR6230: CARIBBEAN POPULAR AND CREATIVE CULTURE**

This graduate course will build on some of the work covered in the two undergraduate courses in Caribbean popular culture. This course acknowledges that “popular culture” is a very broad area of study and engagement within the academy. It however wants to provide an avenue by which students can begin to undertake analysis of specific areas within this field. It recognizes that “popular culture” often refers to those areas of expression that are subversive, counter-cultural, and which challenge more traditional ways of knowing and ways of doing. While this course will engage and interrogate notions of the “popular” and other important contested concepts, it also wants to provide a context for an examination of popular expression as creative process. In effect, the course therefore examines the contradictory nature of popular expression. The reference to “creative culture” in the title also allows for an examination of late 20th century responses by Caribbean governments, practitioners, private sector institutions, and education centres to the repositioning of culture globally. The course takes note of the ways in which Caribbean culture is affected by and responds to international phenomena. To this end, the course will concern itself with a set of areas. These areas relate to specific genres of expression, or specific movements, or specific conceptual and practical phenomena which continue to preoccupy scholars of popular culture.

### **CLTR6250: CARIBBEAN CULTURAL DIASPORAS**

This course explores the complex cultural connections between Caribbean peoples in the region and diaspora. It seeks to understand the question of transnational identity as a lived experience, as well as the meaning of H/home. The course explores the meanings of the Diasporic experience by reviewing the history/ies of migration and by examining the racial and gender issues that arise. Caribbean cultural circuits created through festivals as well as the spiritual practices that link the metropolitan cities of Toronto, New York and London will also be assessed. As a result, this study of Caribbean Cultural Diasporas challenges the concept of frontiers and boundaries and examines the roots/routes used to create and re- create the Caribbean experience in the metropole.

### **CLTR6990: RESEARCH PAPER**

Upon completion of coursework (particularly CLTR 6100), candidates should submit a research proposal which includes: (i) the title; (ii) rationale (iii) literature survey (iv) research questions/focus and (v) description of investigative procedures for research study. Once the proposal has been approved, a Supervisor will be appointed to guide the candidate in his/her research.

For the research component, candidates will have the option of the following: presenting their findings as 1) a research paper; 2) an investigation/critique on a cultural institution in which the candidate has an internship for at least 3 months; or 3) a creative project.

The research paper's word limit is 20000, exclusive of bibliography and footnotes. The cultural industry critique, of approximately 15,000 with an upper limit of 20000 words, requires students to document the process and product of the internship. Creative projects such as a performance text, a documentary, video/film, or other creative formats, can be submitted, subject to the approval of the Supervisor. The research project, in whatever form, will be examined by two internal examiners.

**DEPARTMENT OF  
LANGUAGE, LINGUISTICS  
AND PHILOSOPHY**



## MESSAGE FROM THE HEAD OF DEPARTMENT

Welcome to the 2024-2025 academic year!

The multidisciplinary Department of Language, Linguistics and Philosophy (DLLP) offers a variety of emphases and concentrations at the graduate level to stimulate you and help to prepare you for your future engagements as employee, entrepreneur or employer.

If your interest is in **Linguistics** or **English Language**, specifically in Language Acquisition, Phonology, Sign Language Interpreting, Sociolinguistics, Syntax, Academic or Professional or Technical Writing in English, Theory and Approaches to the Teaching of English Language, or World Englishes, you may consider our offerings in the following programmes:

- Postgraduate Diploma in Linguistics (Dip Linguistics)
- Master of Arts in Linguistics (MA Linguistics)
- Master of Philosophy in Linguistics (MPhil Linguistics)
- Doctor of Philosophy in Linguistics (PhD Linguistics)
- Master of Arts in English Language (MA English Language)

If you are interested in principles underpinning cultural norms and epistemology, ethics and values, or human existence and experience, you may consider our programmes in **Philosophy** which lead to the following degrees:

- Master of Arts in Philosophy (MA Philosophy)
- Master of Philosophy in Philosophy (MPhil Philosophy)
- Doctor of Philosophy in Philosophy (PhD Philosophy)

The DLLP also offers a **wide array of electives** that are open to graduate students in other departments.

Whether you will be engaging in graduate programmes or courses in English Language, Linguistics or Philosophy, be sure to participate in the DLLP's **clubs and graduate-level activities** and form meaningful relationships that will help you to develop to your fullest potential.

May your goals and dreams, the courses or programmes you select, and the support of your various communities inspire you to excel during your sojourn with us in the DLLP. Have a rewarding academic year!

**Vivette Milson-Whyte, PhD**

## LINGUISTICS & ENGLISH LANGUAGE PROGRAMMES

### POSTGRADUATE DIPLOMA [PGDip] | LINGUISTICS (not offered for AY2024/2025)

The Postgraduate Diploma in Linguistics is a qualifying programme for MPhil Linguistics applicants who do not possess a first degree or a higher degree in Linguistics or in a programme with a substantial Linguistics component.

#### ENTRY REQUIREMENTS

Applicants should have earned at least a 2.50 GPA or a Lower Second Class Honours degree in any discipline.

#### PROGRAMME DELIVERY

The Diploma in Linguistics is open for both full-time and part-time registration. Full-time students completing coursework normally register in 3 courses each semester, part-time students in two. The Diploma in Linguistics can be completed at minimum, in two semesters and a summer (full-time), with the possibility of entry in September or January.

#### PROGRAMME DETAILS

Students are required to complete courses in Research Methodology and Advanced Academic English (*exempt for some students*), and a workshop on Professionalism in Linguistics. In addition, students are also required to complete at least **13** other credits in Linguistics courses, for a minimum of **20 credits** in total.

NB. The selection of courses taken in the Diploma programme will be based on prior qualifications, interests, and availability.

#### PROGRAMME STRUCTURE

##### CORE COURSES

LING6611: Workshop Series on Professionalism in Linguistics

LING6707: Linguistic Research Methods: Methods and Ethical Considerations

LANG6099: Advanced Academic English Language Skills\*

\*Students who hold a First Class Honours degree are exempted from LANG6099

##### DEPARTMENTAL REQUIREMENTS

LING6011: Descriptive & Analytic Approaches to the Study of Phonology

LING6012: Descriptive & Analytic Approaches to the Study of Syntax

LING6610: Creole Linguistics

LING6310: Sociolinguistics

##### ONE/TWO ELECTIVE(S) from the following:

LING6021: Advanced Topics in Phonology

LING6022: Advanced Topics in Syntax

LING6103: Principles and Methods of English Language Teaching

LING6107: Language Acquisition: Theory & Practice in the Caribbean

LING6109: Linguistics in Language Arts Education

LING6320: Advanced Topics in Language Variation

LING6401: The Grammar of English: An Extrapolatory Approach

LING6405: The Classroom as a Discourse Space

LING6420: Discourse Theory & Interpersonal Communication

LING6620: Advanced Topics in Creole Linguistics

LING6900: Graduate Reading Course in Linguistics

## MASTER OF ARTS [MA] | LINGUISTICS

The Master of Arts in Linguistics is a taught programme for students who would like to deepen their understanding of how language works, and how languages function in society. The programme provides students with cutting-edge theoretical and analytical tools for answering questions about language structure and function, and equips students with the tools needed for the analysis of languages and language situations of the Caribbean region.

### ENTRY REQUIREMENTS

Applicants should possess at least a 2.50 GPA or a Lower Second Class Honours degree in Linguistics or a related discipline.

### PROGRAMME DELIVERY

The MA in Linguistics is open for both full-time and part-time registration. Full-time students completing coursework normally register in 3 courses each semester, part-time students in two. The MA in Linguistics can be completed, at minimum, in two years (full-time), with the possibility of entry in September or January.

### PROGRAMME DETAILS

Students in the MA Linguistics must earn at least **35 credits** in all, of which **6 credits** may be in the form of an MA Research Paper. Included in the **35 credits**, students are required to complete courses in Research Methodology and Advanced Academic English (exempt for some students), and a workshop on Professionalism in Linguistics.

NB. The selection of courses taken in the MA programme will be based on prior qualifications, interests, and availability.

### PROGRAMME STRUCTURE

#### CORE COURSES

LING6611: Workshop Series on Professionalism in Linguistics  
LING6707: Linguistic Research Methods: Methods and Ethical Considerations  
LANG6099: Advanced Academic English Language Skills\*  
\* Students who hold a First Class Honours degree are exempted from LANG6099

#### DEPARTMENTAL REQUIREMENTS

For students with no or insufficient background in the following areas of Linguistics:

LING6011: Descriptive & Analytic Approaches to the Study of Phonology  
LING6012: Descriptive & Analytic Approaches to the Study of Syntax  
LING6310: Sociolinguistics  
LING6610: Creole Linguistics

#### ELECTIVES

TWO / THREE Courses from the following:

LING6021: Advanced Topics in Phonology  
LING6022: Advanced Topics in Syntax  
LING6103: Principles and Methods of English Language Teaching  
LING6107: Language Acquisition: Theory & Practice in the Caribbean  
LING6109: Linguistics in Language Arts Education  
LING6320: Advanced Topics in Linguistics Variation  
LING6401: The Grammar of English: An Extrapolatory Approach  
LING6405: The Classroom as a Discourse Space



**LING6420:** Discourse Theory & Interpersonal Communication

**LING6620:** Advanced Topics in Creole Linguistics

**LING6900:** Graduate Reading Course in Linguistics

**NB.**

- Students who take **LING6011**, **LING6012**, **LING6310**, and **LING6610** as Departmental Requirements may take the respective Advanced Core courses (**LING6021**, **LING6022**, **LING6320**, and **LING6620**) as Electives.

Students have the option of doing a **6-credit Research Paper (LING6599)** in place of two Electives.

## MASTER OF PHILOSOPHY [MPhil] & DOCTOR OF PHILOSOPHY [PhD] | LINGUISTICS

(PhD not offered for AY2024/2025)

The Master of Philosophy in Linguistics is for those students who wish to pursue a Master's in the discipline and who have a strong interest in research. The MPhil is also the main entry point to the PhD in Linguistics for candidates who have a first degree in Linguistics.

### ENTRY REQUIREMENTS

Applicants should possess at least an Upper Second Class Honours degree in Linguistics or a related discipline.

### PROGRAMME DELIVERY

The MPhil in Linguistics is open for both full-time and part-time registration. The programme can be completed within a minimum of two years (full-time), with the possibility of entry in September or January.

### PROGRAMME DETAILS

Students are required to complete courses in Research Methodology and Advanced Academic English (exempt for some students), and a workshop on Professionalism in Linguistics.

Students are required to complete an additional 10 credits in linguistics courses and a THESIS (no more than 50,000 words) worth 6 credits, for a minimum of 14 credits overall.

**NB.** At both the MPhil and PhD levels, additional courses may be required for the purpose of strengthening students' capacity to do research in their chosen areas.

### PROGRAMME STRUCTURE

#### CORE COURSES

**LING6611:** Workshop Series on Professionalism in Linguistics

**LING6707:** Linguistic Research Methods: Methods and Ethical Considerations

**LANG6099:** Advanced Academic English Language Skills\*

\* Students who hold a First Class Honours degree are exempted from LANG6099

## DEPARTMENTAL REQUIREMENTS

**LING6023:** Theoretical Approaches to the Study of Syntax  
**LING6024:** Theoretical approaches to the Study of Phonology  
**LING6320:** Advanced Topics in Linguistic Variation

## ELECTIVES

### ONE course from the following:

**LING6103:** Principles and Methods of English Language Teaching  
**LING6107:** Language Acquisition: Theory & Practice in the Caribbean  
**LING6109:** Linguistics in Language Arts Education  
**LING6401:** The Grammar of English: An Extrapolatory Approach  
**LING6405:** The Classroom as a Discourse Space  
**LING6420:** Discourse Theory & Interpersonal Communication  
**LING6620:** Advanced Topics in Creole Linguistics  
**LING6900:** Graduate Reading Course in Linguistics

## MASTER OF ARTS [MA] | ENGLISH LANGUAGE

### PROGRAMME OVERVIEW

This programme is for persons interested in English language usage in public media, editors, English language trainers and teachers at the post-secondary level (especially for courses such as CAPE Communication Studies, UWI foundation courses and equivalent courses at teachers' colleges, and other universities and tertiary institutions).

Persons involved in post-secondary English Language teaching or training would, in doing a programme like this one, develop a detailed, intimate and technical knowledge of the subject matter and the tools with which they work rather than simply relying on the fact that they already 'know' and use English or have a disciplinary background in the study of literature in English. The subject matter of the courses in this programme, developed and researched by linguists as part of their academic discipline, will be presented in a manner which is specially adapted to the specific needs of the post-secondary English Language and/or Communication Studies teacher.

The programme is designed for busy professionals who do not have the time to fit into a regular full-time programme offered during the work week. The delivery is, therefore, performed through a combination of online and significant level of face-to-face sessions, which will be offered on Sundays. The periods which are free of classes, are designed for more individual work, notably library use, reading, and preparation of assignments.

### PROGRAMME OUTLINE

The programme is planned to last 24 months. It consists of 6 semesters of three months each, (inclusive of summer semester). There are 2 options in the programme - an **Education Option** and a **Professional Option**. To earn the Masters in the English Language programme, students must complete **37 credits**. Below are the courses for the programme, with the ones designated for the options clearly marked. This is a sample programme calendar that is subject to change based on the courses offered in the respective academic year.

## PROGRAMME STRUCTURE

### YEAR ONE

#### SEMESTER I

**LING6008:** Morphology and Syntax for Graduate Students

**LING6307:** Sociology of Language for Graduate Students

**LING6014:** Research Skills in the English Language

#### SEMESTER II

**LING6302:** Sociolinguistics of English Language and Society

**LING6304:** English in the Digital Environment

#### SEMESTER III (Summer)

**LING6007:** Phonetics and Phonology for Graduate Students

**LANG6099:** Advanced Academic English Language Skills

### YEAR TWO

#### SEMESTER I

**LING6401:** The Grammar of English” An Extrapolatory Approach

**LING6406:** The Pronunciation and Spelling of English

#### SEMESTER II

**LING6402:** World Englishes

**LING6100:** Professional & Technical Writing in English: Theory & Practice  
(Professional Option)

OR

**LING6201:** Comparative Caribbean English-Ilexified Creole (Education Option)

#### SEMSETER III (Summer)

**LING6106:** The Content of the Tertiary Level English Language Courses

**LING6221:** Principles of Editing Professional Texts (Professional Option)

OR

**LING6103:** Theory & Approaches to the Teaching of the English Language  
(Education Option)

## PHILOSOPHY PROGRAMMES

### MASTER OF ARTS [MA] | PHILOSOPHY (not offered for AY2024/2025)

#### PROGRAMME OUTLINE

The MA in Philosophy is a **24-credit** programme consisting of **six 3-credit taught courses** and a **6-credit Research Paper**. Students may be admitted, subject to the demand for courses and staff availability, on full-time or part-time basis. Courses may be offered in each of the two semesters and/or in the summer again, subject to student demand and staff availability.

A full-time student would be required to do **18 credits** of taught MA courses in the year, begin the Research Paper in Semester 2, and complete by the end of summer.

For Part-time students, there is a requirement to do a minimum of 6-credits per year, inclusive of the summer. Students are also required to enrol for and pass the year-long, non-credit Seminar Course PHIL3099 (Research in Philosophy), if they have not done this or its equivalent in their Undergraduate programme.

#### PROGRAMME STRUCTURE

##### REQUIRED COURSES

**PHIL6001:** Advanced History of Philosophy

**PHIL6002:** Advanced Epistemology

**PHIL6003:** Advanced Metaphysics

**PHIL6004:** Advanced African Philosophy

**PHIL6005:** Advanced Value Theory

**PHIL6006:** Advanced Political Philosophy

**PHIL6599:** Research Paper

### MASTER OF PHILOSOPHY [MPhil] & DOCTOR OF PHILOSOPHY [PhD] | PHILOSOPHY

(MPhil not offered for AY2024/2025)

The MPhil/PhD programmes in Philosophy are research degree programmes. However, in addition to carrying out their research, entrants into this programme would be expected as a Departmental requirement to do **three (3) of the taught courses** designated for the MA programme.

#### ASSIGNMENT TO SUPERVISORS

Students admitted to this programme would be assigned a supervisor as appropriate to their area of research. The research interests within the Department include Ethics, Knowledge, Social and Political Philosophy, African Philosophy, Caribbean Philosophy, Philosophy of Science and Metaphysics/Religion.

#### UPGRADING TO PhD

Students admitted to the MPhil programme have the option to seek an upgrade to the PhD up to **three years** into the programme subject to the presentation of a research proposal and a sample of the research undertaken at an Upgrading Seminar.

## MASTER OF ARTS [MA] | AFRICA AND AFRICAN DIASPORA STUDIES

(Not offered for AY2024/2025)

### AIMS & OBJECTIVES

The programme, which is offered jointly between UWI and the University of Lagos (Nigeria), was designed to provide veritable opportunities and platforms for graduate students to undertake advanced and intensive study and research about Africa, its history, science, technologies, philosophy, culture, business and experiences on an interdisciplinary basis. The Programme would prepare students for careers in academic policy research on African studies as well as other professional and consultancy ends.

### PROGRAMME OBJECTIVES

1. To train and develop prospective specialists to provide academic excellence, prudent consultancy and social responsibility in the Black pluriversalists world and the broader global community;
2. Train, develop and mentor students that will demonstrate a deeper, theoretical and practical knowledge with critical understanding of the history, politics, social, economic, cultural, science, technology, religious and philosophical features of African societies and the African Diaspora across the ages; and
3. Train and prepare students for excellent independent research in African Studies such that meet international standards.

### ADMISSION REQUIREMENTS

- a) This Programme is open to holders of Bachelor's Degrees in any discipline from the University of Lagos, the University of the West Indies, or any other recognized, accredited and approved University and equivalent degree awarding tertiary institutions with a minimum of Second Class Lower. Such candidates may be admitted, provided the university matriculation requirements are satisfied;
- b) A candidate may be required as a condition for admission, to undergo a selection process in the form of written and/or oral examinations;
- c) Candidates who have not completed the National Youth Service Corps Programme (in the case of Nigeria) will be automatically disqualified;
- d) All academic transcripts of candidates must be presented with application.

### PROGRAMME OUTLINE

The programme is offered full-time over two semesters (one academic year).

### PROGRAMME REQUIREMENTS: UNILAG

A candidate must satisfy the following requirements in order to qualify for the award of Master of Arts in African Studies. He/ she must pass a **minimum of 34 units** made up as follows:

- Compulsory courses: 26 units
- Elective courses: 8 units

- a. Residency Requirement: Full time
- b. Minimum CGPA of 2.40 requirement as stipulated by the school of Postgraduate Studies
- c. Candidate must satisfy all other requirements as contained in the regulation of the Postgraduate School (Pass Mark at Graduate Level Study is 50%).

#### PROGRAMME REQUIREMENTS – UWI

A candidate must satisfy the following requirements in order to qualify for the award of Master of Arts in African Studies. He/ she must pass a **minimum of 42 credits** made up as follows:

- Compulsory courses: 36 Credits
- Elective courses: 6 Credits

- a. Residency Requirement: Full time
- b. Minimum GPA of 2.40 requirement as stipulated by the school of Postgraduate Studies
- c. Candidate must satisfy all other requirements as contained in the regulation of the Postgraduate School (Pass Mark at Graduate Level Study is 50%).

#### PROGRAMME STRUCTURE

##### SEMESTER I (18 credits)

##### Compulsory Courses

**PHIL6008:** The Rule of Law and Governance in Africa and African Diaspora (*UWI*)

**AFS810:** African & African Diaspora Studies (*Lagos*)

**AFS811:** Pan Africanism and the African Diaspora (*Lagos*)

**AFS815:** Research Methods in African and African Diaspora Studies (*Lagos*)

**AFS830:** Seminar: Ethics, Research Standards, Copy Rights and Intellectual Properties, Poverty, Dependence, Language, etc. (*Lagos*)

**AFS831:** Project (Yearlong) (*Lagos*)\*

##### ONE Course from the Following Electives

**AFS813:** Ideas of Decolonization

**AFS814:** Race, Science and Medicine

**AFS816:** Issues in African Philosophy/PHIL6004: Advanced African Philosophy

**OR**

**PHIL6101:** Issues in African Diaspora Philosophy

**AFS817:** Basic Yoruba Language

**AFS818:** Basic Igbo Language

**AFS819:** Basic Hausa Language

**LANG6001:** Arabic (*Standard*)

## Semester II (24 credits)

### Compulsory Courses

**AFS821:** Problems and Issues of Black / African Identity **OR**

**CLTR6010:** Debates in Cultural Identity &

**AFS826:** Economic and Political Philosophy in Contemporary Africa and the Diaspora  
**OR**

**INTR6005:** Globalization and Global Governance &

**AFS827:** Anthropology and African Studies

**PHIL6013:** Philosophy and Economics of Religion in Africa and the Diaspora **OR**

**THEO6322:** African Religious Influences in the Caribbean I **OR**

**THEO6323:** African Religious Influences in the Caribbean II &

**GEND6601:** Key Theories and Debates in Gender and Development **OR**

**GEND6201:** Sexualities, Bodies and Power in Society **OR**

**HIST6303:** Women and Gender in African Society

**AFS831:** Project\*

### ONE Course from the Following Electives

**AFS822:** Slavery and Reparation

**AFS823:** African Traditional Medicine: Theory and Practice

**AFS824:** African/Afro-American Literature **OR**

**LITS6701:** Modern African Literature **OR**

**LITS6004:** Caribbean Poetics

**AFS825:** Science and Technology in Africa

**AFS828:** African Films and Theatre **OR** **LITS6104:** African Narrative, Film and Text

**PHIL6012:** African Culture and Human Sexuality

**HIST6302:** Nation Building and Its Problems in West and Central Africa E/C?

**\*Represents 6 credits computed in semester II**

## COURSE DESCRIPTIONS

### LANGUAGE COURSES

#### **LANG6099: ADVANCED ACADEMIC ENGLISH LANGUAGE SKILLS**

This course is designed to allow students to understand the importance of writing and reading in academia. It exposes the conventions and features of writing and reading across various disciplines and in different types of texts. This course will offer students a deeper understanding of reading, writing, speaking, listening, viewing, and representing rhetoric in the English Language. It is a course that allows students to understand the processes involved in interactive language and thought to derive meaning. Students are expected to employ the main features of writing in various fields of study to research processes, content development and data collection, critical analysis of texts and discipline specific literatures, and reviewing, proofreading and editing products.

#### **LANG6100: PROFESSIONAL AND TECHNICAL WRITING IN ENGLISH: THEORY AND PRACTICE**

In technical writing, the knowledge possessed by subject matter experts, e.g. scientists, engineers, economists, etc. is converted into a form usable by those non-specialists who need to understand and implement these ideas. A course in professional and technical writing in English is aimed at producing English Language specialists who have 1) an understanding of the style, jargon and communicative techniques of professionals producing texts in English and 2) the knowledge, skill and techniques required to produce English Language texts understandable to non-professionals who need the information generated by the experts.

#### **LANG6221: THE THEORY AND PRACTICE OF PROFESSIONAL EDITING IN ENGLISH**

Making editorial decisions is almost invariably one of the functions which anyone styled to be an 'expert' in the English Language is expected to be able to do. Thus, almost inevitably, a graduate from this specialisation will be expected to perform is that of editing English Language texts. This course seeks to formalise the student's exposure and training of the English Language expert so that the functions of arbiter on style, intelligibility and referencing conventions, can be carried out with professionalism and proficiency. It also familiarises them with the digital tools necessary to aid in the entire range of editorial functions with reference to English.

### LINGUISTICS COURSES

#### **LING6007: PHONETICS AND PHONOLOGY FOR GRADUATE STUDENTS**

This course is divided into two sections, a Phonetics section and a Phonology section. In the Phonetics section, the initial points of reference are the latest version of the International Phonetic Alphabet, a diagram of a cross-section of the mouth showing the organs of speech, and the recommended introductory linguistics textbooks. You will use these to explore the range of sounds that can be produced by the human vocal apparatus, the articulatory features that go into the production of these sounds, and the phonetic symbols that linguists use to accurately represent them. In the Phonology section, you will learn to adapt the features you have become familiar with in the phonetics section for use in phonology. You will then see how these features operate to create phonemes out of groups of phones. You will be expected, as part of the research component of this course, to put together a simple phonological description of a variety of English for which you have recorded data, transcribed and analysed.

#### **LING6008: MORPHOLOGY AND SYNTAX FOR GRADUATE**

This course is divided into two sections, a morphology section and a syntax section. In the Morphology section you will learn about how words are constructed. The focal point will be basic building blocks, called morphemes, and the kinds of functions and meanings that these



building blocks can perform, both within the word and across words in a sentence. The syntax section overlaps to some degree with the morphology section. It looks at the relationship between words in a sentence and the ways that these are expressed by means of inflectional morphology, through word ordering and as a result of membership of phrases that are themselves components of the sentence. In applying what they have learnt, students will be required to take a small corpus of English Language material and present a basic grammatical description of this material, covering its morphology and syntax, as a short research paper.

#### **LING6011: DESCRIPTIVE & ANALYTIC APPROACHES TO THE STUDY OF PHONOLOGY**

This course is designed for students who have only basic knowledge of phonology. It investigates critical concepts and applications of phonological theory and exposes students to different procedures for language data analysis. Students are introduced to general principles which govern phonological theory and their use to account for differences between well-formed and ill-formed phonological representations in language. Through data analysis, students will appraise the strengths and weaknesses of particular phonological models in providing straightforward, precise and intuitive accounts of phonological representations. The course will empower students with descriptive and analytical skills to solve phonological problems and theorize about them.

#### **LING6012: DESCRIPTIVE & ANALYTIC APPROACHES TO THE STUDY OF SYNTAX**

This course is designed for students who basic knowledge of syntax. It investigates ways in which properties of human language are explained within a theoretical framework, and emphasizes that data analysis is meaningless without a theory. Specifically, using a Transformational Generative model, the course examines many of the fundamental concepts of syntax pertaining to constituency, phrase structure rules, X-bar theory, binding, structural relations and theta theory. The course also examines the semantics of tense, aspect, number, definiteness and pronominal systems. In addition, students are introduced to a number of transformations, including head-to-head movement & phrasal movement, and crucially, the restrictions on that movement.

#### **LING6014: RESEARCH SKILLS IN THE ENGLISH LANGUAGE**

This course is about researching and research methods and demystifying certain notions about the research writing process. It will outline the fundamentals of doing research, aimed primarily, but not exclusively, at the postgraduate level. In particular, this course will aid those who have to conduct research as part of their postgraduate studies but do not perhaps have access to other research methods courses.

#### **LING6021: ADVANCED TOPICS IN PHONOLOGY**

This course builds on students' previous knowledge of phonological theory. It focuses on some of the classical and current issues in theoretical approaches to segmental structure, prosodic systems and the interaction of constraints among others. Attention will be paid to matters of representation: a recurrent problem in phonological theory. Issues in Caribbean Creole phonologies will be an essential part of the course. Students will see how new data and nagging problems drive revision of existing theory and the emergence of new models.

#### **LING6022: ADVANCED TOPICS IN SYNTAX**

This course explores recent generative approaches to syntactic theory, in particular the Minimalist Program. We will consider the architecture of grammar, the central role of features, constraints and derivations as well as universals and cross-linguistic variation. We will also consider the ways in which a generative approach differs from Functionalist theory, and how the latter can help elucidate explanations of structure.

Throughout, we will look at how it is that the theoretical issues under consideration have been, and could be used as the basis of the treatment of creole language data.

### **LING6023: THEORETICAL APPROACHES TO THE STUDY OF SYNTAX**

This course explores recent generative approaches to syntactic theory, in particular the Minimalist Program. We will consider the architecture of grammar, the central role of features, constraints and derivations as well as universals and cross-linguistic variation. We will also consider the ways in which a generative approach differs from Functionalist theory, and how the latter can help elucidate explanations of structure, with a focus on the analysis of computerized corpora. Throughout, we will look at how the theoretical approaches under consideration have been, and could be used as the basis of the treatment of creole language data.

### **LING6024: THEORETICAL APPROACHES TO THE STUDY OF PHONOLOGY**

This course builds on basic familiarity with feature theory, segmental and suprasegmental phonology, linear and nonlinear rule-based approaches, and constraint-based phonology, to focus on some of the classical and current issues in the phonologies of languages, including matters of representation of segments and rules, the typology of prosodic systems and the question of mixed prosodic systems, and the choice between rule-based and constraint-based accounts of phonological phenomena. Issues in Caribbean language phonologies will be an essential part of the course.

### **LING6103: PRINCIPLES & METHODS OF ENGLISH LANGUAGE TEACHING**

This course is designed to allow English Language Teachers to understand the challenges faced by their students while they learn English, as it gives teachers the opportunity to unravel the experiences of English language learning through an understanding of select principles, methods and theories that are designed to inform the teaching and learning of English. Various linguistic theories covered in this course seek to explain language in several different ways. This results in the production of various different ways to describe language, which will, in fact, influence the choices of pedagogical instructional tools and materials. This course guides the thinking of students to develop a greater understanding of the roles theories play in enabling the appropriate and natural selection of learning styles within the modern classroom.

### **LING6106: THE CONTENT OF TERTIARY LEVEL ENGLISH LANGUAGE COURSES**

This course prepares students to design and deliver English Language courses at the late secondary and tertiary levels of education. The coverage moves, at one extreme, from the creation of language awareness in students, through the teaching of English for academic purposes to, at the other extreme, Remedial English. Thrown into the mix would be consideration of Speaking and Writing Across the Curriculum type interventions, and courses designed to teach the speaking of English in academic and professional contexts.

### **LING6107: LANGUAGE ACQUISITION: THEORY & PRACTICE IN THE CARIBBEAN**

The course examines how existing theories of first and second language acquisition might be usefully applied to the acquisition of language in a Creole context. Students will collect and analyze language data produced by children and adults. Emphasis will be placed on the links between theory, the analysis of language data and pedagogy in the Caribbean, thus equipping students with a knowledge of the pedagogical implications of language acquisition for the language classroom in the region.

### **LING6109: LINGUISTICS IN LANGUAGE ARTS EDUCATION**

This course equips postgraduate students of linguistics to assess the pedagogical needs of the bilingual Creole-and-English classroom, and to apply linguistic background knowledge to the development of linguistically informed classroom pedagogies which address these needs. Specifically, it draws on insights from theories of first and second language acquisition, sociolinguistics, and formal approaches to language structure. The course exposes students to the development of training modules for primary school teachers, micro-teaching of these modules, and their evaluation in relation to the ultimate goal of enhancing primary school teachers' ability to teach English language competencies to a predominantly JC speaking population of children.

### **LING6201: COMPARATIVE CARIBBEAN ENGLISH-LEXIFIED CREOLE**

This course exposes students to the Caribbean English-lexicon Creoles, their vocabulary and structures. It also seeks to foster an understanding of the ways that English creoles differ from that of European languages from which they have derived their vocabulary. The course requires students to compare Caribbean English-lexicon Creole languages in all their linguistic features, using linguistic discovery processes to describe and analyse language data from a range of sources. Students are also required to relate their own observations and analyses to those proposed in the key academic works covering these languages and their linguistic features.

### **LING6302: THE SOCIOLINGUISTICS OF ENGLISH LANGUAGE AND SOCIETY**

This course is an introduction to sociolinguistics, the study of the relationship between language and society. This course will focus on assessing the variations at all levels of language and how such variations impact human identity and culture. This course is also an exploration of attitudes and ideologies about these language varieties in various cultures and it will be of particular importance to understanding the relationship. Students will be introduced to some aspects of the educational, political and social repercussions of these sociolinguistic facts.

### **LING6304: ENGLISH IN THE DIGITAL ENVIRONMENT**

Traditional print domains have now largely given way to digital media as the dominant environment in which English is used by many in the modern world. The power of digital technology has enhanced the use of English as a medium for the spread of ideas, information and culture, with that language reportedly being the dominant language of the internet and World Wide Web. This course examines how these new digital domains have come to influence the way in which English is used. It provides English Language professionals with a modern and up-to-date understanding of the varying digital contexts in which English is used, e.g. texting, computer generated speech, etc. and the ways in which these new media affect form, function and meaning within the language.

### **LING6307: SOCIOLOGY OF LANGUAGE FOR GRADUATE STUDENTS**

This course exposes students to the varying types of language situations found across the Caribbean and throughout the world. Students will play an active role in the learning process by researching, analysing and presenting findings of materials relevant to these various language situations using a range of audio-visual materials and tools. It is throughout the course of their active participation that they will learn about the various proposed labels and analyses used to explain what is happening in these language situations. The course will cover a series of issues related to the Sociology of Language, notably, language variation, language attitudes, the function of particular languages in a speech community, the maintenance and/or loss of language varieties, eco-linguistics and language planning.

### **LING6310: SOCIOLINGUISTICS**

This course addresses topics researched under the umbrella of sociolinguistics as well as contributions to other fields such as Education, Psychology and Sociology. The focus is on Correlational Linguistics (the relationship between language and factors such as age, sex, and social class) as well as on the Sociology of Language, including relevant aspects of language situations, the functions of language(s) in a speech community and language planning. Additionally, the course will examine different research methodologies in sociolinguistics, ethical considerations, and challenges in collecting data, with a particular emphasis on recent sociolinguistic products and research conducted in the Caribbean.

### **LING6320: ADVANCED TOPICS IN LINGUISTIC VARIATION**

The goal of this course is to study language use from the perspective of models which seek to interpret and to predict the choice of language features by individual speakers and the groups to which they belong. It tracks significant contributions of variation studies in Linguistics, starting with the critiques of Chomskyan Linguistics in the 1960s by Hymes and Labov. The course moves the

student to the most recent work in the area via a path which produces an understanding of how the sub-discipline developed. The course will particularly favour approaches which have been applied to the Caribbean language situation.

#### **LING6401: THE GRAMMAR OF ENGLISH: AN EXTRAPOLATORY APPROACH**

This course is designed to allow students to extrapolate the grammatical rules that occur in language structures based on collected English Language data. This is a rules oriented course and students will be charged with the tasks to sifting and checking linguistic corpora to examine conventions of the English Language, with specific focus on the, concepts in grammar, structure and form of English Language usage.

#### **LING6402: WORLD ENGLISHES**

This course exposes students to the wide distribution and continual spread of Englishes across the world. It highlights the issues that impact the ways in which languages are treated, for instance, focussing on the treatment and attitude to 'Internationally Acceptable English' and the speakers thereof, and engenders sensitivity towards acceptable and non-acceptable form of English and their speakers. Students are required to be able to recognise and identify major phonological, syntactical and lexical features which are used to identify one regional variety from the other.

#### **LING6405: THE CLASSROOM AS A DISCOURSE SPACE**

Traditional classroom practices, with their focus on teachers' delivery of content and students' passing of examinations at all levels, have often not recognised the importance of the communicative context in which students, through their acceptance of agency, are involved in their educational success. This course explores some of the ways in which the application of a discourse lens may positively affect the philosophy, organisation and outcomes of classrooms.

#### **LING 6406: THE PRONUNCIATION AND SPELLING OF ENGLISH**

Coverage of specific principles which underpin phonological systems across dialects of English, the spelling system of English and the factors that affect the relationship between pronunciation and orthography will be essential in this course. The course will also address the issue of what constitutes 'Internationally Acceptable' spoken English phonology.

#### **LING6420: DISCOURSE THEORY & INTERPERSONAL COMMUNICATION**

This course investigates the discourse-based theories which explore the role of interlocutors in initiating, developing and negotiating interpersonal communication. Theoretical approaches which analyse how we conceive of and structure verbal and non-verbal messages at a personal level, and how we use language to facilitate, enhance and / or curtail their relationships are reviewed. The course then uses the lens of discourse theory to focus on the interactional moves interlocutors conceive and implement in response to socio-cultural norms and the contexts of interaction.

#### **LING6610: CREOLE LINGUISTICS**

This course focuses on the Creole languages of the Caribbean, and explores issues pertaining to the description and analysis of their grammars. It examines the notion of the Creole prototype and considers its adequacy in light of increasingly detailed insights in aspects of the morphosyntax of these languages. It also considers the structural typologies of Caribbean Creoles in relation to those of other languages currently and/or historically present in their environments, and attempts to connect these observations to models of Creole genesis.

#### **LING6611: WORKSHOP SERIES ON PROFESSIONALISM IN LINGUISTICS**

The course seeks to prepare students in practical ways for the conduct of research, for teaching, and for being a part of the academic community. It consists of a series of workshops,

designed to expose students to ethical principles in Linguistic research, to familiarize them with social aspects and the politics of academia, and to address issues such as developing professional alliances, and positioning oneself locally, regionally and internationally. It introduces students to professional activities such as abstract writing, preparing conference presentations, and preparing for academic teaching. the rationales behind aspects of the teaching process such as the course outline and methods of delivery. In this way, they are prepared in practical ways for conducting their research, for teaching, by providing them with a broad-based understanding of the art of pedagogy, and for being a part of the academic community.

#### **LING6620: ADVANCED TOPICS IN CREOLE LINGUISTICS**

This course focuses on debates in Creole linguistics on the connection between Creole genesis histories and Creole grammar. Where Creole genesis is concerned, questions arise pertaining to the genesis processes and the role of historical events and the sociohistorical context in Creole emergence. The course will include a consideration of Baker's Events and his notion of Target Shift, Roget's distinction between *société d'habitation* and *société de plantation*, and Siegel's approach to the role of second language acquisition in Creole genesis. The course will encourage students to explore the implications of different approaches for Creole language structure and historical/genetic connections between Atlantic Creoles. To this end, students will use software to carry out a morphosyntactic analysis of a body of fieldwork data.

#### **LING6707: LINGUISTIC RESEARCH METHODS: METHODS AND ETHICAL CONSIDERATIONS**

In this course, students will be introduced to different approaches to data collection and analysis, giving them the tools with which to plan their own research. Students will be exposed to general methods/approaches used in the design and execution of research projects, as well as tools and frameworks used in data analysis. Particular attention will be paid to methods relevant for linguistics research and to ethical considerations in data collection and presentation.

#### **LING6900: GRADUATE READING COURSE IN LINGUISTICS**

This course takes postgraduate students through the process of locating relevant reading material on a topic of interest in linguistics, summarising the most relevant information, and critically assessing the usefulness of the information to a field of study, a debate, or a piece of research. The student will select a topic in consultation with a supervisor, read material within the area where the topic falls, and meet the supervisor at set times to discuss progress in his/her understanding of the literature. The course will assist postgraduate linguistics students in mastering skills associated with self-directed learning. Students are provided with a basic structure within which to explore their chosen topic or sub-field within the discipline of linguistics.

### **PHILOSOPHY COURSES**

#### **PHIL6001: ADVANCED HISTORY OF PHILOSOPHY**

This course considers some of the central problems and some of the central thinkers of a specific period, to be determined by the course lecturer, in the History of Philosophy, and expects a reading of the primary texts of the periods under study. The periods include Philosophies of the Ancient World (e.g., India, China, Asia Minor and Africa); Socrates, Plato and Aristotle; Post-Aristotelian Philosophy–Christianity in its early days, Medieval Philosophy; Modern Philosophy–Bacon, Descartes, Leibnitz, Spinoza, Malebranche, Hobbes, Locke, Hume, Rousseau, Machiavelli, Berkeley, Kant, etc.; Contemporary period– Wittgenstein, Russell, Rorty, Derrida, Ayer, Quine, Wiredu, Sodipo, Nkrumah, Garvey, Malcolm X, Du Bois, Nyerere, Awolowo, etc.

#### **PHIL6002: ADVANCED EPISTEMOLOGY**

This course provides a forum for the critical interrogation of issues in theories of knowledge, including epistemological and meta-epistemological issues such as Why theory of knowledge? Sources, types and limits of knowledge; ways of knowing; scientific versus non-scientific knowledge; gendered epistemologies; naturalized epistemology; epistemology without a knowing subject; phenomenology of knowledge; sociology of knowledge; knowledge and belief; truth and knowledge; sceptical epistemology; modernism and postmodernism in epistemology; contending epistemologies; knowledge in the natural sciences, social sciences, humanities, etc.

#### **PHIL6003: ADVANCED METAPHYSICS**

This course aims to develop a more thorough and knowledge of some of the main metaphysical claims and arguments in philosophy and in the philosophy of mind, and an understanding of how these claims and arguments relate to one another. It further aims to develop an ability to think independently about philosophical problems and arguments, and to understand and engage critically with the principal metaphysical theses of the set text.

#### **PHIL6004: ADVANCED AFRICAN PHILOSOPHY**

This course provides the opportunity to explore such issues as: The relevance of and themes in African Philosophy, including epistemological, metaphysical and axiological issues. Other special themes in African Philosophy include slavery, colonialism, leadership vacuum, educational issues, morality of oppression, dependency syndrome, scapegoat mentality, identity crises, etc., and intellectual figures in African Philosophy such as Sithole, Awolowo, Nkrumah, Nyerere, Cabral, Mandela, Tutu, Wiredu, Oruka, Sodipo, Hountondji, etc. will be explored.

#### **PHIL6005: ADVANCED VALUE THEORY**

This advanced course in ethics and ethical theory will look critically at Ethics and Traditions, either through a detailed study of some major writers in ethical theory (such as Plato, Aristotle, Nietzsche, Kant) or by way of a systematic examination of some critical issues in ethics (such as amorality, ethics of truth, power, colonialism, slavery, peace and violence, hunger, race, affirmative action, gender and abortion, animal rights and welfarism). The course provides a forum for the discussion of the nature and status of ethical claims (fact-value dichotomy, the naturalistic fallacy, objectivity and subjectivity controversy in ethics, emotivism), the subject of morality and the self in society (amorality, egoism and altruism), and for interrogating the issue of ends of action and practical reason.

#### **PHIL6006: ADVANCED POLITICAL PHILOSOPHY**

This course examines philosophical theories of political organization. Such issues as justice, distributive justice and power, rights, freedom, slavery, colonialism, individualism, legitimacy, ideology, alienation, rape, sexual harassment, pornography, racism and racialism, the new globalism, multicultural politics and the public good will be discussed. Current conceptual, ontological, epistemological, and methodological issues in philosophy of social science will be examined. This course will examine the age of ideology, the place of education in socio-political engineering, and indoctrination versus coercion in the political arena.

#### **PHIL6012: AFRICAN CULTURE AND HUMAN SEXUALITY**

Human sexuality is at the heart of many 21st century debates on human rights and social institutions. The 20th Century witnessed the global awareness of gender issues, championed by feminist scholarship, but the philosophical underpinnings of the issues of gender and sexualities needs clearer interrogation and exploration from historical and civilizational perspectives by philosophy. The debates raised within these contexts often inform the reformation of many local and international laws. Conversely, the pertinence of a course that provides a philosophical exploration of the fundamentally at work amidst sexual practices examined historically, especially during ancient civilizations could broaden insightful discussions on the philosophy of human sexuality in human rights negotiations of the 21st century.

### **PHIL6013: PHILOSOPHY AND ECONOMICS OF AFRICAN RELIGIONS**

This course is a descriptive analysis and multi-disciplinary, secular study of religious beliefs, behaviours, and institutions of the African people. It describes compares, interprets and explains African religions, emphasizing systematic, historically-based, and cross-cultural perspectives. Amongst other things, it also discusses how supernatural forces (such as deities) are said to influence behaviours and beliefs; and how this is interpreted in the community and in other forms of social relations.

### **PHIL6599: RESEARCH PAPER**

Each student must complete an MA Dissertation/Research Paper, not exceeding 20,000 words, which is to be successfully examined before the degree of MA in Philosophy is awarded. It is expected that each student will submit a proposal at the beginning of their second semester (full-time students) or third semester (part-time students) in the programme, to be approved by a Supervisor before the end of that semester. This is to ensure that students who pass the Examinations are facilitated to complete the programme within the stipulated time frame.

## **UNILAG COURSES**

### **AFS810: AFRICAN STUDIES & AFRICAN DIASPORA STUDIES**

The course will open with a clear demarcation of the province of African Studies. Key issues and contestations, such as origin, meaning, scope and methodology of African and African Diaspora Studies will be discussed. The course will also provide the opportunity to discover the rich and fascinating tapestry of diverse peoples, societies and cultures of Africa and the Diaspora. The question of African identity occasioned by slavery, colonialism and racialism will also be discussed. An important theme of the course will be the diversity of Continental Africa with 55 recognized states and perhaps 2000 languages (about one third) of all languages spoken by humans today. Finally, the course will focus on the basic ontological assumptions behind African and African Diaspora realities and beliefs systems, including religious beliefs.

### **AFS811: PAN AFRICANISM AND AFRICAN DIASPORA**

This course will expound upon Pan-Africanism as a political and cultural movement as well as an ideology, tracing its development from the late 19th century thought of Harlem Renaissance and other thinkers such as Langston Hughes, W.E.B. Dubois, Malcolm Little, Martin Luther King, Walter Rodney, Frantz Fanon, to the 21st century. In addition to the concept of Pan-Africanism, the course explores related themes such as Black Nationalism and Négritude, while situating key figures of the African Diaspora within intellectual genealogy of Pan-African thought. Lectures will be supplemented with documentary films and other multimedia sources.

### **AFS813: IDEAS OF DECOLONIZATION**

Clarification of concepts: colonialism, decolonization, neo-colonialism, re-colonization. Liberation and decolonization philosophies: F. Fanon's racial and colonial revolutionary theory; A. Cabral's cultural theory; Martin Bernal's revisionist thesis; Léopold Sédar Senghor's Négritude; Julius Nyerere's Ujamaa, Kenneth Kaunda's humanism; and Kwame Nkrumah's consciencism. Decolonization as postmodern and externalist resistance in the Third world: Walter Rodney and Ali Mazrui in focus. The internalist construction of decolonization and development: Muiywa Falaiye and George Ayittey in focus. Decolonization of the methodologies of disciplines: Okot p'Bitek and the decolonization of religious studies; Ngũgĩ wa Thiong'o on decolonizing language and literature; L. Smith on decolonization of history; Kwasi Wiredu on conceptual decolonization and African philosophy. Euro-American domination of African studies scholarship: need for and recipes of decolonization.

#### **AFS814: RACE, SCIENCE AND MEDICINE**

This course shall examine the political, economic and ethical intersections of race, science, and medicine from the period of slavery to 21st century DNA sampling. It shall explore black identity in medicine especially, the ways sub-Saharan African genetic diversity has intensified biotechnology, pharmaceutical, and biomedical research interest in both pre-colonial and postcolonial research on value of the Black body in medical research. Historical forms of racialized exchange and obligations to participate in clinical trials under unequal structures of appropriation shall be discussed. The moral dilemmas of Blacks in the Diaspora in integrating with the healthcare system in the West within the broader context of differences in conceptions of illness and wellbeing shall be explored. Black experiences within the context of contemporary bioethical challenges of inclusion and consent concerning African-descent research recruitment and participation shall also be discussed.

#### **AFS815: RESEARCH METHODS IN AFRICAN AND AFRICAN DIASPORA STUDIES**

This course equips students with an interdisciplinary and methodological pluralism in researching the African experiences as well as ethics in African studies research. Also it explores methods of research in African studies: ethnography, participant observation and interviewing; oral history and archival research; participatory action research; quantitative methods; visual methods; speculative and reconstructive methods. Stages of Research in African studies: formulating research topic; identification of research problems; surveys, sampling and social categories; critique of literatures; data gathering and analysis. Report writing and reference documentation are also taught.

#### **AFS816/PHIL6004: ISSUES IN AFRICAN PHILOSOPHY**

The course will critically examine basic issues in African philosophy, such as African worldviews, various theories and definitions of African philosophy, African doctrines or theories of reality and the universe, life force and its cosmic interactions, moralism in ancient African philosophy, African humanism, the question of African identity, various schools of thought in African philosophy as well as problems in African philosophy will be identified and discussed.

#### **AFS817: BASIC YORUBA LANGUAGE**

The course introduces students to the history of the Yoruba, their religion and worldview. It also teaches Yoruba grammar, Yoruba phonetics and phonology. Practical exercises will be done through regular interactions with Yoruba communities in order to enhance the proficiency in spoken Yoruba.

#### **AFS818: BASIC IGBO LANGUAGE**

This course introduces students to the history of Igbo people, their religion and worldview. The course will also take a look at The Igbo grammar, phonetics and phonology. Practical exercises will be done through regular interactions with Igbo communities in order to enhance the proficiency in spoken Igbo.

#### **AFS819: BASIC HAUSA LANGUAGE**

This course is an elementary introduction to the study of Hausa language for practical and scholarly purposes. The history and culture of the Hausas shall be discussed. This course provides an overview of the history and classification of Hausa language. Basic Hausa sentences, pronunciations and spellings, tone and formulae shall be studied. Basic drills will be done through the tape and regular repetition/interaction with speaker of the language in order to enhance spoken and reading proficiencies in Hausa.



### **AFS821: PROBLEMS AND ISSUES OF BLACK/AFRICAN IDENTITY**

Understanding identities: essentialism and eliminativism. African and Afro-diasporic identities as social constructs: roles of gender, class, race, sexuality, and nationality. The identity question: eurocentrism and the Afrocentric response. The Bell Curve theory and the concept of Blackness. Blackness as resistance: Frantz Fanon, Martin Luther King Jr., Malcolm X. Blackness and consciousness: W.E.B. Du Bois, Paul Gilroy. Identity in the age of globalization, multiculturalism and cosmopolitanism: Kwame Appiah, Will Kymlicka, Charles Taylor. Dilemmas of collective and unique black identity: Ladun Anise, Muiyiwa Falaiye. Cultural dislocation, identity question and the future of Africa: Kwasi Wiredu, Olusegun Oladipo.

### **AFS822: SLAVERY AND REPARATIONS**

This multidisciplinary course examines historical, philosophical, political, psychological and economic issues connected to the theme of slavery and reparations. Specifically, an attempt would be made to provide an abridged history of trans-Atlantic trade which would cover its origin, evolution and the eventual termination as well as examine the legitimizing narratives and theories invented to justify the practice slavery and colonization. Also, the course will critically examine the purported impact of slavery on the economy, culture and the politics and even the psychology of black Africans in order for students to reach their own conclusions. Finally, the course will zero in on the debates surrounding the question of reparations to determine whether there are any moral or legal bases for the claim that colonial powers by virtue of their involvement in trans-Atlantic slave trade and colonial occupation are obligated to providing some form of compensation to their ex-colonies.

### **AFS823: AFRICAN TRADITIONAL MEDICINE: THEORY AND PRACTICE**

The course is structured in three parts: African concept of medicine, treatment and practices in Africa, limitations and challenges. African concept of traditional medicine will examine the nature and principles of traditional African medicine. Treatment and practices will examine various diseases, in relation to age, social class, the history of the patient, the causes and classifications of diseases; the therapies such as biological, natural, physical and spiritual therapies will be investigated. A special focus will be given to psychiatric disorders and treatments. The third part will focus on limitations and challenges of African traditional medicine and practices with a view to studying the fundamental issues of choice of therapy, choice of health provider within the community, cost of health care in traditional African society and beliefs on traditional medicine in contemporary Africa.

### **AFS824: AFRICAN/AFRO-AMERICAN LITERATURE**

The course acquaints students with critical and various aspects of oral and written literature in Africa. It gives students an overview of Africa and its History. The course explores the three periods of African literature, the correlation between Indigenous African literature and contemporary literature theories with a look at themes like Renaissance, Identity, Revolution, etc. It examines the African Francophone, Anglophone and Lusophone literatures as well as the Afro American literature from the beginning to the contemporary times. Literary Icons such as Tony Morrison, Langston Hughes, Olaudah Equiano, Amos Tutuola, Léopold Sédar Senghor, David Diop, Wole Soyinka, Aimé Césaire, Léon Gontran Damas, Frantz Fanon, etc. will be studied.

### **AFS825: SCIENCE AND TECHNOLOGY IN AFRICA**

There is a consensus within academic and policy making circles that Africa needs to emphasize science and deploy appropriate technology if it must solve the problems of poverty, hunger and disease which have become the predicament of majority of Africans. There are, however, a volley of questions concerning science and technology on the continent: What was the level of development of science and technology before the advent of Western civilization? Were there cultural or historical factors responsible for the stunted nature of technological advancement in Africa? What is the potential role of education and culture and philosophy in

promoting the scientific attitude? What would a robust policy for the acquisition and the rapid development of technology look like? The course seeks to provide answers to these questions. Beyond this, it will explore the scientific and technological contributions of traditional African civilization and individual African inventors to the world. It also examines the myriads of obstacles to the growth of science and technology with a view to providing insights for transcending these obstacles. In addition, it will explore the impact of science and technology on African culture and the environment with the intent of finding ways to mitigate the potential negative consequences of technology.

#### **AFS826: ECONOMIC AND POLITICAL PHILOSOPHY IN CONTEMPORARY AFRICA AND THE DIASPORA**

This course provides a comprehensive study on contemporary African politics. Various contemporary issues motivated the course among which the nature of African states, African states and economic growth, African states and internal politics, governing ideologies, forms of ethnic and political pluralism, correlation between political and economic power, power and challenges, chronic underdevelopment, citizenship in African states, cultural, religious, ethnic linkages and politics, dynamic of violence, impacts of western intervention in Africa etc.

#### **AFS827: ANTHROPOLOGY AND AFRICAN STUDIES**

This course is an advanced study of the anthropological approaches to African societies and culture. The focus will be on an advanced knowledge of anthropology with emphasis on social and cultural anthropology. The images and constructs of Africans and African cultures by Lucien Lévy-Bruhl, Robin Horton and others shall be discussed. The colonial agenda of anthropological studies shall be examined vis-a-vis the need for and pathways to decolonizing African studies. Other topics to be examined include: pre-colonial history of Africa and Africa Diaspora, historiography and anthropology of gender. The course shall explore the question of African anthropological theory and the contributions of Anthropology to the understanding of Africa. Also to be discussed are issues on the interconnections of Africa with the Caribbean and the Arab world, taking into context studies on the historical and economic transformation of African societies through such relations.

#### **AFS828: AFRICAN FILMS, THEATRE AND MUSIC**

This course shall be an advanced discussion on the nature, origins and functions of films and theatre in African society. The forms of films such as documentary, comedy, action and black film aesthetics shall be discussed. The trends in and genres of African theatre such as theatre for development, children's theatre, theatre of the oppressed, among others shall be explored. Particular focus shall be on the social, entertainment, and economic pathos of African music, dance, ritual and comedies in traditional and contemporary times.

#### **AFS830: SEMINAR**

The aim of this course is to provide support and structure to students in the first phases of their project writing. It is designed to introduce students to the intellectual and professional rigour of project writing with guidance about conducting research. After submitting their proposals titles, students are expected to consult with their lecturers, seek their guidance in order to refine and revise the proposal as well as discuss the next phases of seminar paper writing. The seminar is a compulsory course for all M.A. students.

#### **AFS831: PROJECT**

This is a project of between 15,000 - 20,000 words, based on wide research with the assistance of a supervisor. The research should be an evidence of independent enquiry and grounding in any chosen topical issues in African studies. Students will develop their research proposals and submit a finished research project that would be presented to a panel of the African Studies Board, which assesses its score.

## OTHER UWI COURSES

### **CLTR6010: DEBATES IN CARIBBEAN CULTURAL IDENTITY**

This course allows students to examine key issues in research on the construction of identity/ies in the Caribbean. Students will wrestle with the questions of what defines the Caribbean/West Indies/Antilles and the relationship of the Caribbean Diaspora to these entities. They will also examine the ideological debates surrounding identity formation with special reference to the issues pertaining to the colonial and the post-colonial context. The relationship between identity, race, culture, gender, sexuality and ethnicity in the Caribbean will be assessed. Consequently, such concepts as creolisation, interculturalisation, creole identities, hybridity, essentialism, national and diasporic identities will be assessed.

### **GEND6104: SEXUALITIES, BODIES AND POWER IN SOCIETY**

This Course addresses the important area of sexualities and bodies which is an important area in feminist scholarship and gender studies. It highlights the continuous tension between bodies as natural and biological but also socially and culturally constructed concepts. The complexities of gender identity and its relationship with fixed bodies is addressed as well as the debates and discourses around acceptable and transgressive sexualities. The policy implications attendant on these issues will also be addressed.

### **GEND6601: KEY THEORIES AND DEBATES IN GENDER AND DEVELOPMENT**

This course is designed to expose students to development paradigms, theories and issues from a gendered perspective. A gender based analysis of development issues such as governance, education, labour market and health care is done with the aim of ascertaining the ways in which they are being (or can be) transformed to entities that exhibit and promote gender equality, social justice and sustainable development. The course also critically assesses the major social institutions as they exist in the Caribbean from a gender perspective to assess the extent to which these institutions currently reinforce or reproduce inequalities within the wider society/region. The course also explores and suggests strategies for action and social change.

**DEPARTMENT OF  
LIBRARY & INFORMATION  
STUDIES**



## MESSAGE FROM THE HEAD OF DEPARTMENT

It is my privilege to welcome each of you to the Department of Library and Information Studies (DLIS) and to your selected programmes of study. You are beginning your academic journey at a very crucial time for academics and practitioners in the Information domain.

Technology, world politics, changes in business modality and legislative requirements are impacting on the ways in which Leaders in the information domain operate. There is a growing view that persons can do our work without needing our academic qualifications, professional training and, worse yet, our disciplinary ethics and values. As persons aiming to be qualified professionals in our disciplines, leadership abilities, not just managerial prowess, is the distinguishing factor. You must be creative, innovative, passionate, and embrace collaboration as leadership values. This is only possible

With this in mind, the DLIS is re/strategizing itself, under the theme "Review, Renew, and Revitalize", to face these world challenges and ensure that our graduates are 21<sup>st</sup> century-minded, digitally oriented and academically ready to give dynamic leadership in their careers in Information. From curriculum to operational procedures, we will be rethinking what we teach, how we research and the ways in which we prepare you to be the next generation of Caribbean information leaders. However, this "Triple R" strategy includes you:

First and foremost, let us consider the theme of review. As graduate students, you bring with you a wealth of knowledge and experiences from your undergraduate years and beyond. This is a time to review and build upon that foundation -to critically assess what you know, to challenge assumptions, and to delve deeper into your chosen field of study. Embrace this opportunity to review not only academic theories but also your personal perspectives and professional aspirations. Let this process of review guide you as you shape your path forward in academia and beyond.

Secondly, renewal is a powerful concept in the context of graduate studies. It signifies a fresh start - a chance to renew your commitment to learning, discovery, and personal growth. Whether you are pursuing a master's degree or a doctoral degree, this is a time to renew your intellectual curiosity, to explore new methodologies and ideas, and to push the boundaries of knowledge in your field. Embrace the challenges and opportunities that come with renewal, and let this journey be a transformative experience that revitalizes your passion for scholarship and inquiry.

Lastly, revitalization speaks to the transformative impact that graduate education can have on both individuals and society. Our department is committed to providing you an environment that fosters innovation, critical thinking, and interdisciplinary collaboration. As you engage with lecturers and administrative staff, fellow graduate students, and the broader academic community, seize the opportunity to revitalize your understanding of complex issues and to contribute meaningfully to your field through research and scholarship.

As we embark on this academic year guided by the principles of "Review, Renew, and Revitalize," I encourage each of you to embrace these ideals with enthusiasm and dedication. Your graduate education is a journey of discovery, growth, and achievement, and I am confident that you will make significant contributions to our department and beyond.

Once again, welcome to the DLIS. I look forward to seeing your successes and accomplishments in the coming years.

**Stanley H. Griffin, PhD**

## MASTERS IN LIBRARY & INFORMATION STUDIES [MLIS] (FACE TO FACE & ONLINE)

### PROGRAMME OBJECTIVE

This programme sets out to equip graduates with a bachelor's degree in other disciplines with professional education in the field of library and information studies in order to prepare them to effectively manage library and information units and organizations in different types of environments.

### ENTRY REQUIREMENTS

To be admitted to the programme, applicants must be graduates of approved universities normally with at least a lower second class honours degree in any discipline. Previous work experience in libraries is an advantage but is not essential. Applicants are required to be computer literate, (that is, to have a basic knowledge of the operation of a computer and the software associated with it). It is therefore in the interest of students, at this stage, to ensure that they have done an introductory course before entering the programme.

### DURATION OF PROGRAMME

Full-time students will take TWO (2) academic years to complete the programme: ONE (1) year to complete all required courses, and ONE (1) year part-time to complete the Research Paper, if Option 1 is selected or ONE semester to do the TWO (2) additional courses for Option 2. Part-time students will take THREE (3) academic years to complete the programme: TWO (2) years to complete all required courses, and ONE (1) year part-time to complete the Research Paper, if Option 1 is selected or ONE semester to do the TWO (2) additional courses for Option 2.

### PROGRAMME OUTLINE

Students are required to obtain a minimum of thirty-nine (39) credits consisting of:

1	TEN 3-credit courses totalling 30 credits
2	Six weeks practicum (fieldwork, 3 credits)
AND	
3	OPTION 1: Research Paper of 10,000-15,000 words (6 credits)
OR	
4	OPTION 2: Independent Study worth 3 credits and the course LIBS6901: Trends & Issues in the Library & Information Environment (3 credits)

### PROGRAMME STRUCTURE

#### YEAR I: SEMESTER I

##### CORE COURSES

LIBS6001: Foundations of Library & Information Studies  
LIBS6106: Management of Libraries & Information Units  
LIBS6301: Bibliography and Reference Methods & Materials  
LIBS6501: Information Technology I  
LIBS6306: Legal Information Resource Management\*

(\*All students must complete a resource-based course; either LIBS6306 or LIBS6307)

## ELECTIVES

**LIBS6901:** Trends & Issues in the Library & Information Work

**LIBS6203:** Metadata & Resources Discovery

**LIBS6801:** Copyright Issues Affecting Caribbean Libraries & Information Services

## SEMESTER II

### CORE COURSES:

**LIBS6201:** Catalogue Creation & Use

**LIBS6401:** Research Methods in Library & Information Studies

**LIBS6307:** Information Sources in the Humanities, Social Sciences and Science & Tech\*

(\*All students must complete a **resource-based course**; either **LIBS6306** or **LIBS6307**)

## ELECTIVES

**LIBS6003:** Information Literacy Instruction

**LIBS6503:** Introduction to Digital Libraries

## SEMESTER III/SUMMER TERM

**LIBS6202:** Subject Analysis & Indexing in Information Retrieval

**LIBS6504:** Integrated Library Systems

## ELECTIVE

**MGMT6015:** Basic Statistics

## YEAR II: SEMESTER I

**LIBS6899:** Research Paper **OPTION 1**

OR

**LIBS6902:** Independent Study **OPTION 2**

(NB. Students opting to do **OPTION 2** should register for **LIBS6901** in **SEMESTER I: YEAR II**)

## SEMESTER II

**LIBS6899:** Research Paper **OPTION 1**

## SEMESTER III / SUMMER TERM

**LIBS6904:** Practicum in Library and Information Studies (six weeks)

# MASTER OF ARTS [MA] | LIBRARY & INFORMATION STUDIES (FACE TO FACE & ONLINE)

## PROGRAMME OBJECTIVE

The objective of the programme is to provide graduates of the BA (Library and Information Studies) programme with the opportunity to upgrade their qualifications to meet the demands of the modern information environment.

## ENTRY REQUIREMENTS

Admission to the programme will normally require:

- At least a Lower second class honours degree BA/B.Ed (Library & Information Studies)
- Previous work experience in a library will be an asset but is not compulsory.

## PROGRAMME DURATION

Full-time students will take TWO (2) academic years to complete the programme, while Part-time students will take THREE (3) academic years.

## PROGRAMME OUTLINE

Students will be required to complete a total of TEN (10) courses, and write a research paper of 10,000-15,000 words. They are required to do a minimum of 36 credits.

## PROGRAMME STRUCTURE

### YEAR I: SEMESTER I

#### CORE COURSES

**LIBS6501:** Information Technology I

**LIBS6901:** Trends & Issues in the Library & Information Environment

**LIBS6306:** Legal Information Resource Management\*

*(\*All students must complete a **resource-based course**; either **LIBS6306** or **LIBS630**)*

### ELECTIVES

**LIBS6203:** Metadata & Resources Discovery

**LIBS6801:** Copyright Issues Affecting Caribbean Libraries and Information Services

**One (1) course from another Department or Faculty with the approval of DLIS**

E.g. **HIST6702:** Artifacts, Museums and Archives

### SEMESTER II

#### CORE COURSES

**LIBS6002:** Information, Communication & Society

**LIBS6003:** Information Literacy Instruction

**LIBS6401:** Research Methods in Library and Information Work

**LIBS6307:** Information Sources in the Humanities, Social Sciences and Science & Tech\*

*(\*All students must complete a **resource-based course**; either **LIBS6306** or **LIBS6307**)*

### ELECTIVES

**LIBS6503:** Introduction to Digital Libraries

**One (1) course from another Department or Faculty with the approval of DLIS**

### SEMESTER III/SUMMER TERM

#### CORE COURSES

**MGMT6015:** Basic Statistics

**LIBS6504:** Integrated Library Systems

**LIBS6899:** Research Paper (under supervision)

**LIBS6899:** Research Paper (10,000-15,000 words)

### YEAR II: SEMESTERS I & II

**LIBS6899:** Research Paper



## MASTER OF ARTS [MA] | ARCHIVES & RECORDS MANAGEMENT (FACE TO FACE & ONLINE)

### PROGRAMME OBJECTIVE

The principal objective of this Programme is to equip students for professional leadership roles in Archives and Records Management. This includes defining, appraising, managing records, processing archives, preserving materials in tropical environments, managing audio visual materials and curating digital assets. Students will learn and practice internationally established principles and contemporary best practices.

More importantly, this programme will provide a dedicated space for the academic analysis of Caribbean memory and recordkeeping practices, which are emerging out of the realities of the Caribbean experience.

### ENTRY REQUIREMENTS

Admission to the programme will normally require:

- At least a Lower second class honours degree BA /B.Ed. preferably in Humanities or the Social Sciences
- Previous work experience in administering records, managing archival materials, or cultural artefacts will be an asset but is not compulsory.

### PROGRAMME OUTLINE

The programme requires a total of 36 credits as outlined below:

Core Courses	21 Credits
Practicum	3 Credits
Research Project	6 Credits
Electives	6 Credits
<b>TOTAL</b>	<b>36 Credits</b>

### PROGRAMME STRUCTURE

#### YEAR 1: SEMESTER I

##### CORE COURSES

**ARCM6001:** Fundamentals of Archives and Records

**LIBS6106:** Management of Library & Information Units

**ARCM6010:** Methods of Inquiry for Archives and Recordkeeping

#### YEAR 1: SEMESTER II

##### CORE COURSES

**ARCM6002:** Acquisition, Organization and Access of Archival Materials

**ARCM6003:** Preservation of Archival Materials in Tropical Environments

**ARCM6004:** Records Management in the Digital Age

#### YEAR 1: SUMMER

**ARCM6005:** A Practicum in an approved archives/records management facility 3 credits

## YEAR 2: SEMESTER I

### CORE COURSES:

**ARCM6006:** Memory and Recordkeeping in the Caribbean

**ARCM6007:** Preserving and Managing Sound and Visual Media

**IBS6501:** Information Technology I

### ELECTIVES

**LIBS6002:** Information Communication and Society

**ARCM6008:** Digital Curation

**ARCM6011:** Archival Advocacy and Community Archives in the Caribbean

## YEAR 2: SEMESTER II

**ARCM6009:** Research Paper (10,000-15,000 words)

Students are expected to begin working on their Research Paper which should be handed at the end of the 3<sup>rd</sup> Semester - Summer Term.

## MASTER OF PHILOSOPHY [MPhil] & DOCTOR OF PHILOSOPHY [PhD] | INFORMATION STUDIES

### INTRODUCTION

The Department welcomes candidates to read for the Master of Philosophy (MPhil) or Doctor of Philosophy (PhD) in Information Studies.

Information Studies is an interdisciplinary domain concerned with the creation, organization, management, and uses of information in all its forms, formats and expressions. It includes Archival Studies, Library Studies, Museum Studies and Records Management and applies the practices, perspectives, and tools of management, information technology, information preservation, history and cultural heritage to the creation, collection, organization, preservation, and dissemination of information resources.

**The Master of Philosophy (MPhil)** in Information Studies is designed to facilitate the student's review of the knowledge of the field. The student will evaluate seminal and current theories and models, as well as relevant literature and research findings, while developing an area of study which makes an independent contribution to knowledge or understanding of the subject area. The student will be required to register for and successfully complete two (2) taught courses. The programme lasts for a minimum of two years full-time, beginning in September. Applicants should provide a research proposal outlining the scope of the intending study at time of application.

**The Doctor of Philosophy (PhD)** programme is designed to facilitate the pursuit of scholarship of an original, independent and seminal nature in any of the disciplines within the domain of Information Studies.

The programme will facilitate the student to evaluate seminal and current theories and models, as well as demonstrate a rich understanding of the literature and research methodologies in the field. Through the programme, the student will be assisted in honing the research problem, developing the investigation with competence and rigour, and presenting the achievements and findings with intellectual maturity. The student will be required to register for and successfully complete three taught courses. The programme lasts for a minimum of three (3) years

full-time, beginning in September. Applicants should provide a research proposal outlining the scope of the intended study at time of application.

### **QUALIFICATIONS FOR ADMISSION**

The following are eligible to apply for registration for this degree:

- Graduates of any University holding the Masters' degree in Archival Studies, Library Studies, Museum Studies or equivalent degree, or a Bachelor of Arts degree (such as Library and Information Studies), having obtained no lower than an Upper Second Class Honours Degree.
- Students who have obtained other suitable academic and/or professional qualifications and experience.

Acceptance into the MPhil/PhD Information Studies programme shall depend on assessment of the students past education, performance and experience as well as the Department's capacity to provide adequate supervision.

All registered MPhil/PhD Candidates are expected to participate in departmental seminars, conferences, etc. as well as present at least one (1) seminar annually in addition to the regulations-stipulated number of seminars.

University regulations concerning the duration of Part time studies, Upgrading of MPhil registration to PhD and the submission of theses and dissertations will apply.

## COURSE DESCRIPTIONS

### **LIBS6001: FOUNDATIONS OF LIBRARY & INFORMATION STUDIES**

This course examines the historical development of different types of libraries and other information units and their evolving roles and functions in society. It covers the nature, philosophy and ethics of the information profession and its attendant professional associations. The course provides an overview of some of the current issues in the field such as Intellectual Property Rights, Copyright, and legal and ethical issues relating to the use of information; the nature of information and process of information transfer; the digital divide; and information policies generally and as they apply to Information Communication Technologies. Various library visits are included to provide students with first-hand experience of the operations of these information units. Throughout the course, the Caribbean implications and applications relating to all the topics are emphasized.

### **LIBS6002: INFORMATION, COMMUNICATION & SOCIETY**

This course will examine the nature of information and the communication processes and the role of information and communication or individual perspective. It will attempt to place information in a wider context reflecting its interdisciplinary nature and its interaction with social, cultural, economic and technological changes leading to the evolution of the information society. It will also provide students with the skills which enable them to communicate effectively in an electronic environment.

### **LIBS6003: INFORMATION LITERACY INSTRUCTION**

This course is aimed at introducing students to learning theories and the pedagogical and andragogical approach to teaching adults and children information literacy. It will place emphasis on the planning and teaching of information literacy instruction to students and adults through a systematic programme. The Big6, the Marland's Information Literacy Model and other models will be included to provide a framework for instruction. Human information behaviour will be explored and the impact that this has on users when they seek information. Students will be allowed to conduct needs assessments, and get practice in writing effective library research assignments.

### **LIBS6106: MANAGEMENT OF LIBRARIES AND INFORMATION UNITS**

This course introduces the student to general management theories, principles and processes and a study of how these general principles are applied and adapted in the management of libraries and information units. Management functions covered include planning, organizing, staffing, leading and controlling. Included is a focus on the ways in which various types of libraries and information units such as special, university, school, public and national libraries are managed. Implications for service delivery within a Caribbean context are also addressed.

### **LIBS6201: CATALOGUE CREATION AND METADATA**

This course is designed to provide students with an understanding of the theories associated with the creation and use of library catalogues and indexes for all types of libraries - whether traditional or digital. Emphasis is placed on the elements of the library catalogue record according to library standards as well as the record for a metadata element set, specifically Dublin Core. The principles and practice of authority work and control pertaining to choosing and creating preferred and variant access points are also given emphasis. The management of technical services and catalogue support systems and services are also covered.

### **LIBS6202: SUBJECT ANALYSIS & INDEXING IN INFORMATION RETRIEVAL**

This course is designed to provide the student with an understanding of the theories and principles associated with subject access to information, the techniques and practices used to permit access to this aspect of information retrieval and the standard tools employed in the process. Students will be given the opportunity to apply these techniques through practice in creating catalogue entries.

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### **LIBS6203: METADATA & RESOURCE DISCOVERY**

This is an intermediate level course on Metadata and their use and significance in resource discovery. This course is intended primarily for the following categories of persons: students who have completed a cataloguing and classification course; practitioners who have some general knowledge of metadata and are involved in indexing electronic resources or web-sites; practitioners who provide metadata for digital collections in archives, museums and libraries; practitioners with little or no metadata training; IT personnel who use metadata, for example, in creating websites for clients. It is designed to provide skills in identifying, creating and using quality metadata. It provides an understanding of the purpose, use, types, standards, creation and storage of metadata, related schemas, syntax and quality control issues. It therefore prepares students to manage collection-specific metadata projects. In presenting the different modules, the Caribbean situation will be examined where applicable and implications for application in Caribbean libraries, archives and museums will be addressed.

### **LIBS6301: BIBLIOGRAPHY & REFERENCE METHODS AND MATERIALS**

This course introduces the students to the concept of bibliographic control, the major types of bibliographic control tools and techniques and to bibliographic standards. The reference component of the course examines the basic concepts of the reference process, interviewing/negotiation techniques, communication barriers in librarian-user interaction and e-reference. It also covers the role of policy, selection criteria for print and electronic reference materials and the various sources that comprise the reference collection.

### **LIBS6307: INFORMATION RESOURCES IN THE HUMANITIES, SOCIAL SCIENCES & SCIENCE & TECHNOLOGY**

This course is intended to acquaint students with the nature of the literature related to the Humanities, Social Sciences and Science and Technology. It examines the information services related to each discipline and seeks to acquaint students with the characteristics of the users of the literature in these disciplines. It examines the information seeking behaviours of researchers in the Humanities, Social Sciences and Science and Technology and the primary, secondary and tertiary sources of information used by these scholars. The course also focuses on the access to Caribbean information resources for these disciplines in relation to communication and improved access to resources. It also includes the description of the traditional scholarly communication process and assesses the impact of information communication technology on this process.

### **LIBS6401: RESEARCH METHODS IN LIBRARY & INFORMATION STUDIES**

The course is designed to introduce students to different approaches, considerations and challenges involved in social research. A number of research methods useful for information professionals will be examined. The course will focus on all aspects of the research cycle and will have students writing research problems, research objectives, research questions, rationale and significance of the problem and literature reviews. Students will be exposed to various sampling procedures specific to quantitative and qualitative research and will be given practice in constructing data collection instruments. Students will also be made aware of how to analyse qualitative and quantitative data and the instruments suitable to show the graphical representation of data. The course will also provide students with the tool to understand research terminologies and to critically assess published research.

### **LIBS6501: INFORMATION TECHNOLOGY I**

This course provides an introduction to information and communications technologies and some of their applications in libraries and information units. The foundations of information and communications technology management and applications to library operations are treated, and students do practical lab work in relation to each application. The course therefore enables understanding of the concepts of the application of information and communications technology in libraries and other information units, and develops expertise in

the use of relevant information technology applications for productivity, database management, information retrieval and analysis of information.

### **LIBS6503: AN INTRODUCTION TO DIGITAL LIBRARIES**

This course provides students with an introduction to the concept of digital libraries, and to the practical aspects of digital library creation. It covers methods of creation, issues of maintenance, and rights management, criteria for evaluating digital library systems and software, and skills for creation of digital libraries. This course which is proposed as an expansion of the digital libraries component of LIBS6502 Information Technology II enables students to get more in-depth knowledge and skills related to digital libraries.

### **LIBS6504: INTEGRATED LIBRARY SYSTEMS**

This course provides an introduction to the concept of Integrated Library Systems; the practical aspects of bibliographic database creation; and the implementation of Integrated Library Systems. It covers the component modules of such systems, the status of Integrated Library Systems in Caribbean Libraries, evaluation criteria for proprietary and open source systems. Practical experience in evaluating and using the user interfaces of selected integrated library systems will be provided in weekly lab sessions.

### **LIBS6801: COPYRIGHT ISSUES AFFECTING CARIBBEAN LIBRARIES & INFORMATION SERVICES**

This course will expose participants to copyright principles and practices relating to the use of protected works. It will focus on the impact of copyright conventions, treaties and legislation on the delivery of library and information services in the Caribbean. Students will learn to identify and resolve copyright problems in the context of libraries and information services. Candidates for the course are expected to hold good undergraduate degrees in library and information studies or in other areas.

### **LIBS6899: RESEARCH PAPER**

This is a research paper on an approved topic to be selected in an area of interest to the student and in the field of librarianship. Under the direction of a faculty member the student will conduct this research that will make a contribution to the field of librarianship. Students are required to attend at least FOUR (4) research seminars which are designed to provide a platform for students to present completed or in-progress research in a formal and collegial setting and to get feedback about their research.

### **LIBS6901: TRENDS AND ISSUES IN THE LIBRARY & INFORMATION ENVIRONMENT**

Based primarily on the current literature of library and information science, this course is designed to deal with evolving theories and trends in the library and information field as well as the issues faced by library and information professionals in the modern information environment. It will sensitize librarians to the decision making considerations involved in the development and delivery of library services in the modern environment especially in relation to Caribbean Librarians.

### **LIBS6902: INDEPENDENT STUDY**

This is a self-directed study of an approved topic to be selected in an area of interest to the student. Under the direction of a faculty member the student will prepare a critical essay (state of the art) that explores the literature of the selected topic. The essay will not merely review the literature but will synthesize and evaluate it to demonstrate the student's knowledge of the field.

### **LIBS6904: PRACTICUM IN LIBRARY & INFORMATION STUDIES**

Fieldwork is a six-week practical work experience undertaken in an approved library, archives, and records management or information organization under the supervision of a library and information professional.

### **MGMT6015: BASIC STATISTICS**

Statistical Techniques is designed to introduce students to the principles of Statistics and their application to Library Studies. Some of the following material will be covered: data displays and summary statistics for quantitative and qualitative variables; correlation and simple regression for pairs of variables; probability to deal with partial and uncertain knowledge; the law of large numbers; the normal distribution and the central limit theorem; statistical inference based on standard of errors, confidence intervals and statistical hypothesis tests. The course places strong emphasis on understanding the fundamental statistical concepts, interpreting data and the results of statistical analysis and not on the details of the computation (formulae). In delivering the course, efforts will be made to present each of the techniques in the context of real library problems and the statistical results will be used to illustrate how librarians can obtain insights on the solution to problems they are likely to encounter in practice. SPSS (Statistical Packages for the Social Science) will be used for the practical and application component of the course.

### **ARCM6001: FUNDAMENTALS OF ARCHIVES AND RECORDS**

This course introduces students to the field of archives and records management studies and covers the main concepts and principles in accordance with international standards and best practices. Included are the ways in which archives are acquired and organized as well as legal and ethical issues affecting the archival and records management professions. The course also addresses issues relating to small developing states including archives of the colonized, social justice, and the contribution of archives to building national/regional identity/ies.

### **ARCM6002: ACQUISITION, ORGANIZATION & USE OF ARCHIVAL MATERIALS**

This course is designed to introduce students to the theories and best practices in relation to the appraisal, acquisition, arrangement and description of archival materials, in textual, non-textual, and cultural formats. The course emphasizes the application of international standards in the performance of these core archival functions. In addition, the course requires students to identify local, national and international reference sources and their potential users, with emphasis on the peculiarities of Caribbean records. Therefore, the course incorporates the intellectual framework necessary to facilitate access and use including placing materials on the web.

### **ARCM6003: PRESERVATION OF ARCHIVAL MATERIALS IN TROPICAL ENVIRONMENTS**

This course begins by examining the composition of archival materials in their varied formats and identifying those factors –both internal to their physical structures and influenced by external (environmental) elements - which cause them to deteriorate especially under tropical conditions. It then offers some solutions to prolonging the life of the materials before outlining the main factors in a Preservation Programme. It discusses the options available to rehabilitating damaged/deteriorated materials either by restoring them to their original condition or by reformatting the information in them by microphotography or digitization techniques. The vulnerability of tropical countries to natural disasters as well response mechanisms to these disasters is covered in Disaster Planning. Using case studies of actual disasters, the difficulties small and economically vulnerable island states experience in coping and recovering from these harrowing events will be discussed.

### **ARCM6004: RECORDS MANAGEMENT IN THE DIGITAL AGE**

This course will provide students with an understanding of the theory and practice involved in managing records in all formats. It will provide the knowledge and skills necessary to develop comprehensive record management programmes in the digital age. Students will be equipped with the tools necessary to implement record keeping processes such as inventorying, scheduling, workflows, taxonomies and developing technology solutions. Trends and special issues impacting records management in the Caribbean and similar contexts will be discussed and explored.

### **ARCM6005: PRACTICUM IN ARCHIVAL STUDIES**

Students will be required to spend six weeks (30 days) working in an approved archival establishment or a records management unit gaining practical experience under the guidance of a professional in the field. During the Practicum the student would work on a project which would be an important part of the assessment of the course. There would be a concession for students already working in an archival or records management unit as they would be required to work for two (2) weeks but in a unit different to the one in which they are employed.

### **ARCM6006: MEMORY & RECORDKEEPING IN THE CARIBBEAN**

This course explores the social construct of collective memory as shaped through historical events and recorded through archival records in the colonial and post-colonial societies of the Caribbean. It focuses on the remains of the past - the written (archival materials), the unwritten (the oral tradition and artefacts) as well as contemporary textual and non-textual records in order arrive at a better understanding of societies which have suffered long periods of colonialism and their emergence into collective recognitions of nationalism and identity. Records creation, keeping, preservation and dissemination are crucial factors in society's understanding of the process of memory construction, public history display, commemoration, the writing of history, and the formulation and articulation of political and national identities.

### **ARCM6007: PRESERVING & MANAGING SOUND AND VISUAL MEDIA**

This course introduces students to the unique challenges and responsibilities for the care and management of archival records with sound and visual dimensions. It will provide the knowledge and skills necessary to develop comprehensive programmes for managing, preserving and providing access to audio visual recordings. Trends and special issues impacting on the management and preservation of audio visual materials in the Caribbean and in similar contexts will be discussed and explored.

### **ARCM6008: DIGITAL CURATION**

Curation activities and policies support data maintenance and add value to collections, allow data discovery and retrieval, and promote re-use and interoperability. This course teaches the concepts and skills involved in on-going management of digital artefacts through their lifecycle. It will provide an overview of a broad range of theoretical and practical problems in this emerging field, and will examine issues related to data creation, appraisal and selection, workflows, metadata, legal and intellectual property issues.

### **ARCM6009: RESEARCH PAPER**

After completing the core courses it is expected that the students should be able to apply the lessons they have learned to exploring or investigating an issue relevant to one or both of the disciplines. The Research Paper is based on an approved topic to be selected by the student relating to an aspect of Archival Studies. Under the guidance of a faculty member the student will conduct this research that will reflect a clear understanding of issues and offer practical solutions from the perspectives of Archival Studies.

### **ARCM6010: METHODS OF INQUIRY FOR ARCHIVES AND RECORDKEEPING**

This course introduces students to the practice of using original records, regardless of format, for the purposes of research. It discusses ways in which records can be used to extrapolate meanings and narratives about people, organisations and societies. It centralizes the creation and use of records in the understanding of cultural, historical and social scientific forms of research. Records and archives will be considered as systems, social, historical and cultural constructs, imbued with all the issues, politics and injustices of the time of their creation and use. Finally, the course will outline the format of the research output as well as discuss the ethical considerations for researching in records and archives.



**ARCM6011: ARCHIVAL ADVOCACY & COMMUNITY ARCHIVES IN THE CARIBBEAN**

This course explores community initiatives that seek to collect, collate, receive and maintain documentary and artefactual material of local cultural history and heritage. Local heritage collections, like both traditional repositories and grassroots organizations, serve a variety of community needs. Students will gain an appreciation and understanding of the social and political role and function of community archives and local heritage collections; the ways archival theory and practice are articulated in these community-based projects; and ways that archivists can work with communities.

**PLEASE NOTE:**

**Not all electives are offered in any one designated semester. Offerings will depend of the availability of staff and the number of students wishing to take any particular course.**

**DEPARTMENT OF  
LITERATURES IN ENGLISH**

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## MESSAGE FROM THE HEAD OF DEPARTMENT

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**Lisa Tomlinson, PhD**

The postgraduate programme in the Department of Literatures in English fosters a supportive, intellectual, and energizing environment. Degrees offered include the MA, MPhil, and PhD. The MA programme consists of coursework and a research paper, while the MPhil involves coursework and a thesis, with the thesis as the major component. Applicants for the MPhil who already hold an MA can proceed directly to the thesis. Applicants for the PhD programme are initially required to register for the MPhil.

## MASTER OF ARTS [MA] | LITERATURES IN ENGLISH

### ACADEMIC AIMS & OBJECTIVES

The academic purpose of the MA in Literatures in English programme is to prepare students for (a) further scholarly and academic research in a doctoral programme, (b) teaching at the secondary and /or tertiary level, and (c) working in related careers such as publishing, mass media, library and information studies, public relations, and the creative industries.

### PROGRAMME GOALS & OBJECTIVES

On successful completion of the programme, students should:

- i. Have a solid grounding in literary studies and demonstrate knowledge of major periods, theories, methodologies, movements and genres in postcolonial and Caribbean literatures.
- ii. Have an enhanced awareness of the theoretical and cultural contexts of literary work.
- iii. Demonstrate sophisticated rhetorical skills of critical analysis, argumentation, and explication.
- iv. Demonstrate the ability to conduct independent research, by contributing original work to the field, and engaging the theoretical discussions central to the field.
- v. Be able to independently design and teach secondary and tertiary level courses in literature.
- vi. Apply acquired knowledge and critical and creative skills in relevant professional and occupational contexts.

### PROGRAMME DETAILS

The programme is offered face-to-face. Students are expected to complete a total of **36 credits**, consisting of seven taught courses and a final research paper of between **16,000 - 20,000** words.

### PROGRAMME DURATION

Full-time students are expected to complete the programme in 16 months. Part-time students are expected to do so in 24 - 36 months.

### ASSESSMENT OF STUDENT PERFORMANCE

Student performance is primarily assessed through coursework assignments, but written examinations are part of the assessment for some of the courses.

### PROGRAMME STRUCTURE

#### COMPULSORY CORE COURSES & RESEARCH PAPER

**LITS6100:** Contemporary Critical Theory  
**LITS6690:** Research Methods in Literary Discourse  
**LITS6000:** Research Paper

#### ELECTIVES

**Any FIVE of the following:**

**LITS6004:** Caribbean Poetics  
**LITS6202:** Women, Fiction and Gender  
**LITS6501:** Special Topics in West Indian Literature  
**LITS6203:** Women, Poetry and Gender OR  
**LITS6701:** Modern African Literature  
**LITS6404:** Post colonialism and Shakespeare Criticism OR  
**LITS6105:** Postcolonial Literatures and Theories

*(Note: Availability of elective courses varies in each academic year.)*

**OTHER:**

A pre-existing postgraduate course in the Discipline (May be taught as an Independent Reading Course)

**NB. MAXIMUM TWO approved Electives from other programmes (e.g. Language, Linguistics, and Philosophy, School of Education, Gender Studies, Institute of Caribbean Studies)**

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## MASTER OF PHILOSOPHY [MPhil] & DOCTOR OF PHILOSOPHY [PhD] | LITERATURES IN ENGLISH

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### MPhil PROGRAMME

Applicants for entry into the MPhil programme should have at least an Upper Second Class degree in English. The programme comprises **THREE** taught semester courses (to be completed in the first year) and a **thesis** of up to 40,000 words. These courses are chosen from among those offered for the MA. The programme may be completed in two years of full time study.

### PhD PROGRAMME

Applicants for entry into the PhD programme should normally hold the MPhil degree. Applicants who don't may be accepted initially as MPhil candidates. Depending on the quality of their performance, they may apply to have their registration upgraded to PhD thereby by-passing the MPhil.

## COURSE DESCRIPTIONS

### LITS6004: CARIBBEAN POETICS

This course explores the attempts by various Caribbean intellectuals to produce theoretical and critical strategies that are rooted in the historical, social and cultural dynamics of the region. Students will be introduced to Caribbean models of postcolonial discourse, and to key concepts of postcolonial and postmodernist discourse, which have been anticipated by Caribbean thinkers. The course will focus on the related concepts of creolization, hybridity and syncretism, as the central paradigms of Caribbean theories that seek to address the aesthetic implications of race, language, diaspora, exile, empire, colonial and postcolonial identities.

### LITS6100: CONTEMPORARY CRITICAL THEORY (Substitute for LITS6001)

This course introduces students to major twentieth- and twenty-first-century literary and critical theories and the historical and cultural contexts that shaped their assumptions and methodologies. The course will enable students to construct, challenge, and refine their critical vocabularies and ways of interpreting texts, culture, and their own lived experience. Special attention will be given to Caribbean, postcolonial, and critical race theory.

### LITS6105: POSTCOLONIAL THEORIES AND LITERATURES

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

### LITS6202: WOMEN, FICTION AND GENDER

This course explores a selection of novels by women writers who came to artistic maturity after the rebirth of the women's liberation movement in the 1960s. These novels will be read in the light of the evolving discourse of feminist, gender and cultural studies theory, preliminary discussion of which will constitute the introductory module. The course will draw on the works of various theorists in order to examine the issue of women writers in this era who have been attempting to re-order and re-invent narrative forms.

### LITS6203: WOMEN, POETRY AND GENDER

This course undertakes a reading of the work of women poets in an era when gender, race and cultural issues have converged to create the discourse within which women poets must function. The work of individual poets will be considered in relation to the formal theoretical issues raised by this discourse and by the on-going attempts by women writers to shape the medium of poetry to their specific purposes.

### LITS6404: POSTCOLONIALISM AND SHAKESPEARE CRITICISM

This course aims to familiarize students with the Shakespearean canon, which has long been central to the study of literatures in English, even as it advances students' understanding of the ways in which that canon has been appropriated and its centrality challenged by postcolonial thinkers of the 20<sup>th</sup> century. As they explore theories and histories of colonialism and postcolonialism in and through several major Shakespearean plays, students will think and

write about the various roles of Shakespearean production and reception in producing, supporting, and subverting dominant paradigms of nation, race, gender, subjectivity, and power in the past and present. The course will pay special attention to Shakespeare's important place in Caribbean writings of the 20<sup>th</sup> century by George Lamming, Aimé Césaire, Roberto Fernández Retamar, Elizabeth Nunez, and others. Finally, the course will prompt and facilitate consideration of the conflicted meanings of "Shakespeare" as a global or even "universal" icon of literary genius; a prime representative of the British legacy; an expression of Western cultural history that includes key depictions of colonial encounter; and a space of resistance to oppression.

#### **LITS6501: SPECIAL TOPICS IN WEST INDIAN LITERATURE: WRITING THE NATION IN JAMAICAN POETRY**

This course will examine in depth the issue of the representation of the nation in Jamaican poetry, using the theories of Homi Bhabha and others to undertake a reading of a range of poets who have constructed a sense of pre- and post-Independence Jamaica in their work. The discourses of cultural studies and postcolonialism will be used to establish the contextual frame within which close readings of texts will occur.

#### **LITS6690: RESEARCH METHODS IN LITERARY DISCOURSE**

This course introduces graduate students to the research process, including formulating and refining research topics, and sourcing, evaluating, citing, and engaging substantively with critical material. The course familiarizes students with genres of graduate-level writing, such as the research essay, thesis, dissertation, and conference paper, and guides students through all components of a research proposal. Students gain experience sourcing data and critical material from books, electronic databases, archives, and their own fieldwork, and learn strategies for identifying relevant and reliable resources. The course also equips students to develop critical frameworks for research projects. Seminar meetings include short lectures, discussions, student presentations, peer feedback, and workshops.

#### **LITS6701: MODERN AFRICAN LITERATURE**

This course will focus primarily on some major trends in the development of modern African literature. It seeks to explore the emergence and evolution of modern African literature as an echo of the historical, social, political and cultural exigencies, and of the aesthetic expediency of the twentieth and twenty-first centuries. Special attention will be paid to issues/topics such as: orature in modern African literature; the primacy and relevance of European languages in modern African literature; colonial(ist) discourse; decolonization textual practices; gender; the application "Western" literary theories to modern African literature; postcolonial studies and modern African literary practice. The course will also endeavor to foster critical thinking and encourage research in subject matter and poetics in the field.

#### **LITS6000: RESEARCH PAPER**

This course is the capstone research project for the MA in Literatures in English, and it showcases the student's ability to design and execute scholarly research under the guidance of a supervisor. It involves extensive background reading and the preparation of a working bibliography and research proposal for the Research Paper (RP). Students prepare the RP under the guidance of a supervisor assigned by the Department. The RP is expected to be 16,000 to 20,000 words in length, and it is evaluated by two internal examiners (one being the supervisor, and the other selected from a list of examiners provided by the Department).

**DEPARTMENT OF  
MODERN LANGUAGES &  
LITERATURES**





## MESSAGE FROM THE HEAD OF DEPARTMENT

Welcome to the Department of Modern Languages and Literatures! We are a dynamic, international and student-centered team committed to develop linguistic, literary and culturally competent individuals who think critically and communicate effectively in local, national and global communities. In an increasingly diverse world, the study of foreign languages is critical to engaging us in our global society, preparing us to live, work and lead as informed citizens. As language, literature and culture are deeply intertwined, to advance the linguistic and cultural competencies in one or more foreign languages offers students new perspectives and the right tools to succeed in further studies and careers.

Mastering languages not only includes speaking and writing proficiency in the target language but also increases one's appreciation and critical analysis of the literatures and cultures that share that language. Through an interdisciplinary approach, collaborative work and autonomous learning, our faculty members seek to develop students as world citizens helping them acquire knowledge, awareness and empathy towards other communities, enhancing critical thinking and effective communication in culturally sensitive ways.

The Department's enthusiastic atmosphere and the extensive exposure to the target language and culture, through new initiatives and practices, equip students beyond functioning in the language, allowing them to perform effectively in a globalized and complex world, gaining a genuine appreciation of difference and increasing their potential for economic and social development within and outside the Caribbean. Our students can compete in both private and public sectors, as national and international organizations view knowledge of foreign languages and the cultural awareness that goes along with it as a feature that enhances the value of a potential employee. Our graduates have found careers in not only education (translation and interpretation, research, teaching, library work, etc.) and arts, but also beyond humanities in diplomacy, business and industry, social work, tourism and travel.

The Department of Modern Languages and Literatures provides students with proficient and intercultural competence necessary for the global society of the 21st Century, motivating and inspiring students to interact with people from other countries and cultures. I assure that your journey with us will be a memorable experience. Have a great academic year 2024-2025!

**Teresa Villoria Nolla, PhD**

## GENERAL PROGRAMME DETAILS

The Department accepts postgraduate students to read for the MA in Languages, Literatures and Film Studies (French and Spanish) and the MA in Translation (Spanish/French). Both MA degrees consist of course work and a final research project.

The Department also accepts postgraduate students to read for MPhil and PhD degrees in French and Spanish. The MPhil and PhD are degrees mainly by thesis, but students have to complete a number of courses prior to commencing their research.

The following areas are available for thesis research:

1	FRENCH
	<ul style="list-style-type: none"> <li>o Creole Language Studies</li> <li>o The French Language in the Caribbean</li> <li>o Modern Language Teaching in a Creole-speaking region</li> <li>o Caribbean Literature in French with special reference to the poetry and prose of Haiti, Martinique and Guadeloupe.</li> <li>o African Literature in French</li> <li>o Women writers from the French Caribbean and Francophone West Africa</li> <li>o Francophone Culture</li> </ul>
2	SPANISH
	<ul style="list-style-type: none"> <li>o 20th Century Spanish Novel</li> <li>o Spanish Caribbean Literature</li> <li>o Central American Literature</li> <li>o Selected Spanish American authors</li> <li>o Afro-Hispanic Literature</li> <li>o Latin American Film Studies</li> </ul>
3	FRENCH & SPANISH OR ENGLISH
	<ul style="list-style-type: none"> <li>o Comparative study of Caribbean Literatures in Spanish, French and English</li> </ul>

## MASTER OF ARTS [MA] | LANGUAGES, LITERATURES & FILM STUDIES (FRENCH AND SPANISH)

### ENTRY REQUIREMENTS

Applicants should possess:

- At least a Lower Second Class Honours degree OR a 2.5 GPA in Spanish and/or French or
- At least a Lower Second Class Honours degree OR a 2.5 GPA in a related area, as well as a minimum of B2 in Spanish and/or French.

**NB.** Prospective students may be required to do either a diagnostic test or an interview to demonstrate their competence in Spanish and/or French.

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## PROGRAMME DESCRIPTION

The MA in Languages, Literatures and Film Studies (French/Spanish) advances students' linguistic and communicative competences in Spanish and/or French, as well as English. Moreover, the programme is designed to encourage students to develop a strong foundation in theory, research methods and practice. Participants will be prepared to critically analyse Hispanic, Francophone and Anglophone literatures and films, as well as, explore the cultural contexts of these works. Its interdisciplinary nature (combining courses in translation, literature, film, linguistics and education) is an asset, for preparing graduates to further their career as potential foreign language teachers at the Secondary and Tertiary level/s and giving them a competitive edge in this increasingly globalised world, by advancing their competencies in foreign languages, their critical thinking skills and inter-cultural awareness.

## PROGRAMME RATIONALE

The demand for courses in Modern Languages and Literatures that either combine literary or film studies at the graduate level with a focus on strengthening students' communicative and linguistic skills in a foreign language, has been on the increase globally. Students studying Modern Languages and Literatures at the graduate level should be able to produce in the target languages at very advanced levels of complexity, as well as apply a range of theoretical paradigms in the study of literature and films.

The MA in Languages, Literatures and Film Studies is interdisciplinary in nature and targets students with knowledge of either Spanish or French, or both, in keeping with the Department's double major offering.

A programme at the graduate level in Modern Languages and Literatures is important for building on the competences and skills that students acquire at the undergraduate level in both the literary and linguistic studies of two foreign languages. The inclusion of courses from the Departments of Literatures in English, Language, Linguistics and Philosophy and the School of Education, and the theoretical models of both translation and literary studies, are critical for enhancing students' overall analytical and critical thinking skills. The programme is designed for students to assess their performance and competence in language, literary and film studies.

## PROGRAMME OUTLINE

1. Successful graduates will complete a minimum of **36 credits**, prescribed as follows:

A. **CORE COURSES:** Minimum **16 Credits**

B. **ELECTIVES:** At least **twelve (12) credits** from either **Group A** or **Group B** for students pursuing the MA with only one language (Spanish/French). Students with knowledge of both Spanish and French may choose to complete all six core courses. In that case, they will only have space for two elective courses from either Group A or B. Moreover, in line with the interdisciplinarity of the programme, students are also allowed to take **ONE other** graduate course of their choice, as elective, at The UWI, as long as their choice gets approved by their supervisor/ the MA in Languages, Literatures and Film Studies (French/Spanish) Coordinator.

C. **COMPULSORY RESEARCH PAPER** of **15,000-20,000** words. Students will formally register for the course **SPAN6000/FREN6000** in their fourth semester. However, they will be assigned a supervisor and will commence their research in the summer of their first year, and work on this research paper throughout their second year. They will be expected to submit their Research Paper by the end of their fourth semester (year two).

<b>CORE COURSES:</b> Minimum 16 Credits	SPAN6599 & or FREN6705 SPAN6714 & or FREN6708 TRANS6105 LITS6001	
	<b>GROUP A</b>	<b>GROUP B</b>
<b>ELECTIVES:</b> Minimum 12 Credits	SPAN6212 SPAN6302 EDLA6109 EDLA6108 TRAN6102 LITS6105	SPAN6039 SPAN6207 LING6405 EDLA6108 TRAN6102 LITS6105
<b>RESEARCH PAPER</b>	SPAN6000 OR FREN6000	

2. Students may follow ONE of three tracks as outlined below:

<b>TRACK I:</b> French Only	Students following this track must choose at least 4 courses or 16 credits from among the CORE courses which must include FREN6705 and FREN6708, and any other courses to complete the minimum 16 credits. They will also do 14 credits from among the electives in Group A or B. The Research Paper of 6 credits will complete the 36 credits. Degree to be awarded: MA Languages, Literatures and Film Studies (French).
<b>TRACK II:</b> Spanish Only	Students taking this track must do a minimum of 16 credits which must include SPAN6599 and SPAN6714 and any other courses from the list to complete the minimum credits from the CORE category. They will then do a minimum of 14 credits from electives in Group A or B. The Research Paper of 6 credits will complete 36 credits. Degree to be awarded: MA Languages Literatures and Film Studies (Spanish).
<b>TRACK III:</b> Both French & Spanish	Students following this track must choose at least 4 courses or 16 credits from the list of CORE courses. This must include SPAN6599, FREN6708, TRAN6105 and any other course to complete the number of minimum credits. Students may choose to do all six core courses, but this would significantly reduce the number of electives they could then do. Students who decide to complete 24 credits from the list of CORE courses must also do a minimum of 6 credits from Group A or B, plus a Research Paper of 6 credits to complete 36 credits. Degree to be awarded: MA Language, Literatures and Film Studies (French and Spanish).

## PROGRAMME STRUCTURE

### TRACK ONE (FRENCH):

#### YEAR ONE

##### SEMESTER I

**LITS6001:** Twentieth Century Literary Theory

**FREN6708:** Francophone Cinema and Literature

##### SEMESTER II

**TRAN6105:** Translation for the Cultural and Creative Industries

**ONE Elective**

#### YEAR TWO

##### SEMESTER I

**TWO Electives**

##### SEMESTER II

**FREN6705:** The French New Wave in Post-War French Fiction, Theatre and Film

**ONE Elective**

**FREN6000:** Research Project

### TRACK TWO (SPANISH):

#### YEAR ONE

##### SEMESTER I

**LITS6001:** Twentieth Century Literary Theory

**SPAN6714:** Urban Spaces and Cultural Practices in Latin American Film

##### SEMESTER II

**TRAN6105:** Translation for the Cultural and Creative Industries

**ONE Elective**

#### YEAR TWO

##### SEMESTER I

**SPAN6599:** Social and Political Thought in the Latin American Essay

**ONE Elective**

##### SEMESTER II

**TWO Electives**

**SPAN6000:** Research Project

## TRACK THREE (FRENCH & SPANISH):

### YEAR ONE

#### SEMESTER I

**FREN6708:** Francophone Cinema and Literature  
Core Course

#### SEMESTER II

**TRAN6105:** Translation for the Cultural and Creative Industries  
Core Course 5 OR Elective

### YEAR TWO

#### SEMESTER I

**SPAN6599:** Social and Political Thought in the Latin American Essay  
ONE Elective

#### SEMESTER II

ONE Elective  
Core Course OR Elective  
**SPAN6000/FREN6000:** Research Project

## MASTER OF ARTS [MA] | TRANSLATION (SPANISH AND FRENCH)

### PROGRAMME RATIONALE

The internationalization of business and the rapid globalization of communication has created an increasing demand both globally, and locally, for persons who have acquired the skills and professional training to accurately translate documents of varying complexity for a wide range of specialized contexts.

A translation programme at the graduate level is important for building on the competence students acquired at the undergraduate level, in order for them to achieve the necessary mastery for pursuing a career in translation. The study of the macro and micro strategies used in translation and the theoretical models of translation is critical for helping students to understand the translation process. An advanced programme is equally important for helping students to acquire the necessary tools and the ability to link praxis with theoretical knowledge, in order to produce the most appropriate equivalent of the source text. The programme will also enable students to assess their own translation performance and competence.

### PROGRAMME DESCRIPTION & OUTLINE

The programme deals with translation as a process in bilingual communication with a focus on translation into English. Students will acquire translating methods and develop professional skills by applying appropriate translation techniques. The programme comprises the translation of texts and analyses of difficulties arising from problems in understanding ideas in the source language and re-expressing them in the target language. The analyses will be based on current trends in translation theory and text linguistics. Students are expected to be knowledgeable about international affairs, politics, international organization, economic, scientific, technical, medical and legal issues and publications on translation.

Students will be provided with hands-on experience and training in the use of Computer Assisted Translation (CAT) tools needed in the translation of a wide variety of textual genres,

from different fields (technical, scientific, legal, literary and journalistic). In order to ensure that the programme is kept up-to-date, each course will rely heavily on the use of current, authentic material provided by the lecturer or sourced by the student. Delivery of courses will not be lecturer-dominated but will require student participation and peer assessment. Guest lectures will also be participatory.

### ENTRY REQUIREMENTS

Applicants should normally possess at least a Lower Second class degree in one of the following combinations:

- i. French major/Spanish minor
- ii. Spanish major/French minor
- iii. French/Spanish Double Major (to be added)

**NB.** Applications from mature candidates with demonstrable relevant work experience are also welcomed. Prospective candidates may be required to do a diagnostic test.

### ASSESSMENT & RESEARCH PROJECT

Assessment will involve translation, research essays and/or project reports.

MA candidates will be required to do a Commented/Extended Translation (TRAN6204 - a 15,000-word Research Project from either French and/or Spanish).

Texts for translation will be of high level complexity, have not been previously translated and must be related to any of the topics in the programme. The translation will be done as commented/extended translation. A commented or extended translation means that the translated text is accompanied by a critical commentary which includes the linguistic challenges, justification of translation choices, research related to the text, detailed glossary and a bibliography in MLA format. The critical commentary for translation should add up to no less than 15,000 words.

### PROGRAMME STRUCTURE

#### CORE COURSES

**TRAN6101:** Principles and Practices of Translation

**TRAN6102:** General Translation

**TRAN6103:** Institutional Translation

**TRAN6104:** Technical Translation

**TRAN6201:** Financial Translation

**TRAN6202:** Management of Translation Projects

**TRAN6203:** Legal Translation

**TRAN6204:** Research Project (Commented Translation/Extended Translation)

## MASTER OF PHILOSOPHY [MPhil] & DOCTOR OF PHILOSOPHY [PhD] | SPANISH/FRENCH

MPhil and PhD candidates are required to take **9 credits** of taught Graduate courses chosen from the following Departments: Modern Languages and Literatures, Literatures in English and School of Education (*for Spanish/French Language Teaching*) and a thesis.

The following areas are available for thesis research. Comparative analysis is welcome.

FRENCH	SPANISH
<ul style="list-style-type: none"><li>o The French Language in the Caribbean</li><li>o Teaching French as a Foreign Language</li><li>o Caribbean Literature in French</li><li>o African Literature in French</li><li>o French and Francophone Literature</li><li>o Translation Studies</li></ul>	<ul style="list-style-type: none"><li>o 20th Century Spanish Novel</li><li>o Spanish Caribbean Literature</li><li>o Central American Literature</li><li>o Diaspora and Migration Issues in Hispanic Literature</li><li>o Gender and Feminism in Hispanic Literature</li><li>o Latin American Cinema</li><li>o Teaching Spanish as Foreign Language</li><li>o Afro-Hispanic Literature</li><li>o Translation Studies</li></ul>



## COURSE DESCRIPTIONS

### EDUCATION COURSES

#### **EDLA6108: THE TEACHING OF ENGLISH LITERATURE AT SECONDARY AND POST-SECONDARY LEVELS**

The course charts the origin of English Literatures as sites of resistance to European dominance and hegemony and prepares students for the study of English Literatures in the Caribbean context. It traces the origin of the West Indian novel and revisits European literary theories and texts and their modes of representation. The findings from these explorations of theories and texts are used as the frames of reference for teaching West Indian, Caribbean and other post-colonial literatures.

#### **EDLA6109: LITERATURE AND EDUCATION FOR SUSTAINABLE DEVELOPMENT**

The course blends practice with theory. It provides opportunities for graduate students to analyse the concept, purpose and practices of education for sustainable development which embrace teaching and learning that is socially relevant and situated in the 'real' world. The study of the literature texts demonstrates an infusion method for re-orienting all disciplines for sustainability and for providing a basis for the development of creative methods for this new focus in education. Graduate students are thus enabled to become change agents capable of transforming their society.

### FRENCH COURSES

#### **FREN6705: THE FRENCH NEW WAVE IN POST-WAR FRENCH FICTION, THEATRE AND FILM**

The course will focus on the post-war French period and examine briefly the Dadaist and more specifically, the Surrealist movements - their history, techniques and impact upon different forms of art (novel, theatre and film). The notion of "newness" pertaining to this "revolutionary era" will be analyzed closely through French New Wave theory with the concepts of « *le nouveau roman* », « *le nouveau théâtre* » / theatre of the absurd, and « *la nouvelle vague* ». Texts and films will be chosen from different sources for discussion, analysis and the contextualizing of post-war French socio-political and artistic history. This course should develop an understanding of the ways in which previous "conventional" modes of presentation were challenged and overturned in the 60s and 70s.

#### **FREN6708 CONTEMPORARY FRANCOPHONE CINEMA AND LITERATURE**

This course is designed for students of French as most of the research material and the delivery of the course will be in French. It exposes students to literary and film techniques and theories, which are applied to the critical analysis of Francophone novels and films from different geographical zones, including the French Caribbean, North and West Africa, and Europe. The course explores different film and literary genres and subgenres, and focuses on the representation of the relations of individuals and collectives to their surroundings, whether physical, imagined, or symbolic. It explores contemporary topics through their representation in francophone cinematographic and literary productions, such as representation of space, (re)construction of memory and national identity, race, postcolonial politics, global warming and natural disasters.

### LINGUISTICS COURSE

#### **LING6405: THE CLASSROOM AS A DISCOURSE SPACE**

Traditional classroom practices, with their focus on teachers' delivery of content and students' passing of examinations at all levels, have often not recognised the importance of the communicative context in which students, through their acceptance of agency, are involved in

their educational success. This course explores some of the ways in which the application of a discourse lens may positively affect the philosophy, organisation and outcomes of classrooms.

## LITERATURE COURSES

### LITS6001: TWENTIETH CENTURY LITERARY THEORY

The course explores the nature, development, and range of literary theory in the 20th Century, as well as its contemporary deployment. Special attention will be given to selected topics from New criticism, Marxist theory, Structuralism, Deconstruction, New historicism, feminist theory, African-American theory, Caribbean theory, Northrop Frye, Mikhail Bakhtin and Postcolonial theory.

### LITS6105: POSTCOLONIAL THEORIES AND LITERATURES

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

## SPANISH COURSES

### SPAN6207: AFRO-HISPANIC WOMEN WRITERS (MONA)

This course is designed to deepen students' understanding of the cultural and historical outcomes of the African diaspora in the Hispanic World, particularly as they relate to the production of literary texts by black women in Latin America. Attention will be given to *negrista* writing and the subsequent increase in writing by black women in contemporary Latin America. Graduate students will be provided the opportunity to study and examine the intersections of ethnic, cultural, national, class, sexual and gender identities in representative texts by Afro-Hispanic women writers. The socio-political, historical and cultural contexts in which the works are produced will be given attention. Graduate students will also be expected to discuss and interrogate several feminist, cultural and post-colonial theories related to identity, race, class, gender, sexuality and nation.

### SPAN6212: AFRO-CENTRAL AMERICAN LITERATURES AND CULTURES (MONA)

This course will explore literary texts, produced by Afro-descendant writers from Honduras, Nicaragua, Costa Rica and Panama. It will provide information on the historical, social and political content that inform the writings of those writers of West Indian descent. The main theoretical/critical frame to be used will be the concept of diaspora along with issues of citizenship, transnationalism, identity construction, negritude and *negritismo*. An author-centred approach will be used so as to establish the convergences and divergences among the genres and authors, based on author and country.

### SPAN6302: CERVANTES' QUIXOTE AND ITS LEGACY IN THE AMERICAS (MONA)

This course on Miguel de Cervantes' *Don Quixote* analyzes the novel's narrative layers and stylistic innovations as well as its socio-historical and political context in order to understand Cervantes' parody of late feudalism and of the collective blindness created by the knight errant's romance myth. Nonetheless, *Don Quixote* novel not only deals with Spain's complex

past, but also points to contemporary contradictions, socioeconomic realities, sexuality, the role of memory and dreams, psychoanalysis, madness and therefore is central to modern literary criticism and subversive discourses. This is why the course will also survey the impact of *Don Quixote*, Cervantes masterpiece on Latin America's literature and on a variety of international cultural expressions, paying particular attention to writers such as Jorge Luis Borges and Carlos Fuentes.

**SPAN6309: FROM AUTOBIOGRAPHY TO TESTIMONIAL: NARRATIVES OF AUTHORITY, SELF AND COMMUNITY (ST. AUGUSTINE)**

This course focuses on a variety of texts from Colonial Spanish America to the present with particular attention on how the genres of autobiography and "testimonio" in Spanish America present and represent the voice of the "I" in relation to Self and Community. Further focus will be upon how truth is established through memory and nostalgia in self-conscious writing and whether such strategies contribute to textual veracity or to textual fictionalisation.

**SPAN6599: SOCIAL AND POLITICAL THOUGHT IN THE LATIN AMERICAN ESSAY (ST. AUGUSTINE)**

This course offers a selection of well-known essays by different essayists and writers including Andrés Bello, Octavio Paz, José Vasconcelos, among others. These will be used for the study of a number of different themes. The main themes to be addressed include: national identity, freedom, dependency and independence, civilization and barbarism, spirituality versus materialism, solitude, race, miscegenation, warlordism, dictatorship, and militarism.

**SPAN6714: URBAN SPACES AND CULTURAL PRACTICES IN LATIN AMERICAN FILM (MONA)**

This course will create opportunities for students to develop fundamental knowledge and necessary skills to identify and discuss the aesthetics and the ethics of Latin American urban spaces in cinema. Students will also be provided with the theoretical tools to learn about and to trace the socio-politics and history of Latin America from the 50's to present. The course also includes urban theories and philosophical reflections on urban space and will explore the ways in which these theories have been co-opted, interpreted and subverted by Latin American urban theorists, citizens and filmmakers.

This course also offers the students the opportunity to analyse the movements associated with several films and genres such as City Symphony, Neo-realism, Avant-garde, Third Cinema, New Latin American cinema — Brazilian Cine Novo — and Film Noir which have emerged in Latin America. The films address important contemporary issues such as globalization, questions of modernity and postmodernity, development and shifts in urban areas and the reclaiming of city space by contemporary socio-cultural movements and urban practices, including the effects of revolution, dictatorship and urban guerrillas, poverty, drug- trafficking and criminality.

**TRANSLATION COURSES**

**TRAN6101: PRINCIPLES AND PRACTICES OF TRANSLATION**

This online foundation course offers a theoretical overview of the development of Translation Studies as a discipline. It also critically calls the ideals of accuracy, fidelity and equivalence into question. Students will examine traditional and contemporary translation theories in order to identify the different processes and purposes that each translation exercise poses. Emphasis will be placed on the significance of extra-linguistic factors that affect the process of translation, such as culture, power, gender, politics, or ethics. Students will gain practical experience in text analysis and translation research methods.

**TRAN6102: GENERAL TRANSLATION SPANISH/FRENCH (MONA)**

This online course will focus on the translation of texts related to the fields of environment, journalism, sports, tourism and literature. Students will be required to read widely on these topics in order to become familiar with technical terms and genre features. They will study the

background and specialized terminology of the subject areas, and acquire knowledge which is not explicit in the source text. Students will be guided to develop sensitivity to register and the expectations of the target reader. They will learn to interrogate ideals of equivalence in relation to the text type and function of the translation.

#### **TRAN6103: INSTITUTIONAL TRANSLATION**

This course will focus on preparing students to work as translators in international institutions. Students will be required to translate administrative and political texts including speeches, memos, press releases, agendas, business correspondence, minutes and other official documents. Students will study the principles and strategies relevant to this text type.

#### **TRAN6104: TECHNICAL TRANSLATION**

Students will be required to translate scientific and technical texts, from specialized areas such as technology, metrology, computer science, medicine, engineering, construction, water, roads and transport. Course materials will be drawn from the vast amount of literature available in these fields.

#### **TRAN6105: TRANSLATION FOR THE CULTURAL AND CREATIVE INDUSTRIES (MONA)**

In the context of this course, students will be introduced to the translation of literary texts such as poetry, drama and narrative, both fictional and non-fictional; and audiovisual ones such as documentaries, films and animation. Agreeing with Boase-Beier that theory can act as an “aid to creativity” and as counterbalance to conventions and the constraints of the source text, this course weaves together theory and practice. Students will be invited to: question the concept of world literature/cinema and the relevance of the fields of publishing and film production; to examine why they translate, i.e. the ethics and politics of the translation practice, and for whom, i.e. their audiences; to contextualize their own translation as a sociological and cultural practice; and to reflect upon their roles as cultural mediators and how their own reading of the literary/audiovisual text shapes the translations that they produce.

#### **TRANS6201: FINANCIAL TRANSLATION**

Students will be required to translate financial and economic texts, from specialized areas such as banking, accounting, insurance, shipping, trade, customs and procurement. Students will also be introduced to the translation of consumer-oriented texts and advertising. Course materials will be drawn from the vast amount of literature available in these areas such as financial statements, financial reports, local and international procurement guidelines, articles on global economics, General Accepted Accounting Principles (GAAP), and International Financial Reporting Standards (IFRSs), and advertising.

#### **TRAN6202: MANAGEMENT OF TRANSLATION PROJECTS**

This course will be delivered through three (3) face-to-face, one-hour lectures per week. Students will be required to handle a translation project from start to finish, from supplying rates and pro-forma invoices, to using CAT tools and preparing glossaries, to editing, standardization, proof reading and formatting, through to submission of final document and invoice, and collection of payment. Students will also learn to log documents so progress can be tracked and to file documents for ease of reference in the future.

#### **TRAN6203: LEGAL TRANSLATION**

The course provides exposure to the study of the types of legal documents most likely to be encountered by professional translators. It introduces students to common legal concepts, terminology and instruments, using a comparative approach to the analysis and translation of the language and conventions of the common law and civil law systems. The materials to be translated are documents commonly used in the four areas of focus - certificates, deeds, declarations, wills, divorce decrees, division of property, leases, sale agreements, mortgages, debentures, promissory notes, bills of sale, insurance contracts, tax assessments.

#### **TRAN6204: FINAL RESEARCH PROJECT – COMMENTED/EXTENDED TRANSLATION**

All students in the MA in Translation Programme (Spanish/French) will be required to translate 5,000 words from either Spanish or French into English as part of their Final Research Project.

The chosen source text must be of high level complexity, previously untranslated and related to any of the topics in the programme. Students will select the texts they wish to translate with the approval of an advisor at the end of their second semester. After that, Students and Advisors will regularly review the progress of the project throughout the course of the second year.

A commented or extended translation means that the 5,000-word translated text is accompanied by a 15,000-word critical commentary which includes among others: the theoretical framework underpinning the translation, a justification of translation choices, research related to the text, detailed glossary and a bibliography.

# THE SCHOOL OF EDUCATION



## MESSAGE FROM THE HEAD OF DEPARTMENT

On behalf of the staff of the School of Education (SOE) it is with great pleasure that I welcome all students to the Faculty of Humanities and Education as incoming Director of the SOE. I also extend a very special welcome to the new undergraduate and graduate students who have chosen to pursue studies in Education and at the UWI.

The School of Education serves a fairly wide cross-section of persons – pre-trained and trained teachers, teacher educators, educational leaders and other professionals at all levels of the education system. We are mindful of the fact that there are several options available for furthering your studies and yet you have made a choice to pursue studies at the UWI. We are therefore committed to providing quality education for all our students through the wide range of programmes, offered via various modalities at the undergraduate and graduate levels.

If you are an undergraduate, you are either an aspiring teacher who has decided to do the B. Ed degree to become professionally certified or you are already teacher-trained, but need to upgrade your status from a teaching diploma to a Bachelor's degree. While some postgraduate students are here for professional certification, the majority of you are here to pursue Masters or Doctoral degrees for career advancement.

We continue to take steps to improve the services we offer to our students. These include:

- Upgrading our website to provide more information on the courses and programmes we offer, and the research and outreach projects being conducted in the School.
- Expanding the reach of our programmes in Jamaica and the Caribbean through the use of web-conferencing technology. The B.Ed. In-service programme is showing steady growth in Mathematics, English and Social Studies Education. This programme is offered on a part time basis by blended delivery to teachers who need to obtain the B.Ed. degree but are unable to get leave to pursue full-time study at this time. For the past 6 years the SOE has also offered the Post Graduate Diploma in Education by blended delivery to students in countries such as Jamaica, St. Lucia, Dominica, Montserrat, Bermuda, Anguilla and the Cayman Islands, through the MEd Summer and Online Unit.
- Increasing the number of M.Ed. degree programmes is one of our priorities. This year we will offer the M.Ed. in Education for Sustainable Development, Global Citizenship and Peace for the first time. We also anticipate offering, for the first time, the M.Ed. in Special and Inclusive Education to a group of students from Belize.
- Constantly upgrading our facilities to ensure that the learning environment is aesthetically pleasing, comfortable and technologically adequate is important to us in the School. Our newest classroom, SLT4, boasts cutting edge technology for the delivery of classes by web conferencing.

I hope that your UWI experience will be rich, rewarding and memorable. While you give priority to your academic pursuits, I encourage you to strike the right balance and also to get involved in university life. Make use of the range of opportunities for service, fun and personal development. Try to interact meaningfully with the wide cross-section of students who are also here. These interactions can be the start of lasting friendships and professional networks. Take advantage of the student advising sessions and other activities at orientation to obtain accurate information on your programmes. Become familiar with the resources in the libraries, come prepared for classes and, above all, approach your studies with diligence, honesty and the utmost integrity.

I wish you a very productive and rewarding academic year.

**Marcia Rainford, PhD**

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## MASTER OF EDUCATION [MEd] & MASTER OF ARTS [MA] (FACE TO FACE PROGRAMMES)

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### OVERVIEW OF FACE-TO-FACE PROGRAMMES

The Master's programme offered by the School of Education is delivered through face-to-face and online classes. The face-to-face classes are offered in the afternoons between the hours of 4:00 to 7:00 pm or 5:00 to 8:00 pm, Mondays through Fridays.

The Master of Education (MEd) programmes which are offered face-to-face are Curriculum and Instruction, Educational Psychology, Science Education, Mathematics Education, Educational Measurement, Educational Administration, Language Education, Early Childhood Education (Pedagogy), Literacy Studies (self-financed) and Educational Planning and Policy (self-financed).

The Master of Arts (MA) programmes which are offered face-to-face by the School are the Master of Arts in Technical Vocational Education and Training and Workforce Development (self-financed), Master of Arts in Teacher Education and Teacher Development and the Master of Arts in Higher Educational Management (self-financed).

MPhil and PhD programmes are offered in most of the specializations mentioned above.

The Master's programmes offered by the School of Education are structured to meet the needs of diverse learners, targeting their academic development, professional certification, and personal goals. The list of masters courses are fully outlined below.

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## MASTER OF EDUCATION [MEd] | CURRICULUM AND INSTRUCTION

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### PROGRAMME SUMMARY

This option builds on basic curriculum theory already covered at the undergraduate level and strengthens students' understanding of the foundational principles in philosophy, psychology and sociology that undergird curriculum development. It examines ways in which the curriculum field has been reconceptualised and provides an in-depth study of curriculum change and implementation. A comparative study of various attempts at curriculum reforms both in the Caribbean and further afield demonstrates how curriculum decision making and policy can be informed by research. Evaluation theory and various approaches used in doing evaluations provide a sound preparation for graduates of this option to evaluate programmes. Students who do this option are encouraged to do graduate courses in their areas of specialisation in order to hone their skills and competencies as curriculum developers. The option targets those who foresee a career in curriculum development in Curriculum Units in the Ministries of Education, as lecturers in curriculum development at the tertiary level as well as practitioners in the private sector with jobs that require curriculum development skills.

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



## PROGRAMME STRUCTURE

### OPTION A: TWELVE TAUGHT COURSES ONLY – 36 Credits

**Compulsory Courses:**

**EDCU6017:** Philosophical, Psychological and Sociological Foundations of Curriculum  
**EDCU6018:** Principles of Curriculum Development and Implementation  
**EDCU6026:** Curriculum Evaluation  
**EDCU6024:** Pedagogies Across the Curriculum  
**EDCU6310:** Curriculum Policy and Planning  
**EDRS6002:** Research Methods  
**EDRS6004:** Applied Research in Education

**ONE Additional Research Course from list below:**

**EDRS6023:** Introduction to Qualitative Research OR  
**EDRS6726:** Quantitative Research Methods

Plus **FOUR** other free electives or as recommended by Option Coordinator

### OPTION B: NINE TAUGHT COURSES & RESEARCH PROJECT – 36 Credits

**Compulsory Courses:**

**EDCU6017:** Philosophical, Psychological and Sociological Foundations of Curriculum  
**EDCU6018:** Principles of Curriculum Development and Implementation  
**EDCU6024:** Pedagogies Across the Curriculum  
**EDCU6026:** Curriculum Evaluation  
**EDCU6310:** Curriculum Policy and Planning  
**EDRS6002:** Research Methods  
**EDRS6801:** The Research Paper (9 Credits)

**ONE Research Course from list below:**

**EDRS6023:** Introduction to Qualitative Research OR  
**EDRS6726:** Quantitative Research Methods

Plus **TWO** other free electives or as recommended by Option Coordinator

## MASTER OF EDUCATION [Med] | EARLY CHILDHOOD EDUCATION (PEDAGOGY)

### PROGRAMME SUMMARY

The reconceptualised M.Ed. in ECE programme seeks to provide participants with the competencies and requisite skills to meet the needs of young children and to make a contribution to the development of the early childhood sector in Jamaica and the wider Caribbean. As they progress through the programme students will improve their critical and analytic thinking while simultaneously improving their practice and research skills. Through this, they will be given opportunities to engage in rich discourse on key areas relevant to early childhood education and early childhood leadership. Participants will also have the opportunity to review extant literature, conduct field work, conduct research and disseminate findings to their colleagues and other stakeholders.

The reconceptualised M.Ed. in Early Childhood Education proposes the addition of a new track, Early Childhood Pedagogy. Similar to the currently offered Leadership in Early Childhood

programme, the new track will comprise of **36 credits** offered over **two (2) years**. This proposed new track will be offered in two options, A and B. **Option A** will be a fully taught programme while **Option B**, in addition to taught courses will require the completion of a research project. Both options will require students to do **18 credits** in the specialist area. Students who select Option A will be required to complete **nine (9) credits** in research courses while Option B students will do **six (6) credits**. Option A students will be required to complete a maximum of 9 elective credits and while Option B will be required to do 3.

### ENTRY REQUIREMENTS

To be eligible for admission to the programme applicants must have an undergraduate degree in early childhood or primary education with at least a Lower Second Class Honours degree or its equivalent. Admission of those who do not have these qualifications will be based upon the discretion of the programme coordinator. Those who do not possess a degree in Early Childhood Education would normally have at least 3 years of experience in teaching children at the early childhood level.

### PROGRAMME STRUCTURE

#### OPTION A: TWELVE TAUGHT COURSES ONLY – 36 Credits

##### SPECIALIST CORE COURSES (18 Credits)

EDEC6400: Instructional Approaches for Teaching in the Early Childhood Classroom

EDEC6401: Promoting Social Emotional Competence in Young Children

EDEC6403: The Early Childhood Curriculum

EDEC6405: Education and Assessment of Young Children with Special Needs

EDEC6406: Current Developments in Early Childhood Education

EDED6804: Early Childhood Development in Caribbean Context

##### THREE Electives from the following:

EDEC6005: Programme Management

EDEC6402: Literacy and Literature for Young Children

EDEC6407: Early Intervention; Planning for, & Supporting Infant & Toddler Development  
(Highly Recommended)

EDLA6003: Language Teaching & Learning in a Creole-Speaking Environment

EDPS6015: Temperament-Based Classroom Management in Early Childhood Development

##### Compulsory Research Course

EDRS6002: Research Methods

##### TWO Courses from the following:

EDRS6004: Applied Research in Education

EDRS6023: Introduction to Qualitative Research

EDRS6726: Quantitative Research Methods

#### OPTION B: NINE TAUGHT COURSES & RESEARCH PROJECT – 36 Credits

##### SPECIALIST CORE COURSES (18 Credits)

EDEC6400: Instructional Approaches for Teaching in the Early Childhood Classroom

EDEC6401: Promoting Social Emotional Competence in Young Children

EDEC6403: The Early Childhood Curriculum

EDEC6405: Education and Assessment of Young Children with Special Needs

EDEC6406: Current Developments in Early Childhood Education

EDED6804: Early Childhood Development in Caribbean Context

**ONE Elective from the following:**

**EDEC6005:** Programme Management

**EDEC6402:** Literacy and Literature for Young Children

**EDEC6407:** Early Intervention; Planning for, & Supporting Infant & Toddler Development  
(*Highly Recommended*)

**EDLA6003:** Language Teaching & Learning in a Creole-Speaking Environment

**EDPS6015:** Temperament-Based Classroom Management in Early Childhood Development

**RESEARCH COURSES**

**EDRS6002:** Research Methods

**EDRS6801:** Research Project

**ONE Course from the following:**

**EDRS6726:** Quantitative Research Methods

**EDRS6023:** Introduction to Qualitative Research

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## **MASTER OF EDUCATION [Med] | EDUCATION FOR SUSTAINABLE DEVELOPMENT, GLOBAL CITIZENSHIP & PEACE** (not offered for AY2024/2025)

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### **PROGRAMME SUMMARY & AIMS**

The programme builds capacity amongst national and regional teachers and educators at all levels. The aim is to enhance their knowledge, skills, and expertise with respect to curricula design, classroom teaching and practice, and whole-institution approaches within the formal education sector. The programme also aims to target those involved in non-formal education, development, and humanitarian work in order that life-long learning across all sectors of society can take place. The programme aims to produce graduates who will be able to:

- Describe, discuss, and analyse global, regional, and national sustainable development issues;
- Discuss the theory, philosophy, characteristics, and goals of Education for Sustainable Development, Global Citizenship, and Peace;
- Demonstrate a range of skills consistent with the transformational teaching and learning processes embodied in the programme's educational paradigms, including systemic thinking, critical reflection, critical-thinking, analytical, problem-solving, visioning, leadership, teamwork, and activist skills;
- Value multi-cultural, interdisciplinary, holistic, intergenerational, local, and global perspectives and integrate these into formal and non-formal education; and
- Apply a range of methodologies and approaches in formal and non-formal Education for Sustainable Development, Global Citizenship, and Peace.

### **ENTRY REQUIREMENTS**

To be eligible for admission, applicants must have:

- A first or second class degree from an approved institution in a relevant subject area, with a minimum GPA of 2.5 or its equivalent; and either
- Professional training as a teacher; OR
- Five years of experience in a position in teaching; educational administration; nongovernmental organisation or community development programme management; or experience in a relevant United Nations agency or other development agency.

## DELIVERY MODE & PROGRAMME DURATION

The duration of the programme is two years, full-time and the mode of delivery is face-to-face.

## PROGRAMME DETAILS

This programme of study consists of 36 credits and offer students the option to pursue **TWO** tracks options. Track **option one** is for those coming from/entering into a formal education setting (e.g., teachers) and Track **option two** is for those pursuing careers within United Nations agencies, non-governmental organisations, community-based organisations, humanitarian organisations, and other sectors of society.

The programme will also offer students in **both** Tracks the choice to pursue either **Option A** or **Option B**. **Option A:** Students complete 12 three-credit courses, inclusive of the three-credit course, Applied Research in Education, leading to a 5,000-word report. For students choosing this Option, field research undertaken as part of the Applied Research in Education course must be focused on an area of Education for Sustainable Development, Global Citizenship, and/or Peace. **Option B:** Students complete 9 three-credit courses and a 15,000 word nine-credit project. For students choosing this Option, research undertaken must be focused on an area of Education for Sustainable Development, Global Citizenship, and/or Peace. The programme shall be structured as follows:

**Option A and Option B** students, in both tracks, are required to do seven (7) courses in the specialisation, which includes the four (4) core courses and the three (3) track courses.

Note that for students who wish to switch tracks, their programme duration would be extended as students have to complete all three track courses for the track that they opt to pursue.

Additionally, students in Track Option Two would be required to complete a teaching certification from a registered institution before being allowed to switch to Track Option One as this Track is specifically for those who have professional training as a teacher.

## PROGRAMME STRUCTURE

### OPTION A: TWELVE TAUGHT COURSES ONLY

#### Core Courses (12 Credits)

**EDSD6501:** Theories, Perspectives, & Issues in Environmental Education & Education for Sustainable Development

**EDSD6502:** Climate Change and Disaster Risk Reduction Education

**EDSD6503:** Conflict Resolution and Violence Prevention in Education

**EDSS6608:** Education and Citizenship

#### Research Courses (9 Credits)

**EDRS6002:** Research Methods

**EDRS6004:** Applied Research in Education

#### ONE of the following:

**EDRS6023:** Introduction to Qualitative Methods

**EDRS6726:** Quantitative Research Methods

#### Track Courses (9 Credits)

##### **Track Option ONE**

**EDSD6504:** Approaches to Education for Sustainable Development

**EDSD6505:** Gender and Peace Education

**EDSD6506:** Values-based Education

OR

**Track Option TWO**

**EDSD6507:** Leading Sustainable Development

**EDSD6508:** Designing Non-formal Education for Sustainable Development Programmes

**EDSD6509:** project Management and Proposal Writing

**TWO Courses (6 Credits) from the following:**

**EDAE6001:** Adult Learning Methods and Teaching Strategies

**EDCU6018:** Principles of Curriculum Development, Implementation and Evaluation

**EDEA6304:** Educational Leadership

**EDLA6109:** Literature and Education for Sustainable Development

**EDSC6404:** Environmental Education

**EDTE6023:** Changing Cultures, Changing Schools

**EDTE6024:** Teacher Leadership

**ENVR6406:** Socio-Ecology and Natural Resource Management

**GEND6105:** Gender in Conflict Situations

**GEND6402:** Gender, Political Activism and Mobilisation

Other relevant and open electives from Faculties within The University.

**OPTION B: NINE TAUGHT COURSES & SUPERVISED RESEARCH PROJECT**

**Core Courses (12 Credits)**

**EDSD6501:** Theories, Perspectives, and Issues in Environmental Education and Education for Sustainable Development

**EDSD6502:** Climate Change and Disaster Risk Reduction Education

**EDSD6503:** Conflict Resolution and Violence Prevention in Education

**EDSS6608:** Education and Citizenship

**Research Courses (6 Credits)**

**EDRS6002:** Research Methods

**ONE of the following:**

**EDRS6023:** Introduction to Qualitative Methods

**EDRS6726:** Quantitative Research Methods

**TRACK COURSES (9 Credits)**

**Track Option ONE**

**EDSD6504:** Approaches to Education for Sustainable Development

**EDSD6505:** Gender and Peace Education

**EDSD6506:** Values-based Education

OR

**Track Option TWO**

**EDSD6507:** Leading Sustainable Development

**EDSD6508:** Designing Non-formal Education for Sustainable Development Programmes

**EDSD6509:** project Management and Proposal Writing

**EDRS6801:** The Research Paper (9 Credits)

## MASTER OF EDUCATION [Med] | EDUCATIONAL LEADERSHIP AND MANAGEMENT (ELM)

### PROGRAMME SUMMARY

The Master of Education in Educational Leadership and Management (M.Ed. ELM) seeks to replace the existing M.Ed. In Educational Administration which will be retired when the last set of students of that programme graduate. It is therefore contemplated that both programmes will be delivered side by side for at least one year. The retirement of the M.Ed. Ed. Admin and its replacement with the M.Ed. ELM represents a response to the expected plateauing of, and decline in, demand for the M.Ed. Admin. The new M.Ed. ELM seeks to respond to new and emerging market expectations while catering to the overhang of demand for the elements of the M.Ed. Ed Admin which are expected to remain for some time to come. Those remaining elements are also the features of the new and emerging market expectations. The M.Ed. ELM is characterized by four (4) major differences when compared to the programme that it will replace. These are: (a) new specialization courses; (b) a sub- specialization in School Principalship; (c) a field-based component and (d) self-financing. The proposed programme is like the other Master's programmes in the School, in at least two major respects, namely; (i) it offers candidates the option of two Tracks: A and B and (ii) is offered both face-to-face and online.

### ENTRY REQUIREMENTS

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

### Equivalents

Applicants with a U.W.I. B. Ed. degree gained before the honours classifications were introduced (between 1970 -1985), must have a minimum of B grade average. Applicants who graduated before 1970 must have a minimum of B in their research study.

Applicants with a Pass Degree will be considered only in exceptional cases where the candidate's professional experience and performance suggest further intellectual development. Such special applications are subject to the approval of the Board for Graduate Studies.

### PROGRAMME STRUCTURE

#### REGULAR PROGRAMME: OPTIONS A & B: 12/9 TAUGHT COURSES ONLY – 36 Credits

##### COMPULSORY COURSES:

EDEA6302: Human Resource Management

EDEA6305: Educational Planning and Management

EDEA6310: Law, Ethics and Professional Competencies School Administrators

EDEA6338: Transformational Educational Leadership

EDEA6339: Management and Instructional Leadership of Educational Institutions

EDPH6001: Philosophy of Education for the Caribbean

EDRS6002: Research Methods

EDRS6004: Applied Research Methods Seminar (Option A Only)

EDRS6801: Research Project (Option B Only)

AND

##### ONE Research Course from the following:

EDRS6023: Introduction to Qualitative Research

EDRS6726: Quantitative Research Methods

**AND**

**TWO/ ONE Recommended Elective(s)\***

**\*TWO electives for students doing Option A and ONE elective for students doing Option B**

**PRINCIPALSHIP SPECIALISATION: OPTIONS A & B: 12/9 TAUGHT COURSES ONLY – 36 Credits**

**COMPULSORY COURSES:**

**EDEA6305:** Educational Planning and Management

**EDEA6310:** Law, Ethics and Professional Competencies for School Administrators

**EDEA6315:** Management of School Finance

**EDEA6338:** Transformational Educational Leadership

**EDEA6339:** Management and Instructional Leadership of Educational Institutions

**EDEA6342:** Site-based Experience in Leadership and Management\*\*

**EDPH6001:** Philosophy of Education for the Caribbean

**EDRS6002:** Research Methods

**EDRS6004:** Applied Research Methods Seminar (Option A Only)

**EDRS6801:** Research Project (Option B Only)

**AND**

**ONE Research Course from the following:**

**EDRS6023:** Introduction to Qualitative Research

**EDRS6726:** Quantitative Research Methods

**AND**

**TWO/ONE Recommended Elective(s)\***

**\*THREE electives for students doing Option A and ONE elective for students doing Option B**

**\*A maximum of 20 students will be admitted to this specialization each year**

**\*\* Students who have not completed the 60 hours in Semester 1 may do so in Semester 2.**

**RECOMMENDED ELECTIVES (REGULAR PROGRAMME & PRINCIPALSHIP SPECIALISATION)**

**EDCU6026:** Curriculum Evaluation

**EDEA6304:** School Facilities Development and Management

**EDEA6902:** Introduction to Higher Education Administration

**EDHE6710:** Seminar on Issues in the Caribbean

**EDPP6512:** Organizational Assessment and Evaluation

**EDPP6513:** Strategies for Funding Tertiary Education

**EDPS6003:** Human Growth and Development

**EDSD6501:** Theories, Perspectives, and Issues in Environmental Ed and ESD

**EDTV6000:** Philosophical Foundations of TVET and WFD

**SBHR6030:** Organizational Development and Change

## MASTER OF EDUCATION [Med] | EDUCATIONAL MEASUREMENT

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

### PROGRAMME AIMS AND OBJECTIVES

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

- Design instruments that satisfy the technical requirements of educational and psychological measurement
- Conduct data analysis and prepare relevant reports on the quality of educational and psychological tests
- Advise on various types of tests, items and questions that are appropriate for the intended purpose
- Apply the skills of educational and psychological measurement to monitor development and change in the education sector
- Design and conduct research in the field of educational and psychological measurement and prepare relevant reports to guide decision making or to add to the understanding of educational phenomena.

### PROGRAMME STRUCTURE

#### OPTION A: TWELVE TAUGHT COURSES ONLY – 36 Credits

##### Compulsory Courses:

**EDEM6709:** Advanced Educational & Psychological Measurement  
**EDEM6723:** Educational & Psychological Measurement  
**EDME6716:** Issues in Internal Assessment  
**EDRS6002:** Research Methods  
**EDRS6004:** Applied Research in Education  
**EDRS6116:** Fundamental of Data Analysis  
**EDRS6726:** Quantitative Research Methods

##### ONE Additional Research Course from list below:

**EDRS6023:** Introduction to Qualitative Research

Plus **FOUR** other free electives

#### OPTION B: NINE TAUGHT COURSES & A RESEARCH PROJECT – 36 Credits

##### Compulsory Courses:

**EDEM6709:** Advanced Educational & Psychological Measurement  
**EDEM6723:** Educational & Psychological Measurement  
**EDME6716:** Issues in Internal Assessment  
**EDRS6002:** Research Methods  
**EDRS6116:** Fundamental of Data Analysis  
**EDRS6726:** Quantitative Research Methods  
**EDRS6801:** Research Project (9 credits)

##### ONE Additional Research Course from this list below:

**EDRS6023:** Introduction to Qualitative Research

Plus **TWO** other free electives



## MASTER OF EDUCATION [Med] | EDUCATIONAL PLANNING AND POLICY

### PROGRAMME SUMMARY

The Educational Planning and Policy programme seeks to equip participants with the requisite skills to enable them to work with countries in the Caribbean in the development and implementation of educational plans. This programme also seeks to provide participants, many of whom are expected to be educational practitioners, with the skills to undertake broad analytical studies of local, regional and global issues that impact upon the development and implementation of educational policies.

### PROGRAMME OBJECTIVES

The programme will provide participants with skills to:

- Undertake in-depth educational needs analysis
- Articulate and develop policy options
- Undertake and facilitate planning activities at the institution; and government levels
- Implement a coherent set of educational plans and policies
- Monitor and evaluate the effectiveness of educational plans

### ENTRY REQUIREMENTS

To be eligible for admission, applicants must have: A first or second degree from:

- an approved institution with a GPA of 2.5 or above
- Professional teacher training as a teacher or five years of experience in a position of teaching, educational administration or working in an educational planning environment.

### PROGRAMME DETAILS

The duration of the programme is two years, consists of 36 credits and is offered by two *Options: A and B*. Option A is a fully taught programme while, Option B requires the completion of a research project. Both options require students to do eighteen (18) credits in the content areas, nine (9) credits in Planning and nine (9) in Policy. Students taking either option will do a Foundation course (3 credits). Students who select Option A are required to complete nine (9) credits in research courses while Option B students are required to do six (6) credits. Option A students are required to complete a maximum of six (6) elective credits. Students who select Option B are required to do a research project for nine (9) credits.

### PROGRAMME STRUCTURE

#### OPTION A: TWELVE TAUGHT COURSES AND OPTION B: NINE TAUGHT COURSES & A RESEARCH PROJECT - 36 Credits

##### Compulsory Courses:

EDEA6305: Educational Planning and Management (Elective – Option A Only)

EDPH6001: Philosophy of Education for the Caribbean\*\*

EDPP6501: Policy Development, Implementation and Evaluation\*\*

EDPP6502: Educational Policy in the Caribbean: Context, Process, and Politics\*\*

EDPP6504: Comparative Educational Legislations and Policies\*\*

EDPP6506: Educational Planning Methods – Concepts and Applications\*\*

EDPP6509: Programme Monitoring and Evaluation in Education (Elective- Option A Only)

EDPP6510: Educational Planning and Social Development in the Caribbean\*\*

EDPP6514: Education Economics \*\*

EDRS6002: Research Methods

EDRS6004: Applied Research in Education (Option A Only)

EDRS6801: Research Project (Option B Only)

AND

**ONE Course from the following:**

**EDRS6023:** Introduction to Qualitative Research

**EDRS6024:** Quantitative Research in Education

**\*\*Denotes CORE Course**

**RECOMMENDED ELECTIVES OPTION A** *(students may elect to do any of the following courses as alternatives to the two Electives indicated above.)*

**EDEA6902:** Introduction to Higher Education Administration

**EDHE6710:** Seminar on Issues in the Caribbean

**EDPP6512:** Organizational Assessment and Evaluation

**EDPP6513:** Strategies for Funding Tertiary Education

**EDTV6000:** Philosophical Foundations of TVET and WFD

**SBCO6110:** Financial Management and Accounting

**SBCO6310:** Transformational Leadership

**SBHR6030:** Organizational Development and Change

## MASTER OF EDUCATION [Med] | EDUCATIONAL PSYCHOLOGY

### PROGRAMME SUMMARY

The primary goal of Educational Psychology is to help our educators develop their abilities to work effectively with children and adolescents – in other words, to teach. Emphasis, however, is also on an educator with a broader base - one who can offer training and expertise to a wider workforce.

Educational Psychology includes theory and research about human learning and development, particularly as they relate to students' experiences in schools. It is also an applied subject with implications for instructional methods and teacher behaviour. The programme seeks to provide a balanced view of Educational Psychology by including many suggestions for instructional practice and, at the same time, developing a deeper understanding of the nature of learning and teaching.

The programme focuses on human learning and development. It also stresses cognitive development, memory socialization and development in family, school and society. Teachers trained in, say, Cognitive Psychology are better equipped to teach children about, for example, the brain and its functioning and how to cope with their learning etc. Focus is also placed on group differences and diversities, special needs and the broad range of student ability. How to effectively instruct through interesting and productive methods and the use of positive classroom management techniques are also given immense priority. The programme also involves the measurement of achievement outcomes, together with the development of techniques to help educators create and use methods, as well as interpret and apply the results. References are selected from a wide range of international literature as well as those that are locally done/sourced.

## PROGRAMME STRUCTURE

### OPTION A: TWELVE TAUGHT COURSES – 36 Credits

#### Compulsory Courses:

EDPS6003: Human Growth and Development  
EDPS6005: Measurement of Psychological and Educational Constructs  
EDPS6012: Social Psychology and its Implications for Education  
EDPS6013: Cognition and Learning  
EDRS6002: Research Methods  
EDRS6004: Applied Research in Education

#### ONE Research Course from list below:

EDRS6023: Introduction to Qualitative Research OR  
EDRS6726: Quantitative Research Methods

#### Recommended Electives:

EDCU6003: Learning Disabilities  
EDPS6015: Temperament-based Classroom Management in Early Childhood Classrooms

Plus **THREE** other free electives

### OPTION B: NINE TAUGHT COURSES & A RESEARCH PROJECT – 36 Credits

#### Compulsory Courses:

EDPS6003: Human Growth and Development  
EDPS6005: Measurement of Psychological and Educational Constructs  
EDPS6012: Social Psychology and its Implications for Education  
EDPS6013: Cognition and Learning  
EDRS6002: Research Methods  
EDRS6801: Research Project (9 credits)

#### ONE Research Course from list below:

EDRS6023: Introduction to Qualitative Research OR  
EDRS6726: Quantitative Research Method

#### Recommended Electives:

EDCU6003: Learning Disabilities  
EDPS6015: Temperament-based Classroom Management in Early Childhood Classrooms

Plus **ONE** other free elective

## MASTER OF ARTS [MA] | HIGHER EDUCATIONAL MANAGEMENT (not offered for AY2024/2025)

### PROGRAMME OBJECTIVES

The programme is designed to prepare participants who will be able to administer educational programmes in higher educational facilities, especially at the tertiary level; expose students to modern techniques and approaches to programme administration; improve the efficiency and effectiveness of programme outcomes so as to respond adequately to the needs of clients and stakeholders in higher educational systems; conduct basic research in order to understand the challenges of a complex education system; use the results of research along with inputs of stakeholders and experts in the field to solve problems facing higher education; design appropriate systems so as to respond to the needs of higher education in a globalized education marketplace.

### ENTRY REQUIREMENTS

To be eligible for admission, applicants must have a minimum of a lower second class Bachelor's degree from UWI or an approved institution; satisfy whatever special Faculty requirements that may exist for entry to certain specializations and courses.

### PROGRAMME DETAILS

This programme consists of 36 credits and is offered along two alternate tracks. *Option A* is for students pursuing course work only. Under *Option A*, students are required to complete 15 credits from the Compulsory Core courses and 21 credits from the specialization or 15 credits from the specialization along with two (2) electives (6 credits). Of the 15 compulsory credits, required under this alternative, 9 credits will be required from three (3) designated Research Courses. Students pursuing *Option B* are required to complete 12 credits from the Compulsory Core courses, 6 of which will be from two (2) designated Research Courses. The additional credits will be earned from a Research Project worth 9 credits, plus 15 credits in their area of specialization, or 12 credits in their area of specialization plus (1) elective (3 credits).

### PROGRAMME STRUCTURE

#### OPTION A: TWELVE TAUGHT COURSES ONLY

##### Compulsory Courses:

EDRS6002: Research Methods

EDRS6004: Applied Research Methods Seminar

##### ONE Course from the following:

EDRS6023: Introduction to Qualitative Research

EDRS6726: Quantitative Research Methods

##### TWO Courses from the following:

EDEA6328: Policy Analysis, Implementation and Evaluation

EDEA6901: Trends and Issues in Higher Education

EDEA6902: Comparative Higher Education

##### SEVEN of the following courses, or FIVE courses plus TWO electives:

EDEA6317: Organization and Administration of Student Personnel in Caribbean HEI

EDEA6320: Organization, Structure and Challenges in Higher Education

EDEA6323: Resource Management in Higher Education

EDEA6324: Planning for Higher Educational Management

EDEA6326: Budgeting for Higher Education  
EDEA6329: Quality Assurance and Management in Higher Education  
EDEA6330: Programme Monitoring and Evaluation for Higher Education Managers  
EDEA6331: Strategies for Funding Tertiary Education

#### OPTION B: NINE TAUGHT COURSES PLUS RESEARCH PROJECT

EDRS6002: Research Methods

**ONE Course from the following:**

EDRS6023: Introduction to Qualitative Research  
EDRS6726: Quantitative Research Methods

**TWO Courses from the following:**

EDEA6328: Policy Analysis, Implementation and Evaluation  
EDEA6901: Trends and Issues in Higher Education  
EDEA6902: Comparative Higher Education  
EDRS6004: Applied Research Methods Seminar

**FIVE of the following courses, or FOUR courses plus ONE elective:**

EDEA6317: Organization and Administration of student personnel in Caribbean HEI  
EDEA6320: Organization, Structure and Challenges in Higher Education  
EDEA6323: Resource Management in Higher Education  
EDEA6324: Planning for Higher Educational Management  
EDEA6326: Budgeting for Higher Education  
EDEA6329: Quality Assurance and Management in Higher Education  
EDEA6230: Programme Monitoring and Evaluation for Higher Education Manage  
EDEA6331: Strategies for Funding Tertiary Education

AND

**Research Project**

EDRS6801: Research Project

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## MASTER OF EDUCATION [Med] | LANGUAGE EDUCATION

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### PROGRAMME SUMMARY

Our perspective on language learning and teaching is markedly pedagogical and informed by an awareness of the role social context plays in the learning and teaching of English in a Creole speaking environment. There is a rich blend of the study of language and literature that is informed by research, policy and praxis. Our major goal is to facilitate the development of teachers of English and literacy studies, curriculum planners and teacher trainers through a core of specialization courses that cover these key areas in language and literature learning:

- Second language learning theories and practice
- Evidence-based research in the learning and teaching of English in a Creole-speaking environment
- Writing instruction for language and literacy acquisition
- Children's narratives and language development
- Literature study and instruction in post-secondary learning contexts
- The study of literature for sustainable development

The programme is enhanced by courses in educational research methods (quantitative and qualitative) that support Independent scholarship in the form of a final Research Project.

### ENTRY REQUIREMENTS

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

### Equivalents

Applicants with a UWI B.Ed. degree gained before the honours classifications were introduced (between 1970 -1985), must have a minimum of B grade average. Applicants who graduated before 1970 must have a minimum of B in their research study. Applicants with a Pass Degree will be considered only in exceptional cases where the candidate's professional experience and performance suggest further intellectual development. Such special applications are subject to the approval of the Board for Graduate Studies.

### PROGRAMME STRUCTURE

#### OPTION A: TWELVE TAUGHT COURSES ONLY - 36 Credits

##### Core Courses:

**EDLA6003:** Language Teaching and Learning in a Creole-Speaking Environment

**EDLA6104:** Language and Cognitive Processes

**EDLA6106:** The Teaching of Writing

**EDLA6107:** The Teaching of Literature at the Primary Level

**EDLA6108:** The Teaching of Literature at the Secondary Level

**EDLA6109:** Literature and Education for Sustainable Development

**EDLA6110:** Children and Narrative

##### Compulsory Research Electives:

**EDRS6002:** Research Methods

**EDRS6004:** Applied Research in Education

##### ONE additional Research Course from the following:

**EDRS6023:** Introduction to Qualitative Research OR

**EDRS6726:** Quantitative Research Methods OR

Plus TWO other free electives

#### OPTION B: NINE TAUGHT COURSES & A RESEARCH PROJECT – 36 Credits

##### Core Courses:

**EDLA6104:** Language and Cognitive Processes

**EDLA6003:** Language Teaching and Learning in a Creole-Speaking Environment

**EDLA6106:** The Teaching of Writing

**EDLA6107:** The Teaching of Literature at the Primary Level

**EDLA6108:** The Teaching of Literature at the Secondary Level

**EDLA6109:** Literature and Education for Sustainable Development

**EDLA6110:** Children and Narrative

**EDRS6801:** Research Project

##### Compulsory Research Elective:

**EDRS6002:** Research Methods

##### ONE Additional Research Course from list below:

**EDRS6023:** Introduction to Qualitative Research OR

**EDRS6726:** Quantitative Research Methods

## MASTER OF ARTS [MA] | LEADERSHIP IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) AND WORKFORCE DEVELOPMENT (WFD)

### PROGRAMME RATIONALE

The University of the West Indies is committed to regional development through education and training. Since Technical Vocational Education and Training (TVET) and the workforce plays critical roles in sustainable social, ecological, and economic development of any nation, it is important for the University to make this particular contribution. While graduates of TVET programmes are currently in great demand throughout the Caribbean, there is still yet no other graduate studies programme in the region geared towards developing the leadership capacity to design and manage this critical area of training and development. Additionally, there is no online programme of this nature available at the universities in the region.

Graduates of this advanced level programme will be prepared to meet the needs of public and private sector industrial organizations, training institutions, and Ministries of Education for individuals who are capable and prepared to facilitate/provide capacity building, quality training, and leadership to monitor and guide developments in TVET and workforce preparation.

### OBJECTIVES

This programme is designed to achieve the following objectives:

- To satisfy the demands of CARICOM region for new TVET leaders who can design, manage and support TVET and workforce development programmes.
- To encourage, facilitate and guide new quality research and development activities in TVET to inform policy and workforce development.
- To provide a professional development track for TVET practitioners to improve their leadership capacity.
- To provide qualified instructional leaders with new skills and capabilities to improve the quality of existing TVET programmes and to enhance the quality and performance of TVET institutions in the region.
- To prepare candidates for doctoral studies in the areas of TVET and WFD.
- To develop researchers in the field of TVET and WFD.

### CRITERIA FOR ADMISSION

1. A first or second class degree, preferably upper second in any Science, TVET, WFD and Technology-related fields.
2. Professional qualification (at or above first degree or approved equivalence) in education is required. Candidates with qualifications in healthcare, social work or allied professions may be required to sit prescribed education courses.
3. A minimum of five years' work experience in a technical or vocational area is normally required.
4. Proof of computer literacy, which includes the ability to access and use web-based information systems, and participate in online learning.

### PROGRAMME COMPONENTS

The components of the programme include the following menu of courses:

- TVET & WFD Core Courses (15 Credits)
- Applied Science (6 Credits Minimum)
- Optional Courses – Electives (6 Credits)
- Research (9 Credits)
- Field experience (3 Credits)
- Seminar

## PROGRAMME OUTLINE

Student will be required to complete 42 credits which include a research project in order to satisfy the requirement for the Master's Degree as follows: Note that candidates are required to do six credits of electives and six credits of applied science courses.

## PROGRAMME STRUCTURE

### YEAR 1: SEMESTER I (Possible 12 Credits)

#### Core Courses

EDTV6000: Philosophical Foundations of TVET & WFD  
EDTV6003: Management of TVET & WFD Programmes

#### Applied Science

EDRS6115: Research Methods

#### ONE Course from the following:

EDTV6004: Designing TVET & WFD Systems  
EDTV6024: Curriculum Development for TVET & WFD

### SEMESTER II (Possible 10 Credits)

#### Core Courses

EDEA6309: Leadership in Educational Admin and Training  
EDTV6002: Workforce Occupational Analysis

EDTK6903: Technology in Higher Education (Elective)  
EDRS6116: Fundamentals of Data Analysis (Applied)  
SEMINAR 1: Work, Ethics & National Development

### SUMMER TERM (Possible 4 Credits)

EDEA6321: Educational Resources Management (Applied)  
EDTV6012: Budget Planning and Financial Management (Applied)  
SEMINAR 2: Current Issues Affecting Implementation of TVET

### YEAR 2: SEMESTER I (Possible 10 Credits)

#### Core Course

EDEA6306: Planning for the Education and Training System (Elective)  
EDTV6005: Comparative studies of TVET & WFD in Developed and Developing Countries  
EDTV6033: Structured field Experience  
SEMINAR 3: Critical Issues Affecting Workforce Development

### SEMESTER II (Possible 12 Credits)

EDRS6801: Research Project (18,000 words)

#### ONE course from the following:

EDPS6013: Educational and Psychological Measurement (Applied)  
EDTV6023: Distance & Online Learning Design & Delivery (Elective)



## MASTER OF EDUCATION [Med] | LITERACY STUDIES

### PROGRAMME SUMMARY

The Master of Education in Literacy Studies is designed to assist literacy professionals-classroom teachers, teacher trainers, curriculum developers and supervisors - to acquire the higher levels of knowledge and skills to make contributions to literacy development in the region. Emphasis is placed on the content and process of best literacy practices and the theory to inform these practices in the context of particular professional roles.

### AIMS & OBJECTIVES

This programme prepares professionals to:

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

### ENTRY REQUIREMENTS

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

### Equivalents

- Applicants with a UWI B.Ed. degree gained before the honours classifications were introduced (between 1970 and 1985), must have a minimum of B grade average. Applicants who graduated before 1970 must have a minimum of B in their research study.
- Applicants with a Pass Degree will be considered only in exceptional cases where the candidate's professional experience and performance suggest further intellectual development. Such special applications are subject to the approval of the Board for Graduate Studies.

### PROGRAMME STRUCTURE

#### OPTION A: TWELVE TAUGHT COURSES ONLY

##### Compulsory Courses:

**EDLA6003:** Language Teaching and Learning in a Creole-Speaking Environment

**EDLS6611:** Assessment of Literacy Performance

**EDLS6612:** Advanced Research Seminar in Literacy

**EDLS6613:** The Teaching of Writing as Literacy Development II

**EDLS6801:** Literacy Theory, Policy and Practice at the Primary Level

**EDRS6002:** Research Methods

**EDRS6004:** Applied Research in Education

##### ONE Additional Research Course from list below:

**EDRS6023:** Introduction to Qualitative Research OR

**EDRS6726:** Quantitative Research Methods

Plus **FOUR** other free electives

## OPTION B: NINE TAUGHT COURSES & SUPERVISED RESEARCH PROJECT

### CORE\* & Compulsory Courses

**EDLA6003:** Language Teaching and Learning in a Creole-Speaking Environment\*  
**EDLS6611:** Assessment of Literacy Performance\*  
**EDLS6612:** Advanced Research Seminar in Literacy\*  
**EDLS6613:** The Teaching of Writing as Literacy Development II\*  
**EDLS6801:** Literacy Theory, Policy and Practice at the Primary Level\*  
**EDRS6002:** Research Methods  
**EDRS6801:** Research Project

### ONE Additional Courses which would include:

**EDRS6023:** Introduction to Qualitative Research OR  
**EDRS6726:** Quantitative Research Methods

Plus **TWO** other electives

## MASTER OF EDUCATION [Med] | MATHEMATICS EDUCATION

### PROGRAMME SUMMARY

The need to produce educators who are qualified in both mathematics content and mathematics education is great, at a time when there is much room for improvement in how mathematics is taught and learnt. The Masters in Mathematics Education (M.Ed.) programme engages participants in developing an understanding of a range of areas of research and practices for effective teaching and learning of the subject. The course content provides opportunities for the participants to gain insights relating to different aspects of the programme to include: the mathematics curriculum, mathematical thinking and learning, and technology in the mathematics classrooms. Other relevant areas of study are also addressed. The programme is designed for secondary and tertiary practicing teachers, but other persons with experience and a strong background in mathematics content and education also qualify for entry to the programme. The entry requirement is a good first degree in mathematics and teacher-training qualification in the subject area, or a good class of degree in the Bachelor in Mathematics Education (B.Ed.).

### ADMISSION REQUIREMENTS

A good first degree in Mathematics and teacher training qualification in the subject area, or a good class of degree in the Bachelor in Mathematics Education (B.Ed.). Candidates for admission must qualify under the general university regulations for a master's degree:

1. A first degree in Mathematics at or above the Lower Second Honours Levels; or a grade point average equivalent to a B or above, unless the Campus Committee in any particular case otherwise decides.
2. A professional qualification in teaching such as a postgraduate diploma or certificate, or an approved equivalent. Full documentation of the applicant's academic record and referees' reports must be submitted to Graduate Studies and Research, Mona.

### Equivalents

- Applicants with a UWI B.Ed. degree gained before the honours classifications were introduced (1970-1985), must have a minimum of B grade average or Applicants who graduated before 1970 must have a minimum of B in their research study.

- Applicants with a Pass Degree will be considered only in exceptional cases where the candidate's professional experience and performance suggest further intellectual development. Such special applications are subject to the approval of the Board for Graduate Studies.

## PROGRAMME STRUCTURE

### OPTION A: TWELVE TAUGHT COURSES ONLY - 36 Credits

#### Core Courses:

EDME6201: Mathematics Thinking and Learning

EDME6202: Mathematics Curriculum

EDME6207: Selected Topics in Mathematics Education

EDME6204: Research in Mathematics

#### Compulsory Research Electives: EDRS6002:

Research Methods

EDRS6004: Applied Research in Education

EDRS6116: Fundamentals of Data

#### ONE Research Course from list below:

EDRS6023: Introduction to Qualitative Research OR

EDRS6726: Quantitative Research Methods

Plus FOUR other free electives

### OPTION B: NINE TAUGHT COURSES & A RESEARCH PROJECT - 36 Credits

#### Compulsory Courses:

EDME6201: Mathematics Thinking and Learning

EDME6202: Mathematics Curriculum

EDME6207: Selected Topics in Mathematics Education

EDME6204: Research in Mathematics

EDRS6801: Research Project

#### Compulsory Research Elective:

EDRS6002: Research Methods

#### ONE Additional Research Course from list below:

EDRS6023: Introduction to Qualitative Research OR

EDRS6726: Quantitative Research Methods

Plus THREE other free electives

## MASTER OF EDUCATION [Med] | SCIENCE EDUCATION

### PROGRAMME SUMMARY

The M. Ed. in Science Education is specially designed for science teachers employed at the secondary and tertiary levels who are keen on advancing their careers and wish to deepen their knowledge of science teaching and learning. The programme exposes students to current thinking in the teaching and learning of science and places value on the professional needs and experiences of participants in the selection, conduct and delivery of course materials. It requires the conduct of research into issues related to the teaching and learning of science and encourages the incorporation of research-based pedagogy in order to ultimately improve practice. A total of nine taught courses from the areas of science education, research

methods and general education as well as a discipline-based research project comprise the programme requirements. Individuals who have a Bachelor's degree in science or science education and are trained teachers are eligible to apply.

## OBJECTIVES

The MEd in Science Education is specially designed for science teachers employed at the secondary and tertiary levels who are keen on advancing their careers and wish to deepen their knowledge of science teaching and learning. The programme exposes students to current thinking in the teaching and learning of science and places value on the professional needs and experiences of participants in the selection, conduct and delivery of course materials. It requires the conduct of research into issues related to the teaching and learning of science and encourages the incorporation of research-based pedagogy in order to ultimately improve practice.

## ENTRY REQUIREMENTS

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

### Equivalents

- Applicants with a U.W.I. B. Ed. degree gained before the honours classifications were introduced (between 1970 -1985), must have a minimum of B grade average. Applicants who graduated before 1970 must have a minimum of B in their research study.
- Applicants with a Pass Degree will be considered only in exceptional cases where the candidate's professional experience and performance suggest further intellectual development. Such special applications are subject to the approval of the Board for Graduate Studies.

## PROGRAMME STRUCTURE

### OPTION A: TWELVE TAUGHT COURSES ONLY - 36 Credits

#### Core Courses:

EDSC6401: Trends in Curriculum Development in Science  
EDSC6402: Learning and Teaching in Science  
EDSC6403: Measurement and Assessment in Science  
EDSC6404: Environmental Education  
EDSC6405: Issues, Readings and Research in Science Education

#### Compulsory Research Electives:

EDRS6002: Research Methods  
EDRS6004: Applied Research in Education

#### ONE Research Course from list below:

EDRS6023: Introduction to Qualitative Research OR  
EDRS6726: Quantitative Research Methods

Plus **THREE** other free electives

### OPTION B: NINE TAUGHT COURSES & A RESEARCH PROJECT - 36 Credits

#### Compulsory Courses:

EDSC6401: Trends in Curriculum Development in Science  
EDSC6402: Learning and Teaching in Science

**EDSC6403:** Measurement and Assessment in Science  
**EDSC6404:** Environmental Education  
**EDSC6405:** Issues, Readings and Research in Science Education  
**EDRS6801:** Research Project

**Compulsory Research Elective:**

**EDRS6002:** Research Methods

**ONE Research Course from list below:**

**EDRS6023:** Introduction to Qualitative Research OR

**EDRS6726:** Quantitative Research Method

Plus **ONE** other free elective

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## **MASTER OF ARTS [MA] | TEACHER EDUCATION & TEACHER DEVELOPMENT**

(Not offered for AY2024/2025)

### **PROGRAMME SUMMARY**

The Master of Arts in Teacher Education and Teacher Development aims to help teacher educators and teacher leaders acquire the knowledge, skills, attitudes and values necessary to participate in the delivery of good teacher education and development. The programme is designed to improve the quality of teacher education and teacher development in Jamaica and the Caribbean through the preparation of educators who will have acquired the requisite pedagogical training, as well as the practical and theoretical knowledge to become high quality teacher educators and leaders.

### **ENTRY REQUIREMENTS**

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

### **Equivalents**

- Applicants with a U.W.I. B. Ed. degree gained before the honours classifications were introduced (between 1970-1985), must have a minimum of B grade average. Applicants who graduated before 1970 must have a minimum of B in their research study.
- Applicants with a Pass Degree will be considered only in exceptional cases where the candidate's professional experience and performance suggest further intellectual development. Such special applications are subject to the approval of the Board for Graduate Studies.

## PROGRAMME STRUCTURE

### OPTION A: TWELVE TAUGHT COURSES ONLY - 36 Credits

**Core & Compulsory Research Courses:**

EDAE6001: Adult Learning Methods and Teaching Strategies\*

EDTE6003: Theory and Practice of Teacher Education\*

EDTE6021: Supervising and Evaluating Pre- and In-Service Teachers\*

EDTE6022: Inside Classrooms\*

EDTE6023: Changing Cultures Changing Schools\*

EDTE6024: Teacher Leadership\*

EDRS6002: Research Methods

EDRS6004: Applied Research in Education

**ONE Additional Research Course from list below:**

EDRS6023: Introduction to Qualitative Research OR

EDRS6726: Quantitative Research Methods

Plus **THREE** other free electives

### OPTION B: NINE TAUGHT COURSES & A RESEARCH PROJECT - 36 Credits

**Core & Compulsory Research Courses:**

EDAE6001: Adult Learning Methods and Teaching Strategies

EDTE6003: Theory and Practice of Teacher Education

EDTE6021: Supervising and Evaluating Pre- and In-Service Teachers

EDTE6022: Inside Classrooms

EDTE6023: Changing Cultures Changing Schools

EDTE6024: Teacher Leadership

EDRS6002: Research Methods

EDRS6801: Research Project

**ONE Additional Research Course from list below:**

EDRS6023: Introduction to Qualitative Research OR

EDRS6726: Quantitative Research Methods

Plus **ONE** other free elective

## MASTER OF ARTS IN TEACHING [MAT] PROGRAMMES

### GENERAL PROGRAMME DETAILS

#### RATIONALE

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

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

<b>TRACK 1 (T1)</b>	For the training of teachers who will prepare students at the secondary level for CAPE and Advanced level examinations. Often this includes persons who are entering teaching for the first time.
<b>TRACK 2 (T2 currently not on offer)</b>	For the preparation of teachers in post-secondary institutions, Teachers Colleges and Universities.
<b>TRACK 3 (T3 currently not on offer)</b>	This caters to persons who are desirous of obtaining a general teaching qualification. These persons should normally have responsibilities for training in their place of work. Candidates must be employed in an institution that will facilitate an internship.

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

#### QUALIFICATIONS FOR ADMISSION

To be eligible for admissions, applicants must:

i	Have a first class or a second class degree (at least lower second or its equivalent) from an approved university.
ii	Have a Diploma or Certificate from an approved university which is deemed to be equivalent to a First degree
iii	Satisfy whatever special Faculty requirements may exist for entry to certain specialisations and courses.
iv	Candidates who apply to track 1 or 2 should have at least a first degree in the specialisation they wish to pursue.

#### AIMS

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

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

- Employ appropriate methodologies for teaching post-secondary and tertiary level students, as well as those in Higher Education.
- Deliver general training programmes to suit the needs of a varied clientele.

### PROGRAMME DURATION

The MAT is a flexible delivery programme offered usually by part-time study. The part-time programme begins in June, and normally extends over a minimum of **SIX** semesters, and **TWO** summers and a maximum of **TWELVE** semesters. A part time student shall normally register for a minimum of **SIX** credits and a maximum of **NINE** credits per semester.

The programme is designed so that on successful completion of PART 1 participants who wish to terminate may be awarded the Postgraduate Diploma in Education. For those who proceed further, successful completion of PART 2 will lead to the award of the Master of Arts in Teaching. Candidates must state the area of the specialisation for which they are applying.

### PROGRAMME CONTENT

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

1. Theory of Education	<ul style="list-style-type: none"> <li>a. A minimum of sixteen (16) credits in the Foundations of Education and Educational Theory, including research methodology</li> <li>b. A minimum of eighteen (18) credits in a professional specialisation or general area.</li> </ul>
2. Practice of Education Internship (6 credits)	
3. Research into Teaching (9 credits)	<ul style="list-style-type: none"> <li>a. Curriculum Action Research Report (3 credits)</li> <li>b. Research Project in Teaching (6 credits)</li> </ul>
4. Specialisations offered for Tracks 1 & 2 are	<ul style="list-style-type: none"> <li>▪ Language Education</li> <li>▪ Science Education</li> <li>▪ History Education</li> <li>▪ Mathematics Education</li> <li>▪ Information Technology Education</li> <li>▪ Modern Foreign Language (Spanish)</li> <li>▪ Social Studies/Geography</li> </ul>
NB. All specialisations may not be available every year and are dependent on the number of applicants.	

On successful completion of Part 1, candidates may opt to terminate with the award of the Post Graduate Diploma in Education. To proceed to the MA in Teaching, a candidate must complete ALL their courses in Part 1, and normally have attained at least a B average (GPA 3.0). Candidates who have successfully completed the MA in Teaching are eligible for consideration for entry to the MPhil/PhD degree. They may be required to do up to an additional nine (9) credits, depending on the area of specialisation chosen.



## GENERAL PROGRAMME STRUCTURE

### PART ONE: YEAR 1 – 25 Credits - PART-TIME: TRACK 1 (T1) | TRACK 2 (T2) | TRACK 3 (T3)

**ONE** Course in Area of Specialization (T1)

**EDPH5001:** Overview of the Foundations of Education (T1)

**EDAE6001:** Adult Learning Methods and Teaching Strategies (T2,T3)

**EDPH6710:** Seminar on Issues in Caribbean Education (T2, T3)

**EDTL6022:** The Assessment of Teaching and Learning (T1)

2 Courses in Area of Specialization (T1,T2) **OR** 2 General courses (T3)

**Internship** (Teaching Practice including microteaching & professional portfolio) (T1,T2, T3)

**Curriculum Action Research Study** (T1,T2, T3)

### PART TWO: YEAR 2 – 21/22 Credits - PART-TIME: TRACK 1 (T1) | TRACK 2 (T2) | TRACK 3 (T3)

#### **SEMESTER I**

1 Course in Area of Specialization (T1,T2) **OR** 1 General course (T3)

**EDRS6901:** Action Research in Higher Education **OR**

**EDRS6002:** Research Methods (T1,T2,T3)

#### **SEMESTER II**

1 Course in Area of Specialization (T1,T2) **OR**

1 General course (T3)

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

**EDEA6901:** Trends and Issues in Higher Education (T1, T2, T3)

## MAT SPECIALISATIONS

### HISTORY EDUCATION

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

Combined, the courses offered in the programme are intended to address some of the fundamental weaknesses which plague the teaching and learning of history in secondary institutions. Chief among these is the continued perception students have that the study of history requires the acquisition and recall of large amounts of information. This perception is surely related to their own experience.

This issue must be addressed as we consider the teaching of the subject. History teaching must cease to be heavily content-based, unidirectional and monotonous. It should be exciting and activity-based and reflect the nature of the subject. Teachers must be able to illustrate its relevance and practical value if required to justify history's place in the curriculum.

The programme therefore offers, among other things; insight into the nature of the discipline, how to organize and plan for instruction, the selection and use of the appropriate teaching/learning strategies and how to assess student achievement in the learning of history.

<b>SUMMER (7 Credits)</b>	<b>EDPH5001: Overview of Foundations of Education</b> <b>EDHE5905: Understanding the Process of Historical Inquiry</b>
<b>Semester I Specialization (6 credits)</b>	<b>EDHE5907: Learning to Teach History in the Secondary School</b> <b>EDHE5912: Selecting Methods and Resources for Instruction in Caribbean and World History</b>
<b>Semester II Specialization (12 credits)</b>	<b>EDTL5001: The Internship</b> <b>EDTL5002: Enquiry into Teaching</b> <b>EDTL6022: The Assessment of Teaching and Learning</b>

## MATHEMATICS EDUCATION

Mathematics is a subject which is generally regarded as being very important within the curriculum both for its significance in gaining entry to employment and further/higher education and for its use in other school subjects. Regrettably it is a subject in which students consistently perform poorly in national examinations. This is a real challenge for those entering teaching, who are amongst the relatively successful students in the subject.

To become an effective teacher requires us to revisit the nature of the subject and to work towards an understanding of what learning mathematics involves and why it is problematic for many people. Too often students simply learn techniques which they cannot apply in the real world. This is to sell them short and to misrepresent what mathematics can offer them. Mathematics has been described as a way of looking at the world and for dealing with certain kinds of problems.

As a subject it has a rich history which is seldom shared with students. It represents one of the greatest human achievements over the centuries with contributions from many parts of the world - East and West, North and South.

A vision of the subject's power and beauty together with its utility provides a strong starting point for thinking about teaching mathematics to students in school. We shall look at the ideas and practice of others, we will share our thinking and experience and work to develop our own understanding of teaching and, of course, our skills in the classroom.

<b>SUMMER (7 Credits)</b>	<b>EDTL6022: Principles &amp; Methods of Teaching &amp; Assessment in Secondary Schools</b> <b>EDPH5001: Overview of Foundations of Education</b>
<b>Semester I Specialization (6 credits)</b>	<b>EDMC5205: Teaching Mathematics in Grades 10-13</b> <b>EDMC5213: Understanding How Children Learn Mathematics</b> <b>EDMC5217: The Teaching of Mathematics</b>
<b>Semester II Specialization (12 credits)</b>	<b>EDTL5001: The Internship</b> <b>EDTL5002: Enquiry into Teaching</b>

## LANGUAGE EDUCATION: ENGLISH

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

Even though there is a strong emphasis on language, most of us came to English teaching with a strong love of literature. There is a need to encourage a similar response in our students, so the importance of literature teaching, and its challenges, is recognized in the option.

<b>SUMMER (7 Credits)</b>	<b>EDPH5001:</b> Overview of Foundations of Education <b>EDLA5103:</b> Literature Content & Pedagogy at the Secondary and Post-Secondary Levels
<b>Semester I Specialization (6 credits)</b>	<b>EDLA5106:</b> Language Use Content of the Teaching of English <b>EDLA5110:</b> Writing in the Secondary School
<b>Semester II Specialization (12 credits)</b>	<b>EDTL6022:</b> The Assessment of Teaching and Learning <b>EDTL5001:</b> The Internship <b>EDTL5002:</b> Enquiry into Teaching

## LANGUAGE EDUCATION: MODERN FOREIGN LANGUAGES

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

Bilingualism and multilingualism are a characteristic feature of most of the countries in the world. In many places the ordinary person in the street commands several languages. In contrast, English-speaking countries, such as those of the Caribbean, have been struggling to find effective ways of achieving bilingualism among the school population. Success has been minimal and the drop-out disturbing.

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

	EDPH5001: Overview of Foundations of Education EDML5504: Theories & Skills in Modern Language Teaching
<b>Semester I Specialization (6 credits)</b>	EDML5511: Technologies in Foreign Language Education EDML5513: Culture in Modern Foreign-Language Teaching/Learning
<b>Semester II Specialization (12 credits)</b>	EDTL6022: The Assessment of Teaching and Learning EDTL5001: The Internship EDTL5002: Enquiry into Teaching

## SCIENCE EDUCATION

The common analogy of likening the study of science to the challenges of trying to determine the contents of a closed, opaque box is an interesting one. If nothing else, it forces us to recognize the uncertainties of science and the fascinating experiences that one may encounter as one attempts to discover what is actually inside the box.

Science teachers have the challenge of passing on this sense of intrigue and adventure to the students and at the same time meeting what some might consider to be the more mundane professional competence. There is little doubt that there is an urgent need for students to excel in science at all levels of the education system. There is also the demands of syllabus coverage and passing external examinations. The extent to which the science teacher is able to do the latter is often used to judge her/his professional competence.

There is little doubt that there is an urgent need for students to excel in science at all levels of the education system. There is also the disturbing reality that many students are “turned off” from doing science, often because of how it is presented.

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

<b>SUMMER (7 Credits)</b>	EDPH5001: Overview of Foundations of Education EDSC5411: History of Science & Science Teaching
<b>Semester I Specialization (6 credits)</b>	EDSC5401: Teaching Methodologies in Science for the Post-Secondary Level EDSC5405: The Psychology of Science Teaching
<b>Semester II Specialization (12 credits)</b>	EDTL6022: The Assessment of Teaching and Learning EDTL5001: The Internship EDTL5002: Enquiry into Teaching

## INFORMATION TECHNOLOGY EDUCATION

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

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

### Aims:

- To increase the number of competent Information Technology teachers in the education sector.
- To develop in the candidates a sound knowledge base of the theories of teaching and learning.
- To provide these candidates with an opportunity to undertake research related to the information technology environment.
- To help the candidates to understand their roles in the education of children in the information age.

<b>SUMMER</b> (7 Credits)	<b>EDPH5001:</b> Overview of Foundations of Education <b>EDIT5002:</b> Networks and Education (3 credits)
<b>Semester I</b> <b>Specialization</b> (9 credits)	<b>EDTL6022:</b> The Assessment of Teaching <b>EDIT5001:</b> Information Technology in Education <b>EDIT5004:</b> Approaches to Teaching and Learning Information Technology
<b>Semester II</b> <b>Specialization</b> (9 credits)	<b>EDTL5001:</b> The Internship <b>EDTL5002:</b> Enquiry into Teaching

## SOCIAL STUDIES/GEOGRAPHY EDUCATION

This option is designed both for participants who are preparing to teach Geography as well as for those preparing to teach Social Studies. The latter is interdisciplinary in nature, consisting of combinations of subjects such as geography, history, social anthropology, and economics to name a few. The teaching of social studies enables students to acquire the skills, knowledge, attitudes and values necessary for good citizenship. The courses expose students to a variety of skills such as enquiry and communication skills, critical thinking and decision- making skills as well as a range of enquiry learning strategies. Geographical skills which are also important for the teachers of Social Studies are also introduced. Students also acquire competence in procedures necessary for unit and lesson planning and for developing learning activities.

The use of the enquiry approach is emphasized. Research, an important component of the course, enables students to acquire the skills of content research, also the selection and organization of material. Seminars, field trips, mini-investigations and community surveys are important aspects of this option.

<b>SUMMER (7 Credits)</b>	<b>EDPH5001:</b> Overview of Foundations of Education <b>EDSS5902:</b> Enquiry Methods in Teaching Social Studies/Geography
<b>Semester I Specialization (6 credits)</b>	<b>EDGE5911:</b> Teaching Geography in the Caribbean Classroom <b>EDGE5920:</b> Teaching Geography in the Caribbean Classroom
<b>Semester II Specialization (12 credits)</b>	<b>EDTL6022:</b> The Assessment of Teaching and Learning <b>EDTL5001:</b> The Internship <b>EDTL5002:</b> Enquiry into Teaching

## MASTER OF EDUCATION [Med] SUMMER, ONLINE & MAT PROGRAMMES (SVUS - MIXED MODALITY)

The Masters in Education Summer and Online Programmes are self-financing programmes offered on a part-time basis. This means that these programmes do not benefit from the University Grants Committee (UGC) funding. Though the programmes are self-financing, Jamaican students are able to benefit from a partial remuneration from the Ministry of Education, as the programme's online delivery does not necessitate leave from work.

The MEd online programmes are offered using both online (synchronous and asynchronous delivery), as well as face-to-face or blended sessions in the summer.

As the programmes are delivered primarily online, students are not constrained by class times or class sizes.

### PROGRAMME OFFERINGS

The following programmes are currently being offered through the Master of Education Summer and Online Unit:

o	MEd Curriculum and Instruction
o	MEd Early Childhood Education (Pedagogy)
o	MEd Educational Leadership and Management (ELM)
o	MEd Educational Measurement
o	MEd Inclusive and Special Education
o	MEd Leadership in Early Childhood Development
o	MEd Teacher Education
o	PGDip in Education

### PROGRAMME SUMMARY & STRUCTURE

## MASTER OF EDUCATION [Med] | INCLUSIVE AND SPECIAL EDUCATION

### PROGRAMME SUMMARY

The Master of Education in Inclusive and Special Education degree programme is designed to provide advanced training in principles of inclusive education with a focus on teaching strategies to prepare professionals to work with students with special needs within the regular classroom settings. Coursework in this programme should advance knowledge and understandings of educational theories, research, and assessment while also preparing teachers to become highly effective educators for students with special needs.

This Master of Education (Inclusive and Special Education) is underpinned by the basic premises that: (1) every child has an inherent right to an education which will enhance the development of maximum capability regardless of gender, ethnic, economic, social, religious, and linguistic background; (2) every child has the ability to learn and we must build on this

positive assumption; (3) children vary in natural ability and schools therefore should provide for all students; programmes which are adapted to varying abilities and which provide opportunities to develop differing and socially useful talents. (Ministry of Education, 2008, p. 18)

Inclusive education is viewed as an approach that seeks to find ways to transform the education system so as to respond to a diversity of learning needs, thereby providing the most appropriate education for individual needs. Special education is specially designed instruction and related services that targets the individual needs of the child in the least restrictive environment. This programme seeks to operationalize these ideas by focusing on transforming traditional notions of teaching and learning. Teachers are conceptualized as highly skilled practitioners who can confidently treat with individual needs by effectively combining strategy, technique, and leadership.

## PROGRAMME STRUCTURE

### OPTION A: TWELVE TAUGHT COURSES ONLY - 36 Credits

#### Specialist Core (18 Credits)

EDCU6003: Learning Disabilities  
EDEC6405: Education and Assessment of Young Children with Special Needs  
EDSE6000: Foundations in Inclusive and Special Education  
EDSE6002: Inclusive Classrooms: Policy and Practice  
EDSE6004: Collaboration, Consultation, and Inclusivity  
EDSE6020: Assessment of Children in Inclusive and Special Education

#### THREE (9 Credits) from the Following:

EDSE6010: Inclusive Classroom: Transactive Curriculum and Practice  
EDPS6003: Human Growth and Development  
EDPS6013: Cognition and Learning  
EDPS6014: Measurements of Psychological and Educational Constructs

AND

EDRS6002: Research Methods

#### TWO from the Following:

EDRS6726: Quantitative Methods in Education  
EDRS6023: Introduction to Qualitative Research

### OPTION B: NINE TAUGHT COURSES & A RESEARCH PROJECT - 36 Credits

#### Specialist Core (18 Credits)

EDCU6003: Learning Disabilities  
EDEC6405: Education and Assessment of Young Children with Special Needs  
EDSE6000: Foundations in Inclusive and Special Education  
EDSE6002: Inclusive Classrooms: Policy and Practice  
EDSE6004: Collaboration, Consultation, and Inclusivity  
EDSE6020: Assessment of Children in Inclusive and Special Education

#### ONE Course from the Following (3 Credits):

EDSE6010: Inclusive Classroom: Transactive Curriculum and Practice  
EDPS6003: Human Growth and Development  
EDPS6013: Cognition and Learning  
EDPS6014: Measurements of Psychological and Educational Constructs

AND



**EDRS6002:** Research Methods

**EDRS6801:** Research Project

**ONE from the Following:**

**EDRS6726:** Quantitative Methods in Education

**EDRS6023:** Introduction to Qualitative Research

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## MASTER OF EDUCATION [MEd] | LEADERSHIP IN EARLY CHILDHOOD DEVELOPMENT

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### PROGRAMME OVERVIEW

The Master in Education Leadership in Early Childhood Development (M.Ed. LECD) is offered through a blended modality. The programme is specifically designed for professionals in the early childhood development sector throughout the Caribbean. The programme aims to build leadership skills in participants from diverse backgrounds including those who work with children in the capacity of educators, administrators, child development specialists, social workers etc.

The programme is offered part-time and shall normally extend over a minimum of two years including summers. The summer session is usually a month long in July with examinations during the first week of August. The programme is delivered online during the semesters and face-to-face during the summer.

### PROGRAMME STRUCTURE

#### OPTION A: TWELVE TAUGHT COURSES ONLY - 36 Credits

##### **Core Courses**

**EDEC6002:** Issues and Trends in Early Childhood Development in the Caribbean

**EDEC6003:** Team Leadership, Interpersonal Skills and Communication

**EDEC6004:** Programme Management

**EDEC6005:** Strategic Management and Leadership

**EDEC6804:** Early Childhood Development in Caribbean Context

##### **Approved Electives**

**EDTE6021:** Supervising and Evaluating Pre-and In-service Teachers

**EDEC6405:** Education and Assessment of Young Children with Special Needs

**EDEC6407:** Early Intervention; Planning for, & Supporting Infant & Toddler Development

##### **AND**

**ONE** other approved elective

**EDRS6002:** Research Methods

**EDRS6004:** Applied Research in Education

##### **ONE from the Following:**

**EDRS6726:** Quantitative Research Methods

**EDRS6023:** Introduction to Qualitative Research

## OPTION B: NINE TAUGHT COURSES & A RESEARCH PROJECT - 36 Credits

### Core Courses

**EDEC6002:** Issues and Trends in Early Childhood Development in the Caribbean

**EDEC6003:** Team Leadership, Interpersonal Skills and Communication

**EDEC6004:** Programme Management

**EDEC6005:** Strategic Management and Leadership

**EDEC6804:** Early Childhood Development in Caribbean Context

### TWO from the following Approved Electives

**EDTE6021:** Supervising and Evaluating Pre-and In-service Teachers

**EDEC6405:** Education and Assessment of Young Children with Special Needs

**EDEC6407:** Early Intervention; Planning for, & Supporting Infant & Toddler Development

### Research Courses

**EDRS6002:** Research Methods

### ONE from the Following:

**EDRS6023:** Introduction to Qualitative Research

**EDRS6726:** Quantitative Research Methods

**AND**

**EDRS6801:** Research Project

## MASTER OF EDUCATION [Med] | TEACHER EDUCATION

### PROGRAMME OVERVIEW

The programme is structured to allow participants to design instruments that satisfy the technical requirements of educational and psychological measurement; conduct data analysis and prepare relevant reports on the quality of educational and psychological tests; advise on various types of tests, items and questions that are appropriate for the intended purpose; apply the skills of educational and psychological measurement to monitor development and change in the education sector; design and conduct research in the field of educational and psychological measurement and prepare relevant reports to guide decision making or to add to the understanding of educational phenomena.

### ADMISSION REQUIREMENTS

Bachelor's degree (At least lower second class honours - or equivalent) OR have a Diploma or Certificate from an approved university which is deemed to be equivalent to a first degree as in Diploma in Education.

### PROGRAMME STRUCTURE

The programme is offered Part-time over two years. Requires thirty-six (36) credits which are then broken down to three (3) credits per taught course and nine (9) credits for the research project.

NB. The overview and structure of the following M.Ed. programmes can be found in the preceding sections under the School of Education:

- MEd Curriculum and Instruction [See Page 114](#)
- MEd Early Childhood Education (Pedagogy) [See Page 115](#)
- MEd Educational Leadership and Management (ELM) [See Page 120](#)
- MEd Educational Measurement [See Page 122](#)

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## POSTGRADUATE DIPLOMA [PGDip] | EDUCATION

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The Postgraduate Diploma in Education Programme or MAT Part 1 Programme comprises year one (1) of the Masters of Arts in Teaching (MAT) Programme. The duration of the programme is one (1) year: January to December. Upon completion of the programme, students are awarded a Postgraduate Diploma in Education. The programme is delivered solely through online and virtual modalities (Zoom and VLE), otherwise referred to as multi-mode delivery.

The programme has been offered to students residing across the Caribbean, specifically in these territories: St. Lucia, Cayman, Bermuda, Jamaica, Montserrat, Dominica, Anguilla, and Belize.

The MAT Part I/PGDip (SVUS) is offered in seven (7) specializations: History Education, Mathematics Education, Language Education - English, Language Education - Modern Foreign Languages, Science Education, Information Technology Education, and Social Studies/ Geography Education.

### PROGRAMME STRUCTURE

#### CORE & PRACTICUM COURSES

**EDPH5001:** Overview of the Foundations of Education  
**EDTL5001:** Internship  
**EDTL5002:** Enquiry into Teaching  
**EDTL6022:** The Assessment of Teaching and Learning

#### THREE COURSES FROM ONE THE FOLLOWING SPECIALISATIONS

##### LANGUAGE EDUCATION- ENGLISH

**EDLA5103:** Literature Content & Pedagogy at the Secondary and Post-Secondary Levels  
**EDLA5106:** The Language-Use Content of the Teaching of English  
**EDLA5110:** Writing in the Secondary School

##### HISTORY EDUCATION

**EDHE5905:** Understanding the Process of Historical Inquiry  
**EDHE5907:** Learning to Teach History in Secondary Schools  
**EDHE5912:** Selecting Methods & Resources for Instruction in Caribbean & World History

### **INFORMATION TECHNOLOGY EDUCATION**

**EDIT5001:** Information Technology in Education

**EDIT5002:** Networks and Education

**EDIT5004:** Approaches to Teaching and Learning Information Technology

### **MODERN FOREIGN LANGUAGE EDUCATION**

**EDML5511:** Technologies in Foreign Language Education

**EDML5513:** Culture in Modern Language Teaching

**EDML5504:** Theories and Skills in Modern Language Teaching

### **MATHEMATICS EDUCATION**

**EDMC5205:** Teaching Mathematics in Grades 10 – 13

**EDMC5213:** Understanding How Children Learn Mathematics

**EDMC5217:** The Teaching of Mathematics

### **SCIENCE EDUCATION**

**EDSC5401:** Teaching Methodologies in Science for Post-Secondary Level

**EDSC5405:** The Psychology of Science Teaching

**EDSC5411:** The History of Science and Science Teaching

### **SOCIAL STUDIES/GEOGRAPHY**

**EDGE5911:** Teaching Geography in the Caribbean Classroom

**EDSS5903:** Secondary Schools Social Studies/Geography Research and Selection

**EDSS5902:** Enquiry Methods in Teaching Social Studies/Geography

## **MPhil, PhD & EdD HIGHER DEGREE PROGRAMMES**

### **MASTER OF PHILOSOPHY (MPhil) & DOCTOR OF PHILOSOPHY (PhD) | EDUCATION**

#### **ENTRY REQUIREMENTS**

**MPhil:** An Upper Second Class Honours first degree or its equivalent and an approved Master's degree.

**PhD:** Graduate degrees awarded primarily for research or Master's degrees with at least 25% credits based on a research component and at least a B+ average or Upgrade of registration from an MPhil programme or other approved equivalents.

Proposals should provide the information that allows the School of Education to determine the area of research, the specific topic to be investigated and the method to be used in conducting the study. A supervisor is normally assigned based on the proposal submitted.

**Kindly note that persons applying to the School of Education's MPhil & PhD programmes must be teacher trained. You are also required to submit a proposal.**

Proposals should provide the information that allows the School of Education to determine the area of research, the specific topic to be investigated and the method to be used in conducting the study. A supervisor is normally assigned based on the proposal submitted.

### **MPhil PROGRAMME DETAILS**

This is a research degree that may be terminal, but it is also the normal route to the PhD programme. It gives students the opportunity to demonstrate knowledge of research methodologies and a capacity for independent research. A thesis is required. Also, students are required to pursue at least two courses (six credits) and to present at least two research seminars.

### **PhD PROGRAMME DETAILS**

This is awarded solely on the basis of a thesis that should be a record of independent research into an original problem, or an original approach to a problem previously studied. An oral examination of the thesis is required. During the programme, students are required to pursue at least three courses and to present at least three research seminars. For an upgrade of registration from an MPhil to the PhD, a candidate must prepare a proposal (one hundred pages) for presentation at an upgrade seminar. If the proposal and seminar are judged to be acceptable, a recommendation for upgrading of registration to the PhD is made.

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

### **MAXIMUM PERIOD FOR REGISTRATION:**

MPhil	Full-time: 3 years	Part-time: 5 years
PhD	Full-time : 5 years	Part-time: 7 years

In an effort to create in the School of Education a stronger sense of community amongst our learners, and also in an effort to nurture the growth of a pool of researchers, the following are required:

1. All MPhil students are to present TWO seminars before their upgrade and the period for presentation of their upgrades will be strictly observed.
2. All PhD students are to present at least THREE seminars during the time that they read for the doctorate. Students who exceed the time limit will be required to present a seminar for each additional year that they are registered.
3. Each MPhil and PhD student is to attend at least THREE seminars (other than the one which he/she presents)/workshops/ conference organised by the School of Education per semester.
4. Each MPhil and PhD student is encouraged to attend at least ONE seminar or conference or workshop per academic year, organised outside the School of Education. The activity can be held in any Faculty in the UWI and can include a conference attended outside of Jamaica.
5. Each MPhil student is required to do two courses for credit before his /her upgrade, but is encouraged to audit a third for his/her general education.

6. Students admitted directly into the PhD must do nine credits and are encouraged to audit another course for their general education.

### ASSIGNMENTS

Each MPhil and PhD student is to submit a portfolio of activities and work done for the semester by the end of each semester. Supervisors will be guided by these portfolios in making their biannual reports on their supervisees. The portfolios should contain: a summary of research done, seminars, conferences, workshops attended and a reflective self-assessment of progress and supervision.

**The portfolio should be no more than five (5) pages in length. Dates for Submission are as follows:**

- Semester I: December
- Semester II: April

### AVAILABLE SPECIALISATIONS FOR THE MPhil & PhD PROGRAMMES

o Curriculum and Instruction Education	o Mathematics Education
o Educational Leadership & Management	o Science Education
o Educational Measurement	o Teacher Education and Teacher Development
o Educational Psychology	o Leadership in Technical and Vocational Education and Training (TVET) and Workforce Development (WFD)
o Language Education	o Doctor of Education (EdD) – in Educational Planning and Social Development (EPSD)
o Literacy Studies	

## DOCTOR OF EDUCATION [EdD]

### PROGRAMME DESCRIPTION

The Doctor of Education (EdD) programme is a 63-credit professional degree which targets educational practitioners and other professionals who intend to pursue careers in educational consulting, policy advising, and academia in areas such as development studies, educational planning and management, educational measurement, and teacher education. The EdD is a rigorous programme which will be for a minimum of three years which allows candidates to develop innovative approaches in the field of educational planning, leadership, teacher development, and school improvement. The programme will be offered on a part-time basis which will typically be completed in four years but could be done in a slightly shorter time.

The programme is divided into the following components:

a.	Foundations Courses	12 credits
b.	Research Courses	9 credits
c.	Specialization Courses	15 credits
d.	Comprehensive Exam	00 credit
e.	Clinical Experience	3 credits
f.	Electives	9 credits

g.	Seminars	3 credits
h.	Clinical Experience (Research) Report	12 credits
<b>TOTAL</b>		<b>63 credits</b>

## PROGRAMME STRUCTURE

<b>Foundation Courses (12 Credits)</b>	<b>EDEA6338:</b> Transformational Educational Leadership <b>EDPH7000:</b> Philosophy of Education with Applications for the Caribbean <b>EDPS7002:</b> Fundamentals of Educational Psychology <b>EDSO7003:</b> The Sociology of Education
<b>Research Courses (9 Credits)</b>	<b>EDRS6024:</b> Qualitative Research in Education <b>EDRS6726:</b> Quantitative Research in Education <b>EDRS6003:</b> Mixed Methods Research in Education
<b>Specialization courses (15 credits)</b>	<b>The specialization courses for the EPSD concentration are:</b> <b>EDPP6502:</b> Educational Policy in the Caribbean: Context, Process, and Politics <b>EDPP6510:</b> Educational Planning and Social Development <b>EDPP7001:</b> Applied Economics of Education <b>EDPP7012:</b> Planning and Management in Effective Schools <b>EDSC7010:</b> Issues in STEM Education and Development
<b>The Comprehensive Exam</b>	<p>Candidates will be given a two-week period within which to write a comprehensive examination. This examination will provide candidates with the opportunity to reflect critically on a range of issues covered in the various courses and present these issues in a thematic and synthetic manner. This examination, therefore, is not merely an opportunity to review information presented in courses but to use the information from courses, as well as from other sources to develop and define a set of personal theories, ideologies, and perspectives.</p> <p>The examination will be in three parts - Foundations, Research Methodology, and Specialization.</p> <p>Candidates' work will be assessed by two examiners and will be scored as "Pass" or "Fail" in relation to each part of the exam. Candidates who fail will be given a second opportunity three months later to re-do the section(s) that were assessed as having been failed.</p>

<p><b>Clinical Experience Placement (3 Credits)</b></p>	<p><b>The Clinical Experience Placement (EDCE8005)</b></p> <p>The clinical placement is designed to support the graduate student in acquiring experience in his / her area of expertise by engaging in practical activities in which he / she would utilize and reflect on the theoretical knowledge gained through coursework and independent reading. The clinical placement also provides an opportunity for the candidate to benefit from a broader scope of supervisory observation and support while engaging critical feedback. Graduates are expected to undertake a clinical experience in a field that is aligned to their specialization and will be expected to produce a Clinical Experience Report (PER).</p>
<p><b>Recommended Electives (9 Credits)</b></p>	<p>The following courses are recommended electives; however, the programme coordinator may approve electives from other faculties and departments of the university:</p> <p><b>EDEL8004:</b> Leading and Managing Change in Educational Organizations  <b>EDEL8007:</b> Contemporary Approaches to Educational Issues in the Caribbean  <b>EDEL8008:</b> Education Policy and Programme Evaluation <b>EDEL7015:</b> Ethical Leadership in Education  <b>EDTV6000:</b> Philosophical Foundations of TVET and Workforce Development  <b>EDTV6012:</b> Budget Planning and Financial Management</p>
<p><b>Research Seminars (3 Credits)</b></p>	<p><b>EDGS7001:</b> Seminar 1 - Thematic reflection, synthesis and application to practice on issues in Foundation and Specialization courses  <b>EDGS7002:</b> Seminar 2 – Methodological approach and resolution of ethical issues related to planned clinical placement  <b>EDGS7003:</b> Seminar 3 – Summary report of observations, lessons, and insights from clinical placement</p>
<p><b>The Clinical Experience [Research] Report (12 Credits)</b></p>	<p>The research project will focus on a problem highlighted in the Clinical Experience Report or a related problem drawn from another context of the candidate's experience. The project will seek to define an actionable problem, examine the relevant literature around this problem, taking account of local and regional research on the problem, in addition to international research, where applicable, and having developed a clear methodology for studying the problem, and offer a synthesis of existing approaches as well as original approaches for solving the problem identified.</p> <p>The research report will be approximately 27,000 words in length, excluding references and appendices and will conform to the UWI's regulations for the preparation and submission of theses and dissertations. The Report will be graded Pass or Fail. If the report is assessed as "Fail" the candidate will be required to re-submit within a timeframe not exceeding three (3) months, after which the candidate would be required to re-register for another academic year and complete the report. If a Satisfactory report is not completed in the additional year of registration, the candidate would be required to withdrawn from the programme.</p>



## COURSE LISTING

COURSE CODE	COURSE TITLE
<b>ADULT EDUCATION</b>	
EDAE6001	Adult Learning Methods and Teaching Strategies
<b>EDUCATIONAL CURRICULUM</b>	
EDCU6003	Learning Disabilities
EDCU6017	Philosophical, Psychological & Sociological Foundations of Curriculum
EDCU6018	Principles of Curriculum Development, Implementation & Evaluation
EDCU6024	Pedagogies Across the Curriculum
EDCU6026	Curriculum Evaluation
EDCU6310	Curriculum Policy and Planning
<b>EDUCATIONAL LEADERSHIP &amp; MANAGEMENT</b>	
EDEA6302	Human Resource Management
EDEA6304	Educational Leadership
EDEA6305	Educational Planning and Management
EDEA6307	Administration of Technical and Vocational Programmes
EDEA6308	Educational Supervision
EDEA6309	Leadership in Educational Admin & Training
EDEA6310	The Law, Ethics & Professional Competencies for School Administrators
EDEA6315	Management of School Finances for School Administrators
EDEA6316	Research Based Internship
EDEA6317	Organisation & Administration of Student Personnel in the Caribbean Higher Educational Inst.
EDEA6320	Organization, Structure and Challenges in Higher Education
EDEA6321	Resource Management in Higher Education
EDEA6324	Planning for Higher Education Management
EDEA6329	Quality Assurance & Management in Higher Education
EDEA6339	Management and Instructional Leadership of Educational Institutions
EDEA6338	Transformational Educational Leadership
EDEA 6342	Site-based Experience in Leadership and Management
EDEA6901	Trends and Issues in Higher Education
EDEA6902	Comparative Higher Education
EDEA5313	Leadership and School Improvement
<b>EARLY CHILDHOOD EDUCATION</b>	
EDEC6002	Issues and Trends in Early Childhood Development in the Caribbean
EDEC6005	Programme Management
EDEC6400	Instructional Approaches for Teaching in the Early Childhood Classroom
EDEC6401	Promoting Social Competence in Young Children
EDEC6403	The Early Childhood Curriculum

EDEC6405	Education and Assessment of Young Children with Special Needs
EDEC6406	Current Developments in Early Childhood Education
EDEC6407	Early Intervention, Planning for, and Supporting Infant and Toddler Development
EDEC6805	Team Leadership, Interpersonal Skills and Communication
EDEC6807	Strategic Management
<b>EDUCATIONAL MEASUREMENT</b>	
EDEM6723	Educational & Psychological Measurement
EDEM6709	Advanced Educational and Psychological Measurement
<b>GEOGRAPHY EDUCATION</b>	
EDGE5911	Teaching Geography in the Caribbean Classroom
EDGE5920	Teaching Geography at Grades 10-13
EDGE5911	Teaching Geography in the Caribbean Classroom
EDGE6604	Social Theoretical Foundations of Geography & Social Studies
EDGE6605	Social and Cultural Geography
<b>HISTORY EDUCATION</b>	
EDHE5905	Understanding the Process of Historical Inquiry
EDHE5907	Learning to Teach History in Secondary Schools
EDHE6710	Seminar on Issues in the Caribbean
EDHE5905	Understanding the Process of Historical Inquiry
EDHE5906	Curriculum Development in History
EDHE5912	World History
<b>INFORMATION TECHNOLOGY EDUCATION</b>	
EDIT5001	Information Technology in Education
EDIT5002	Networks and Education
EDIT5003	Coursework and Assessment in Information Technology
EDIT5004	Approaches to Teaching and Learning Information Technology
EDIT6002	Implications of Information Technology in Jamaica
<b>LANGUAGE ARTS EDUCATION</b>	
EDLA5103	Lit Content & Pedagogy at the Secondary & Post-Secondary levels
EDLA5106	The Language-Use Content of the Teaching of English
EDLA5110	Writing in the Secondary School
EDLA6003	Language Teaching & Learning in a Creole-speaking Environment
EDLA6108	The Teaching of Literature at the Secondary Level
EDLA6110	Children and Narrative
EDLA5103	Lit Content & Pedagogy at the Secondary & Post-Secondary levels
EDLA5106	The Language-Use Content of the Teaching of English

<b>EDLA5109</b>	Key Factors in English Language Curriculum in the Caribbean
<b>EDLA5504</b>	Theories and Skills for Modern Foreign-Language Teaching
<b>EDLA6104</b>	Language & Cognitive Processes
<b>EDLA6106</b>	The Teaching of Writing
<b>EDLA6107</b>	Teaching of Literature at the Primary Level
<b>EDLA6109</b>	Literature & Education for Sustainable Development
<b>LITERACY STUDIES</b>	
<b>EDLS6612</b>	Advanced Research Seminar in Literacy
<b>EDLS6801</b>	Literacy Theory, Policy and Practice at the Primary Level
<b>EDLS6611</b>	Assessment of Literacy Performance
<b>EDLS6613</b>	The Teaching of Writing as Literacy Development II
<b>MATHEMATICS EDUCATION</b>	
<b>EDMC5205</b>	Teaching Mathematics in Grades 10-13
<b>EDMC5213</b>	Understanding How Children Learn Mathematics
<b>EDMC5217</b>	The Teaching of Mathematics
<b>EDUCATIONAL MEASUREMENT AND EVALUATION</b>	
<b>EDME6201</b>	Mathematics of Thinking & Learning
<b>EDME6202</b>	Mathematics Curriculum
<b>EDME6204</b>	Research In Mathematics
<b>EDME6207</b>	Selected Topics in Math Education
<b>EDME6716</b>	Issues in Internal Assessment
<b>MODERN LANGUAGES</b>	
<b>EDML5504</b>	Theories & Skills in Modern Language Teaching
<b>EDML5510</b>	Teaching the CSEC Spanish Syllabus
<b>EDML5511</b>	Technologies in Foreign-Language Education
<b>EDML5513</b>	Culture in Modern Foreign-Language Teaching/Learning
<b>EDUCATION</b>	
<b>EDPH5001</b>	Overview of Foundations of Education
<b>EDPH6001</b>	Philosophy of Education for the Caribbean
<b>EDPH5005</b>	Issues in Jamaican Education
<b>EDPH7000</b>	Philosophy of Education with Applications Caribbean
<b>EDUCATIONAL PLANNING AND POLICY</b>	
<b>EDPP6501</b>	Policy Development, Implementation & Evaluation
<b>EDPP6502</b>	Educational Policy in the Caribbean: Context, Process and Politics
<b>EDPP6506</b>	Educational Planning Methods - Concepts and Applications
<b>EDPP6509</b>	Programme Monitoring & Evaluation in Education

EDPP6510	Educational Planning and Social Development in the Caribbean
EDPP6504	Comparative Educational Legislation and Policies
EDPP6514	Education Economics
<b>EDUCATIONAL PSYCHOLOGY</b>	
EDPS6003	Human Growth and Development
EDPS6013	Cognition and Learning
EDPS6014	Measurement of Psychological and Educational Construct
EDPS6301	Introduction to Educational Administration
EDPS6005	Measurement of Psychological and Educational Constructs
EDPS6012	Social Psychology and Its Implications for Education
EDPS6304	School Personnel Management
<b>EDUCATIONAL RESEARCH</b>	
EDRS6002	Research Methods
EDRS6003	Mixed Methods Research in Education
EDRS6023	Introduction to Qualitative Research in Education
EDRS6024	Qualitative Research in Education
EDRS6116	Fundamental of Data Analysis
EDRS6726	Quantitative Research Methods
EDRS6801	Research Project
EDRS6004	Applied Research Methods Seminar
<b>SCIENCE EDUCATION</b>	
EDSC5401	Teaching Methodologies in Science for the Post-Secondary Level
EDSC5405	Psychology of Science Teaching
EDSC5410	Sociology of Science Teaching
EDSC5411	History of Science & Science Teaching
EDSC6401	Trends In Curriculum Development in Science
EDSC6402	Learning and Teaching in Science
EDSC6403	Measurement and Assessment in Science Education
EDSC6405	Issues, Readings & Research in Science Education
EDSC5403	Curriculum Development in Science
EDSC6404	Environmental Education
<b>EDUCATION FOR SUSTAINABLE DEVELOPMENT</b>	
EDSD6501	Education for Sustainable Development
EDSD6502	Climate Change and Disaster Risk Reduction Education

EDSD6507	Leading Sustainable Development
<b>SOCIAL STUDIES EDUCATION</b>	
EDSS5902	Early Enquiry Methods in the Teaching of Social Studies/Geography
EDSS5903	Secondary School Social Studies/Geography Research and Selection
EDSS6608	Education & Citizenship
<b>SPECIAL EDUCATION</b>	
EDSE6000	Foundations in Inclusive Education
EDSE6002	Inclusive Classrooms: Policy and Practice
EDSE6004	Collaboration, Consultation and Inclusivity
EDSE6010	Inclusive Classroom: Transactive Curriculum and Practice
EDSE6020	Assessment of Children in Inclusive and Special Education
<b>TEACHING EDUCATION</b>	
EDTE6001	Teaching at the Primary and Secondary Levels
EDTE6003	Theory and Practice of Teacher Education
EDTE6021	Supervising and Evaluating Pre and In Service Teachers
EDTE6022	Inside Classrooms
EDTE6024	Teacher Leadership
<b>EDUCATIONAL TECHNOLOGY</b>	
EDTK6903	Technology in Higher Education
<b>EDUCATION</b>	
EDTL5001	The Internship in Education
EDTL5002	Enquiry into Teaching
EDTL6002	Research Project in Teaching
EDTL6022	The Assessment of Teaching and Learning
<b>TECHNICAL AND VOCATIONAL EDUCATION</b>	
EDTV6000	Philosophical Foundations of TVET and Workforce Development
EDTV6002	Workforce Occupational Analysis
EDTV6003	Management of TVET & WFD Programmes
EDTV6004	Designing TVET & WFD Programmes
EDTV6005	Comparative Studies of TVET and WFD in Developed and Developing Countries
EDTV6024	Curriculum Development for TVET and WFD
EDTV6033	Structured Field Experience TVET
EDTV6040	TVET & WFD Seminar Series
EDTV6012	Budget Planning & Finance Management

SEMINARS	
GRSM6201	Education MPhil Graduate Research Seminar I
GRSM6202	Education MPhil Graduate Research Seminar II
GRSM9201	Education PhD Graduate Research Seminar I
GRSM9202	Education PhD Graduate Research Seminar II
GRSM9203	Education PhD Graduate Research Seminar III
EDGS7001	Seminar 1: Thematic reflection, synthesis and application to practice on issues in Foundation and Specialization courses
EDGS7002	Seminar 2: Methodological approach and resolution of ethical issues related to planned clinical placement
EDGS7003	Seminar 3: Summary report of observations, lessons, and insights from clinical placement
EDCE8005	Clinical Placement Experience & Research Report

## SOE PROGRAMME COORDINATORS

PROGRAMMES	PROGRAMME COORDINATORS
Curriculum and Instruction (Blended)***	Mrs. Sherecka MCGowan-Hunter Professor Carmel Roofe
Early Childhood Education (Pedagogy) (Blended)	Dr. Zoyah Kinkead-Clark
Educational Planning and Policy	Dr. Ann-Marie Wilmot Professor Canute Thompson
Educational Leadership and Management (Blended)	Dr. Mary Agboola - Year 1 Dr. Ann-Marie Wilmot - Year 2
Educational Measurement (F2F & Online)***	Dr. Clavia Williams McBean
Educational Psychology (F2F)	Dr. Sharline Cole
Geography/Social Studies	TBA
Inclusive and Special Education (Blended)	Dr. Zoyah Kinkead-Clark
Language Education	Dr. Schontal Moore
Literacy Studies	Dr. Yewande Lewid-Fokum
Mathematics Education	Dr. Lois George
Science Education	Dr. Marcia Rainford
Teacher Education and Teacher Development	Not offered for AY2024/25
TVET and Work force Development (Blended)	Dr. Debra Ferdinand-James
***MPhil & PhD Programmes in Education (F2F and Online)	TBA

## UWI/UTCWI AFFILIATED PROGRAMMES



## MASTER OF ARTS [MA] | CONTEXTUAL MINISTRIES

### ACADEMIC AIMS AND OBJECTIVES

The Master of Arts in Contextual Ministry programme provides an opportunity for persons interested in pastoral ministry such as ministers of religion, other professional persons, and all who so desire, to engage in a continuing rigorous academic study of theology in its various areas, which will enhance their service in Church, the academy, and community.

The programme aims to:

1. **DEVELOP** core competencies which include understanding of pastoral practice, knowledge of theology, a scholastic understanding of the Bible, and an appreciation of the Caribbean context.
2. **TEACH** skills necessary for theological enquiry in an ecumenical and gender-sensitive environment and the organization and integration of such learning into a framework of meaning.
3. **DEVELOP** the necessary skills, values and attitudes which are prerequisites for ministry formation and practice.
4. **CONSTRUCT** a foundation for lifelong spiritual, professional and academic development.
5. **DEMONSTRATE** competency in ministry practices of preaching, teaching, counseling and equipping congregations, for outreach ministries.
6. **FORMULATE** a practical theology of ministry grounded in biblical and theological perspectives relative to ministry interest and informed by an interdisciplinary approach to the study of ministry.
7. **IMPLEMENT** biblical-theological learning and reflective practice.
8. **ANALYSE** and **EVALUATE** ministerial leadership in traditional and contemporary Christian ecclesial structures.
9. **ENGAGE** imagination for mission in the contemporary church and society.

The programme seeks to encourage theology students to an interdisciplinary approach to theological studies. Also, the availability of pastoral ministry/theology courses to students in other disciplines in the Faculty will enrich and vary the programme offerings in a way that will benefit the Department, Faculty and the Campus.

### DURATION OF PROGRAMME

- MA (Contextual Ministry) Full-time minimum of 2 years (4) semesters.
- MA (Contextual Ministry) Part-time minimum of three years (6) semesters

### DELIVERY MODE

The programme is offered both face to face and online.

### ADMISSION REQUIREMENTS

o	Having attained a BA degree in Theology/Ministerial Studies with at least Lower Second Class Honours or 2.5 GPA from UWI or its equivalent from an approved institution.
o	Having attained a Bachelor's degree in any field with at least a Lower Second Class Honours Degree or 2.5 GPA from UWI or an approved institution. Such candidates must complete, with at least a B grade, the Certificate in Ministerial Studies offered by the Theological College.

## PROGRAMME STRUCTURE:

### Concentrations:

- Biblical Studies
- Theological Studies
- Historical and Ecumenical Studies
- Pastoral Studies

In addition to the concentrations offered by UTCWI, students will also be able to do specializations in Human Resource Development, Gender and Development Studies, Education and Philosophy.

All students, regardless of concentration, will be required to complete a specific number of core courses and Departmental requirements. These core courses aim to provide students with the foundation necessary to pursue graduate studies in Ministry. They also reflect the UTCWI ethos, which is the commitment of the college to ensure that all graduates reflect the core values of ecumenism, Caribbean perspective, and gender and disability sensitivity as well as cross-cultural and interfaith appreciation.

### CORE COURSES (12 Credits)

**THEO6018:** Advanced Topics in the Making and Interpreting of the Bible

**THEO6104:** History of the Church in the West Indies

**THEO6105:** Mission and Ministry in the Caribbean

**THEO6500:** Research Methods for Theology

### DEPARTMENTAL REQUIREMENTS (12 Credits)

**THEO6501:** Advanced Pastoral Care & Church Education (APCCE) - Practicum

**THEO6990:** MA Research Paper - 6 credits OR

### TWO Research Methods Courses from the following (6 credits):

**EDRS6002:** Research Methods

**EDRS6003:** Mixed Methods

**EDRS 6726:** Quantitative Research Methods

### ELECTIVES (12 Credits)

Can be taken from one or two areas of specialization (See specialisation courses in table below)

## CONCENTRATIONS/SPECIALISATIONS:

<b>Biblical Studies</b>	<b>THEO6016:</b> Biblical Hermeneutics <b>THEO6017:</b> The Bible and Imperialism
<b>Theological Studies</b>	<b>THEO6321:</b> Doctrine of God <b>THEO6325:</b> Christian Theology in the Caribbean <b>THEO6326:</b> Religion and Society
<b>Pastoral Studies</b>	<b>THEO6236:</b> Pastoral Care and Counselling I <b>THEO6237:</b> Pastoral Care and Counselling II

<b>Human Resource Development</b>	<b>HRNM6101:</b> Applied Behavioural Sciences: Theories for Human Resource and Organizational Development (online) <b>HRNM6102:</b> Groups: Development, Processes and Theory <b>HRNM6201:</b> Organizational Strategy: Management, Leadership and Organizational Ethics <b>HRNM6503:</b> Training Design, Delivery and Evaluation <b>HRNM6604:</b> Performance Management: Theories and Practice
<b>Gender and Development Studies</b>	<b>GEND6105:</b> Gender and Conflict Situations <b>GEND6502:</b> Gender Analysis for Development Policy and Planning <b>GEND6601:</b> Key Theories and Debates in Gender and Development <b>GEND6602:</b> Men and Masculinities in the Caribbean
<b>Education: Curriculum and Instruction</b>	<b>EDCU6017:</b> Philosophical, Psychological and Sociological Foundations of Curriculum <b>EDCU6024:</b> Pedagogies Across the Curriculum <b>EDCU6310:</b> Curriculum Policy and Planning
<b>Educational Leadership &amp; Management</b>	<b>EDEA6310:</b> The Law, Ethics and Professional Competencies for School Administrators <b>EDEA6336:</b> Management of Discipline in Schools and Society <b>EDEA6338:</b> Transformational Educational Leadership
<b>Philosophy</b>	<b>PHIL6001:</b> Advanced History of Philosophy <b>PHIL6002:</b> Advanced Epistemology <b>PHIL6004:</b> Advanced African Philosophy <b>PHIL6006:</b> Advanced Political Philosophy

## MASTER OF ARTS [MA] | THEOLOGY

### ACADEMIC AIMS AND OBJECTIVES

Functioning jointly as the theology department of the University of the West Indies in the delivery of graduate programmes in theology, the United Theological College of the West Indies (UTCWI), an ecumenical institution affirms its call and commitment, on behalf of the Church, to facilitate and ensure the pursuit of excellence in theological scholarship at the graduate level.

The Master of Arts in Theology provides an opportunity for persons interested in theology such as ministers of religion, other professional persons, and indeed, all who so desire, to engage in a continuing rigorous academic study of theology in its various areas, which will enhance their service in Church, the academy, and community.

### DURATION OF PROGRAMME

- Full-time minimum of four (4) semesters.
- Part-time minimum of six (6) semesters

### DELIVERY MODE

The programme is offered both face to face and online.

## ADMISSION REQUIREMENTS

Candidates can be admitted in the following ways:

- Having attained a BA degree in Theology/Ministerial Studies with at least Lower Second Class Honours or 2.5 GPA from UWI or its equivalent from an approved institution.
- Having attained a Bachelor's degree in any field with at least a Lower Second Class Honours Degree or 2.5 GPA from UWI or an approved institution. Such candidates will be required to do qualifying courses before they are enrolled in the programme.

## PROGRAMME SUMMARY

The MA in Theology programme consists of a minimum of 36 credits and is offered on two alternative tracks, Track A and Track B.

Students who select Track A (Research Project option) will complete twelve (12) compulsory core credits which will form the foundation courses for the programme, twelve (12) electives chosen from the area of concentration. Six (6) additional electives chosen within the department or across the faculty for a total of thirty (30) credits. The student will be required to do a research paper/project worth (6) credits. Students who select Track A will be required to do at least one compulsory Research Methods course. Students may also choose an additional course in Research Methods as an elective.

Students who opt for Track B will complete twelve (12) credits designated core courses which will form the foundation courses for the programme, twelve (12) electives chosen from the area of concentration as well as the opportunity to choose six (6) cross faculty electives for a total of 30 credits. The remaining six (6) credits will be required to complete two Research Methods courses from the School of Education from an approved list.

## PROGRAMME STRUCTURE

The Master of Arts in Theology is earned through a successful completion of a minimum of 36 credits and a maximum of 45 credits. The Graduate studies Departments of the United Theological College of the West Indies is organized to reflect the following concentrations:

- Biblical Studies
- Theological Studies
- Historical and Ecumenical Studies
- Pastoral Studies

All students, regardless of the concentration will be required to complete a number of core courses. These core courses aim to provide the students with the foundation necessary to pursue graduate studies in theology. They also reflect the UTCWI ethos, which is the commitment of the college to ensure that all graduates reflect the core values of ecumenism, Caribbean perspective, and gender and disability sensitivity as well as cross cultural and interfaith appreciation.

### TRACK A

#### **Compulsory Core Courses (12 Credits)**

THEO6105: Biblical Seminar for Graduate Studies  
THEO6320: Methodological Issues in Christian Theology  
THEO6325: Christian Theology in the Caribbean  
THEO6500: Research Methods for Theology &

#### **FOUR Courses from Area of Concentration (12 Credits)**

**ONE Research Methods Course from the Following:**

**EDRS6002:** Research Methods

**EDRS6003:** Mixed Methods Research in Education

**EDRS6726:** Quantitative Research Methods

**EDRS6024:** Qualitative Research Methods in Education

**AND**

**ONE Elective from within UTC or Across the Faculty & Research Paper (6 Credits)**

**TRACK B**

**Compulsory Core Courses (12 Credits)**

**THEO6105:** Biblical Seminar for Graduate Studies

**THEO6320:** Methodological Issues in Christian Theology

**THEO6325:** Christian Theology in the Caribbean

**THEO6500:** Research Methods for Theology

**FOUR Courses from Area of Concentration (12 Credits)**

**TWO Electives from within UTC or across the Faculty**

**TWO Courses from the Following:**

**EDRS6002:** Research Methods

**EDRS6003:** Mixed Methods Research in Education

**EDRS6024:** Qualitative Research in Education

**EDRS6726:** Quantitative Research Methods

**AREAS OF CONCENTRATION**

Students are required to choose 12 credits or 4 courses from one of the areas of concentration. Students may choose a maximum of 6 credits or 2 courses chosen from graduate courses offered by the University of the West Indies or UTCWI.

<b>BIBLICAL STUDIES</b>	<b>THEO6013:</b> Critical Study of the Old Testament <b>THEO6014:</b> Critical Study of the New Testament <b>THEO6106:</b> Biblical Hermeneutics <b>THEO6400:</b> Independent Reading Course
<b>HISTORICAL &amp; ECUMENICAL STUDIES</b>	<b>THEO6103:</b> Ecumenical Development in the West Indies (Caribbean Ecumenism) <b>THEO6104:</b> History of the Church in the West Indies <b>THEO6105:</b> Mission and Ministry in the Caribbean <b>THEO6106:</b> Judaism from Ancient Israel to the Contemporary Caribbean

THEOLOGICAL STUDIES	THEO6321: Doctrine of God THEO6322: African Religious Influences in the Caribbean I THEO6323: African Religious Influences in the Caribbean II THEO6324: Contemporary Trends in Christian Theology THEO6326: Religion and Society THEO6331: Contemporary Theories of Justice THEO6332: Contextual Theologies
PASTORAL CARE AND COUNSELLING	THEO6236: Pastoral Care and Counselling I THEO6237: Pastoral Care and Counselling II THEO6239: Cross Cultural Psychology and Pastoral Counselling THEO6325: Theological Perspective on personality and Human Development
LITURGICAL THEOLOGY AND SPIRITUALITY	THEO6230: Christian Worship and Religious Experience I THEO6231: Christian Worship and Religious Experience II THEO6238: Personality in Pastoral Care and Counselling
CHRISTIAN EDUCATION	THEO6232: Survey of Religious Education THEO6233: Education Theories THEO6234: Curriculum Development in Religious Education THEO6325: Theological Perspective on Personality in Religious Education

## MASTER OF PHILOSOPHY [MPhil] | THEOLOGY

### PROGRAMME SUMMARY

The Master of Philosophy in Theology is an advanced postgraduate research degree that is offered at the University of the West Indies through the Department of Theology, located at the United Theological College of the West Indies.

### ADMISSIONS REQUIREMENTS

- Minimum requirement for admission is an accredited first degree from a recognized University with a minimum GPA of 3.0, or an Upper Second Class Honours degree
- Applicants with an undergraduate degree in another discipline will be required to do qualifying courses before they are enrolled in the programme.
- Students pursuing the **Master of Arts in Theology** can apply to upgrade to the **Master of Philosophy in Theology**

## PROGRAMME DURATION

**Full Time** - students should complete the MPhil programme (courses and Thesis) within three years from the date of registration.

**Part Time** - students should complete the MPhil programme (courses and thesis) within five (5) years from the date of registration.

**N.B. Students who work 12 hours or more in a typical week are required to apply as a part-time students.**

## PROGRAMME STRUCTURE

MPhil students are required to complete three (3) courses. At least two of the three courses should be related to the area of research. One of the three courses may be done in the other UWI departments with approval.

- Students specialising in Bible are required to have completed two semesters of Hebrew (for Old Testament) or Greek (for New Testament). If this requirement is not met prior to enrolment in the programme, the student will be required to complete the courses concurrently with their MPhil coursework.
- Students are required to attend research seminars. Students must attend at least 50% of the seminars to qualify for designated credits.
- All MPhil students are to register for the course, THEO6500 Research Methods in Theology.

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## DOCTOR OF PHILOSOPHY [PhD] | THEOLOGY

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### GENERAL PROGRAMME DETAILS

Candidates for the PhD are carefully selected and admitted on the basis of academic strength, a high sense of purpose, and maturity.

The normal path to the PhD is to register for the MPhil in the first instance. A candidate who is registered for the MPhil degree may apply at the end of the first year, or within three years, for entrance into the PhD programme. In the case of part-time students, the application must be within five years. Applicants must have completed all Departmental coursework requirements by this time and must defend their proposal to enter PhD work before a faculty assessment committee. This transfer from the MPhil to the PhD does not require the submission of a separate MPhil thesis.

An alternative route to the PhD is that those who have submitted MPhil theses that are judged to be outstanding may be recommended by the University Examiners to have their registration status upgraded to that of the PhD.

Others who hold approved graduate degrees (including the MA Theology from UTCWI/UWI) may apply directly for admission to the PhD programme. In such cases the work for the degree must have included a research component of at least 25% of the total credit rating, and the applicant must have achieved at least a B+ average or its equivalent. In this case the special departmental requirements listed below (\*para. 6 & 7) will apply.

To be considered for entrance to the PhD programme in theology, the candidate must demonstrate reading proficiency in one relevant modern language other than English. In addition, where the major focus is in the area of the Bible a competence in Hebrew (for Old Testament concentration) or Greek (for New Testament concentration) must be demonstrated through a departmental examination.

\*Candidates for the PhD are also required to complete one additional course (three credits) related to the topic of research.

\*The doctoral thesis must meet the approval of a Committee of Advisors to be appointed by the Department. The oral defence of the thesis will be in the presence of this Committee of Advisors. The thesis must also meet the approval of the external examiner(s).

The PhD candidate must make a presentation at the Departmental Seminar on his or her research three times during the length of the programme. All PhD candidates are required to attend at least half of the Departmental Seminars.

### FULL-TIME/PART-TIME STUDY

PhD students may register for full-time or part-time studies. Any student who spends an average of twelve or more hours a week in paid employment must register for part-time studies.

For full-time PhD students the time limitation for completion of the research thesis is a **minimum of THREE years** and a **maximum of FIVE years**. For part-time PhD students, the time limitation is a **maximum of SEVEN years**.

### THESIS

The PhD thesis should be approximately **80,000** words in length. It must be judged to be the result of original research, to be a contribution to knowledge, and to be worthy of publication. The award of a PhD degree also requires that a candidate defend his or her thesis at a public oral examination.

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## DOCTOR OF MINISTRY [DMin]

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### PROGRAMME SUMMARY

The Doctor of Ministry programme is a 60 credit professional degree which is culturally and globally relevant. It seeks to satisfy the needs of pastoral training, at a higher level, in areas such as managing care issues of grief, violence, family life, religious practices, disaster preparedness and crisis management. Therefore, it will enable pastors/religious leaders and congregants to be equipped with specialist training in mission and ministry which will enable them to positively impact the work of church/religious organizations of the Caribbean.

The programme is expected to be completed in three (3) years (6 semesters) full-time or four (4) years (8 semesters) and a summer term part-time. It offers concentrations in Counselling, Religious Studies and Bible and Culture. Students will pursue one (1) concentration. The courses will be administered over a two-week intensive period and during this time students will be assessed using 100% course work. Students will be given two weeks after completion of each course, and before the commencement of the next course, for completion of the final assessment. UTCWI has previously, successfully, administered a Doctor of Ministry programme in collaboration with an overseas university using the model of two-week intensive with two weeks being given after the course for submission of the final assessment. No other courses will be taught during this two week period.

### PROGRAMME OUTLINE

The Doctor of Ministry will be earned through the successful completion of a minimum of **60 credits**. The programme will contain concentrations in Counselling, Religious Studies and Bible and Culture.



The **60 credits** will be divided as follows:

Core Courses	24 credits
Concentrations	12 credits
Practicum Seminars	3 credits
Practicum in Ministry	12 credits
Research Project	9 credits
<b>TOTAL</b>	<b>60 credits</b>

## PROGRAMME STRUCTURE

CORE COURSES (24 credits)	
<p>THEO7002: The Bible in Postcolonial Caribbean Cultures            THEO7201: Congregations and Community in the Caribbean            THEO7206: Pastoral Care &amp; Counselling Amidst 21st Century Challenges            THEO7211: Seminar for Advanced Ministry Development            THEO7301: Christian Ethics: Personal, Public and Pastoral            THEO7403: Re-engaging the Sacred in Religious Studies            THEO7500: Research &amp; Methods for Professional Ministry in the Caribbean</p>	
CONCENTRATIONS (12 credits from ONE of the areas)	
<b>COUNSELLING</b>	<p>THEO7202: Counselling Across the Lifespan            THEO7203: Crisis Counselling            THEO7304: Grief and Bereavement Counselling            THEO7305: Mental Health Counselling</p>
<b>RELIGIOUS STUDIES</b>	<p>THEO6322: African and Religious Influences in the Caribbean I            THEO6323: African and Religious Influences in the Caribbean II            THEO7401: Caribbean Hermeneutics            THEO7402: Psychology and Religion</p>
<b>BIBLE AND CULTURE</b>	<p>THEO7001: Amos and Pastoral Practice in the Caribbean Context            THEO7003: The Gospel of John in a Caribbean Context            THEO7004: Prophets as Public Theologians            THEO7005: Reading the Psalms Ethically</p>
PRACTICUM SEMINARS (3 credits)	
<p>THEO7501: Practicum Seminar 1            THEO7502: Practicum Seminar 2            THEO7503: Practicum Seminar 3</p>	
PRACTICUM AND RESEARCH PROJECT	
<p>THEO7212: Practicum in Ministry            THEO7504: Research Project</p>	

## COURSE LISTING

COURSE CODE	COURSE TITLE
THEO6013	Critical Study of the Old Testament
THEO6014	Critical Study of the New Testament
THEO6016	Biblical Hermeneutics
THEO6017	The Bible and Imperialism
THEO6018	Advanced Topics in the Making and Interpreting of the Bible
THEO6104	History of the Church in the West Indies
THEO6105	Mission and Ministry in the Caribbean
THEO6106	Biblical Hermeneutics
THEO6230	Christian Worship and Religious Experience I
THEO6231	Christian Worship and Religious Experience II
THEO6232	Survey of Religious Education
THEO6233	Education Theories
THEO6234	Curriculum Development in Religious Education
THEO6236	Pastoral Care and Counselling I
THEO6237	Pastoral Care and Counselling II
THEO6238	Personality in Pastoral Care and Counselling
THEO6239	Cross Cultural Psychology and Pastoral Counselling
THEO6320	Methodological Issues in Christian Theology
THEO6321	Doctrine of God
THEO6322	African and Religious Influences in the Caribbean I
THEO6323	African and Religious Influences in the Caribbean II
THEO6324	Contemporary Trends in Christian Theology
THEO6325	Christian Theology in the Caribbean
THEO6326	Religion and Society
THEO6331	Contemporary Theories of Justice Education
THEO6332	Contextual Theologies
THEO6400	Independent Reading Course
THEO6500	Research Methods for Theology
THEO6501	Advanced Pastoral Care & Church Education (APCCE) – Practicum
THEO6990	MA Research Paper
THEO7001	Amos and Pastoral Practice in the Caribbean Context
THEO7002	The Bible in Postcolonial Caribbean Cultures
THEO7003	The Gospel of John in a Caribbean Context
THEO7004	Prophets as Public Theologians

THEO7005	Reading the Psalms Ethically
THEO7201	Congregations and Community in the Caribbean
THEO7202	Counselling Across the Lifespan
THEO7203	Crisis Counselling
THEO7206	Pastoral Care & Counselling Amidst 21st Century Challenges
THEO7211	Seminar for Advanced Ministry Development
THEO7212	Practicum in Ministry
THEO7301	Christian Ethics: Personal, Public and Pastoral
THEO7303	Practicum Seminar 3
THEO7304	Grief and Bereavement Counselling
THEO7305	Mental Health Counselling
THEO7401	Caribbean Hermeneutics
THEO7402	Psychology and Religion
THEO7403	Re-engaging the Sacred in Religious Studies
THEO7500	Research & Methods for Professional Ministry in the Caribbean
THEO7501	Practicum Seminar 1
THEO7502	Practicum Seminar 2
THEO7503	Practicum Seminar 3
THEO7504	Research Project

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# PART V: APPENDIX

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- THESIS GUIDE (2015)

## APPENDIX

### THESIS GUIDE

#### A Guide for the Preparation of Theses, Research Papers /Project and Case Books

It is the responsibility of the candidate to know the University Regulations for Graduate Diplomas and Degrees (2018) and Faculty Regulations

## 1. INTRODUCTION

This Guide is intended as a supplement to the *University Regulations for Graduate Diplomas, Certificates and Degrees (2018)*. Candidates should also consult their departments for specific Departmental and Faculty requirements.

Candidates are advised to acquaint themselves with the recommendations of this Guide in the early stages of preparation, even though some of the recommendations apply only to the final stages. The Guide is also provided for the information of supervisors whose responsibilities include ensuring that candidates follow its recommendations.

A thesis which does not follow the approved format will not be accepted and the degree will not be conferred until an acceptable standard has been met.

## 2. GENERAL INFORMATION

### 2.1 Thesis Preparation

The thesis must be written in English, but the Board for Graduate Studies and Research may, in special circumstances, on application from candidates in the foreign languages department of the Campus (however titled), and on the favourable recommendation of the Faculty Sub-Committee for Graduate Studies and Research, give permission for theses to be written in a language other than English. Candidates must be consistent throughout the thesis in use of the English spelling style adopted, e.g., UK, US.

The greater portion of the work submitted for examination must have been done subsequent to the initial registration of the student as a candidate for the degree.

The thesis must form a distinct contribution to the knowledge of the subject and afford evidence of originality shown either by the discovery of new facts or by the exercise of independent critical thinking. It must be of satisfactory literary standard and must be suitable for publication as a thesis of The University of the West Indies.

The thesis must consist of the candidate's account of his/her own research. It may describe work done in conjunction with his/her supervisor provided that the candidate clearly states his/her personal share in the investigation and that his/her statement is certified by the supervisor.

A paper written or published in the joint names of two or more persons, one of whom is the candidate, may be included as a part of a thesis provided that the role that the candidate played in the work described in the paper, and the contribution of the other authors are clearly explained. No thesis shall consist wholly of previously published work.

The candidate may indicate in a preface how far the thesis embodies the result of his/her own research or observation, and in what respect his/her investigations appear to advance the study of his/her subject. **(See also UWI's Policy and Procedure on Research Ethics).**

A candidate will not be permitted to submit a thesis consisting wholly of work for which a degree has been conferred on him/her in this or any other University; but a candidate shall not be precluded from incorporating work which he/she has already submitted for a degree in this or any other University in a thesis covering a wider field, provided that he/she shall indicate in the preface to his/her thesis any work done which has been so incorporated.

Theses contribute to the body of scholarly works, are useful to other researchers, and the general population, and so the formatting and aesthetics of this document are important in communicating its significance. The candidate should therefore ensure that the information contained in his/her work is free from plagiarism (see UWI's Policy on Graduate Student Plagiarism), devoid of typographical and grammatical errors and consistent with the formatting specified in this Guide. It must also be durable for posterity, therefore, the quality of paper and ink used must be of good quality.

Close attention should be paid by the candidate to the following criteria:

- a) the text and all illustrative material should be clear and error free;
- b) margins on each page should be as specified in this Guide.

In preparing theses, candidates are strongly advised against using another candidate's thesis as a model. Note that the respective Style Manuals which address referencing styles are updated periodically and candidates must meet current specifications.

Appendix 1 refers.

In instances where the relevant Style Manual differs from the instructions provided in this Guide the Guide takes precedence.

It is the candidate's responsibility to prepare and assemble all the materials for the thesis, and to have the pages of the thesis in correct order.

## 2.2 Technical Advice

The Librarians of the Campus Libraries are available for advice on the technical requirements of the thesis (layout, arrangement of works, etc.) at any stage in the production of the thesis. They can also assist in locating the requisite scholarly information and will advise on the appropriate Style Manual and how to credit sources to avoid plagiarism.

Guidance is also provided on the use of electronic reference management software (e.g. EndNote). Librarians are available for one-on-one or group project consultations, as well as large/small group workshops. These can be arranged through the relevant Campus Library or via the respective course coordinators.

## 2.3 Paper

The thesis must be printed on one side only of good quality white bond paper (usually of 75g/m<sup>2</sup> or 20lb weight) of standard letter-size (216x279 millimetres/8.5x11") or international A4 size (210x297 millimetres/8.3 x 11.7 inches). The same grade of paper must be used throughout the thesis.

## 2.4 Production Specifications

Theses must be prepared using a computer and printed with a high quality printer (at least 300 dpi).

An easy to read standard serif font 11 or 12 point should be used consistently throughout the thesis. Font colour must be black throughout the document, except for figures/tables where colour is used for differentiation or clarity.

A reduced font may be used in footnotes or other material outside of the main text. However, the font size used should be not smaller than 9 point and must be legible. Font size must not be reduced, however, for entries in the Table of Contents.

All major headings such as Abstract, Acknowledgements, Table of Contents, List of Figures, etc., should all be in bold, centred capital letters. Subheadings should be in sentence case or title case (i.e., the first letter of major words capitalized, except for articles, prepositions and conjunctions). The format of each level of heading should be consistent throughout the thesis. No running headers or footers should be included.

## 2.5 Correction of Errors

The thesis must be free of typographical errors. Corrections made in ink or with correction fluid are not acceptable. Deletions must not be made by crossing out or striking out letters or words.

The typed line must be continuous. If the word or words cannot be erased clearly and neatly with proper spacing, the whole line, the paragraph, or the whole page must be re-typed. Additions of words or phrases must not be typed between lines or inserted by hand. The whole page must be re-typed to incorporate the additions. Pages which are obviously insert pages are not acceptable. The surrounding pages should be re-typed to incorporate the material.

## 2.6 Illustrative Material

Photographs or any other illustrative material should, where possible, be electronically incorporated into the thesis.

In instances where such illustrative material cannot be electronically incorporated into the thesis, the illustration should be printed or placed on a single weight photographic paper or be dry-mounted and accurately fixed on the same type of paper used to produce the thesis. The material should then be affixed using a pressure applied adhesive (such as mounted squares). Items should not be mounted with staples, cellophane tape, rubber cement, glue, or photo covers as deterioration of the paper may result.

## 2.7 Oversize Material

Oversized material such as graphics, maps, charts, etc., necessary to the exposition of the thesis can often be reduced in size photographically to fit the standard thesis page, or appear as a foldout.

A foldout is a page where the left side is bound into the thesis but the right side can be unfolded in one or more panels, existing, when read beyond the right side of the other thesis pages. The foldout should be carefully folded so that no folds fall outside the thesis margins and the page number is visible. The page numbers of the foldouts should be placed to align with the page numbers of the other pages of the thesis.

Alternatively: a) such materials should accompany the bound copy of the thesis in a pocket affixed to the inside back cover or; b) these attachments may be submitted on electronic media such as a read-only compact disc (CD) or digital video disc (DVD). Materials and attachments are to be paged as advised.

## 2.8 Length of Thesis

A thesis submitted for examination shall be clearly and concisely written and be within the length approved by the Board of Graduate Studies and Research for the Faculty in which the candidate is registered. The candidate must indicate the appropriate number of words contained in the thesis on the accompanying Certificate of Completion form (SGSR)-12). A candidate wishing to exceed the prescribed limit must be supported by an explanation of the need for an extension to the word limit and a statement from the student's supervisor.

The approved maximum lengths of theses/research papers are as follows:

### FACULTY OF HUMANITIES AND EDUCATION

<i>Humanities</i>	<b>MA</b>	Not to exceed 20,000 words	excluding footnotes, endnotes and appendices
	<b>MPhil</b>	Not to exceed 50,000 words	
	<b>PhD</b>	Not to exceed 80,000 words	
<i>Education</i>	<b>MEd</b>	Not to exceed 10,000 words	excluding footnotes, endnotes and appendices
	<b>MPhil</b>	Not to exceed 50,000 words	
	<b>PhD</b>	Not to exceed 80,000 words	



### 3. ARRANGEMENT OF WORKS - TRADITIONAL THESES

The following sequence for the arrangement of the thesis should be followed:

#### 3.1 Preliminary Pages

- a) Title Page
- b) Declaration Form for the Reproduction of Theses
- c) Abstract
- d) Acknowledgements (if any)
- e) Dedication (if any)
- f) Table of Contents (including Appendices)
- g) Table of Cases (if any)
- h) Table of Statutes (if any)
- i) Table of Constitutional Instruments (if any)
- j) List of Figures, Tables, Illustrations, Charts, etc.
- k) Glossary (if any)
- l) List of Abbreviations/ Acronyms including meanings (if any)
- m) Preface (if any)

#### 3.2 Text of Thesis

#### 3.3 End Pages

- a) Bibliography/References/Works Cited/Works Consulted
- b) Appendices (if any)

#### 3.1 Preliminary Pages

The list of preliminary pages above is not exhaustive and other items required by the Board for Graduate Studies and Research may be added from time to time. Each Heading should appear on a new page.

Formatting preliminary pages:

##### i. Pagination

The title and declaration form are not to be counted in the pagination of the preliminary pages. Page numbering, in lower case roman numerals, begins with the abstract.

Do not number pages with “a” or “b”; embellish page numbers with dashes, hyphens, etc.; type the word “page” before the number; or use running headers.

All page numbers must be consistently placed in the exact location at the top right corner of the page. An approximation of 19 millimetres (3/4 inch) down and 19 millimetres (3/4 inch) inwards is adequate. Alternatively, the word processing default setting is sufficient. The font used for pagination must be consistent with that of the text.

##### ii. Margins

All preliminary pages should have left margin of 50 millimetres (2 inches) to allow for loss during binding. Top, bottom and right margins should be 25 millimetres (1 inch).

##### iii. Spacing

Preliminary pages should be single spaced except the Preface (if any) and the Table of Contents, both of which should have one-and-a-half line spacing.

##### a) Title Page

The Title pages shall bear the officially approved title of the work, the name of the University, the degree for which the thesis is submitted, the full name of the Candidate as officially registered and the year when the work was submitted for examination. Appendices II and III refer. **Note that in the final submission for the bound copy/e-copy, the year would be that of the conferral of the degree.**

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Special attention to be paid to:

- i. **Title:** The title should be placed in bold, capital letters, single spaced and centred at the top of the page. No punctuation should be placed at the end of the title. Words should be substituted in place of symbols, formula, subscripts, superscripts, Greek or other letters and non-alphabetical symbols used in the thesis.
- ii. **Author's Name:** No academic degrees, official titles, or student identification number should be appended to the author's name.
- iii. **Department Information:** This section is completed in accordance with the University Regulations with the name of the Campus at which the candidate is registered clearly stated.

**b) Thesis/Dissertation/Research/Project Deposit License Agreement**

This form is to be completed and added to the final version of the thesis at the end of the process.

**c) Abstract**

The heading "ABSTRACT" is to be placed in bold, capital letters at the top of the page. This is to be centred and in the same font size as that used throughout the thesis.

The title of the work (exactly as on the Title Page) follows one or more lines below. The Candidate's name (exactly as on the Title Page) is placed a few lines below the title). The title of the work and the candidate's name should be typed in title case (the first letter of major words Capitalised, except for articles, prepositions and conjunctions, etc.).

The Abstract of the work follows. This not to include internal headings, in-text citations, diagrams, or other illustrations and must be no more than 300 words.

A separate line starting with "keywords" should be placed after the Abstract. To facilitate retrieval of information, candidates should select appropriate keywords which best describe the subject of the thesis. Candidates are advised that keywords should not be too general or too specific to hinder the retrieval process. The word "keywords" should be followed by a colon (:). With each keyword being followed by a semicolon (;). Only alternative versions of the candidate's name (e.g., Shamin Renwick) should be included in the keywords, e.g., Shamin Ali-Renwick, Shamin Ali. The last keyword should be followed by a full stop.

**d) Acknowledgements (if any)**

The acknowledgement is a single –page record of the candidate's indebtedness to institutions and /or persons who have assisted in his/her research. The candidate must be specific in identifying sources of funding and must include acknowledgements of permission to use copyrighted material which appears in the thesis. Note that the inclusion of an Acknowledgement page does not preclude source notes showing relevant citations elsewhere.

**e) Dedication (if any)**

A Dedication page is permissible.

**f) Table of Contents**

The table of Contents is a topic outline of the thesis. It should include first level headings or second and third level headings where necessary. There is no index in a thesis; therefore, the Table of Contents should be fairly detailed in order to be useful.

The Table of Contents should include the Abstract, Acknowledgements, List of Figures, List of Tables, etc. The words 'Table of Contents' should not be repeated in the listing.

**g) Table of Cases (if any)**

**h) Tables of Statutes (if any)**

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**i) Table of Constitutional Instruments (if any)**

**j) List of Figures/Tables/ Illustrations, etc.**

Figures and Tables should be listed by number, title and page number in the thesis. Tables should be numbered separately from Figures (Table 1, Table 2, etc.). Double numeration by chapter can be used, e.g. Table 1.1, 1.2...2.1, 2.2, etc.

The titles of Tables and Figures should correspond exactly to the titles which appear in the text. Citations should not form part of the title.

Unless otherwise stated in the relevant Style Manual, Arabic numbers should be used in two separate sequence for the identification of the Figures and Tables.

**k) Glossary (if any)**

The Glossary is an alphabetical list of important terms in the text, with explanation and definitions.

**l) List of Abbreviations/ Acronyms (if any)**

Candidates are advised that there is a distinction between abbreviations and acronyms, which should be applied accordingly.

**m) Preface (if any)**

An option is provided for candidates to include a personal statement about the purpose and scope of the thesis. This inclusion does not preclude the "Introduction". The tone of the Preface must be academic and at an appropriate scholarly level.

### **3.2 Text of Thesis**

**a. Format**

Each Chapter of the thesis must begin on a new page. This includes the Bibliography/References / Woks Cited / Works Consulted, etc. as well.

Display pages (pages showing only the chapter number and title at the beginning of the chapter) are not needed, save in the instance of a manuscript-based thesis.

Widows and Orphans (Short single lines of a paragraph or a heading carried over to the top or bottom of a page, respectively) should be avoided.

**b. Spacing**

One-and-a-half line spacing must be used. Candidates should be guided by the relevant Style Manual with respect to spacing in quotations; subsections of the Table of Contents; items longer than one line in the list of Tables, Figures, Abbreviations, etc.; chapter titles and subheadings; footnotes; bibliographic items; and appendix items.

With respect to line spacing in Tables, Figures, etc., the candidate has some flexibility but must be guided primarily by the reader's expectation of clear and legible representation.

**c. Margins**

The top, bottom and right margins should not be less than 25 millimetres. (1 inch) in width, and the left margin should be 50 millimetres (2 inches) in width to allow for loss in binding.

**d. Equations and Formula**

Equations and formula must be printed and no and written insertions are to be made at final submission. A menu of symbols is available in word processing applications and a sample page can be submitted to the Library for approval, if desired.

#### **e. Alignment**

Candidates should use left or fully justified alignment in the preparation of their thesis and must maintain consistency in this application.

#### **f. Pagination**

The pages of the text must be numbered in a new sequence of Arabic numerals beginning at page 1 and incorporating the Appendices. The numbering must be consecutive throughout the thesis.

Do not number pages with “a” or “b”; embellish page numbers with dashes, hyphens, etc.; type the word “page” before the number or use running headers.

All page numbers must be consistently placed in the exact location at the top right corner of the page. An approximation of 19 millimetres (3/4 inch) down and 19 Millimetres (3/4 inch) inwards is adequate. Alternatively, the word processing default setting is sufficient.

Where the orientation of a page has changed, from portrait to landscape, the location of the page number remains the same as if the page were to read vertically.

#### **g. Quotations**

Unless otherwise stated in the recommendation Style Manual appropriate to the discipline, quotations of more than two lines should be set off from the text in single spacing and indented at least five spaces from the left margin.

#### **h. Footnotes and Endnotes**

Unless otherwise stated in the recommended Style Manual appropriate to the discipline, both footnotes and endnotes are acceptable.

The Style Manual advises on the preparation and arrangement of footnotes and endnotes, the form and style of which must be maintained throughout the thesis.

#### **i. Figures, Tables, Illustrations, etc.**

A Figure or a Table should appear in the text closely following the point where it is first discussed, usually no further than the page following.

Unless otherwise stated in the recommended Style Manual appropriate to the discipline, the titles for the Table should be placed at the top of the table aligned to the left. A colon or full stop may be used to separate the word “table” from its title. This must be followed consistently throughout the thesis.

The titles for Figures and Illustrations should be placed below and aligned to the left. A colon or full stop may be used to separate the word “Figure”/ “Illustration” from its title and must be used consistently throughout the thesis.

If Tables, Figures, etc., are not original then the source must be given. See relevant Style Manual for guidance (see Appendix 1). Full stops should not be placed after headings/titles or the statement indicating the source.

### **3.3 End Pages**

#### **a) Bibliography/References/Works Cited/Works Consulted**

The headings for this segment should follow the titles given in the Style Manual selected.

A fundamental rule of good scholarship is that the basic research is reliable, accurate, and that credit is given to all sources used in the preparation of the work. Sufficient information must be included in each citation to allow a reader to locate the sources used.

All references, whether they are listed in footnotes, endnotes or bibliographies, must conform to certain stylistic requirements. Although the sciences and humanities differ in matters of form, the fundamental principles that govern referencing procedures are the same.

A List of the style manuals recommended by each Faculty/Department is given in Appendix 1.

All references lists are placed at the end of the thesis before the appendices, except in the case of manuscript-based thesis where they are placed after each chapter. Note that when a Manuscript-based thesis is presented, the style used for the reference lists must be consistent throughout the thesis.

The reference list is done in alphabetical sequence except for numerical styles.

#### **b) Appendices**

Appendices contain research material which is pertinent to the thesis, but which is not essential to an understanding of the work done by the candidate. Appendices should not exceed 20% of the thesis. Pagination for the appendices should continue the sequence of Arabic numerals used for the text of the thesis. If appendices transcribe pages from other documents, this must be so indicated, by means of a footnote on the first page of the relevant appendix, where full bibliographic descriptions of the original sources should be given.

When two or more appendices are required, they should be designed Appendix A, Appendix B, etc. Tables and Figures in appendices should be numbered Table A.1, A.2...B.1, B.2 or Figure A.1, A.2...B.1, B.2, etc. in accordance with the related appendix.

A separate sequence of numbering in lower case Roman numerals should be given to loose material such as plates, maps diagrams, tables and electronic media that will be placed in the end pockets of bound volumes, or which will be bound separately from the typed script. All loose material should bear the candidates surname, initials, degree and year of submission, e.g., Doe, J.S., PhD, 2015. These should be reflected in the Table of Contents.

If a large amount of supporting data is to be submitted along with, or as part of the thesis, the relevant Campus Library should be alerted early in the process to develop the necessary data management plan.

#### **4. ARRANGEMENTS OF WORKS - MANUSCRIPT-BASED THESES**

A candidate may submit a manuscript-based thesis as an alternative to the traditional thesis format.

A manuscript-based thesis consist of a collection of papers integrated into a cohesive unit such that the thesis remains a report of single programme research. The papers need not have been submitted to any journal; they can include conference presentations, which have been published, accepted, submitted or prepared for publication. To facilitate this, the thesis must include brief connecting texts before and after each manuscript/chapter, demonstrating the linkage between manuscripts. This connecting text should be part of the last paragraph of a chapter and introduction to the next chapter.

The manuscripts, and hence the thesis as a whole, must conform to this Guide with respect to line spacing, margins, font size, tables, figures, etc., and the manuscript must be bound together in the traditional manner to form one physical thesis.

The preliminary pages and formatting guides are the same as for a traditional thesis.

The manuscript-based thesis must also include the following:

- Preliminary Pages (section 3.1 refers). The abstract here should be a general abstract covering the entire thesis.
- A general introduction which places the research in the appropriate literature context, provides the rationale and objectives of the research, and hereby demonstrates the linkages among manuscripts/chapters. References must be included at the end of the introduction.
- The individual manuscripts/chapters (each with its own Abstract, Keywords, Introduction, Methods, Results, Discussion, References).

- An overall Synthesis Summary (including References).
- An overall list of references (Bibliography / References / Works / Cited / Works Consulted
- Appendices

The thesis must also have a Display Page (showing the chapter number and title in bold, capital letters centred at the top of the page) at the beginning of each chapter. This is to be paginated and included in the Table of Contents. On the Display page the candidate should include notes about previous or forthcoming publications of the particular chapter.

The headings for the references at the end of the chapters should be formatted as subheadings are the heading for the overall list of References should be treated a major heading starting on a new page.

When co-authored manuscripts are included in a thesis, the candidate must be the primary author, i.e., the author who has made the most substantial contribution to the work in the manuscript. The candidate must make an explicit statement in the thesis about the role he/she played in the work described in each manuscript, and the contribution of the other authors. The statement should appear in a single section entitled "Contributions of Authors as a sub-section in the Preface to the thesis. The supervisor(s) must confirm the accuracy of this statement at the PhD oral defence, or by a written statement at the time of submission in the case of a Master's thesis.

When published copyrighted material is presented in a thesis, the candidate must obtain signed waivers from the publishers and submit these to the office of Graduate Studies and Research at the time of thesis submission. The candidate must also submit signed waivers from any co-authors of unpublished manuscripts.

## 5. PROCEDURES FOR SUBMISSION

At least three (3) months before the thesis is ready for submission for examination, the candidate is required to formally apply for entry to the examination on a specified form and to pay the required examination fee.

The formal submission of the thesis for examination is made by the candidate to the Office of Graduate Studies and Research. The submitted document must be accompanied by the **Certificate of Completion Form** from the candidate's supervisor indicating that the thesis is presented a technically acceptable form.

Candidates are expected to refer to and be guided by the **University Regulations for Graduate Diplomas and Degrees** (2014) refers.

Four (4) sift bound copies of the thesis along with one electronic copy on a CD/DVD (in edit-enabled format/Microsoft Word format and certified by the supervisor), are to be submitted for examination.

The candidate, the supervisor department and faculty have a shared responsibility to ensure that the quality of the thesis is acceptable. As theses are contributions to knowledge and are open to public scrutiny, sound academic standards must be adhered to in their preparation and presentation.

If in the opinion of the supervisor, the thesis is not ready for submission, he/she shall advise the candidate accordingly. In such cases the supervisor shall advise the Campus Registrar in writing that the thesis has been submitted against his/her advice and that he/she has advised the candidate accordingly.

The sequence of events in the routing of a thesis is given in **Appendix 2** (of the thesis guide).

**All forms referred to herein are found on the website of the Office of Graduate Studies and Research of the relevant Campus.**

## **6. PUBLICATION OF THESIS**

### **6.1 Restriction**

The University has determined that there should be no restriction on the availability of a thesis to those who may wish to consult it.

However, in exceptional cases, the author of the thesis, in consultation with the supervisor(s) of the thesis and with the approval of the Senate, shall have the sole right to determine distribution of copies of his/her work for three years from the date of acceptance of the thesis. The author may also ask the Senate to withhold the thesis and abstract from access while a patient is sought, or for other good cause.

Candidates should refer to Regulation 1.39 of the University Regulations for Graduate Diplomas and Degrees (2014) for further guidance.

### **6.2 Binding the Thesis**

When the award of the degree has been approved by the Board for Graduate Studies, for deposit in the Campus Library, one unbound final post-examination corrected copy of the thesis presented in a form acceptable in all particulars and which conforms to the Regulations. The candidate must also submit a signed Declaration Form with the unbound thesis.

The candidate is also required to submit one certified digital final post-examination corrected copy of the thesis in Portable Document Format (PDF) in one file. The file name must include the candidate's name, UWI student identification number, and type of thesis and subject area, e.g. HIGGINS, HENRY 80000000 PhD Thesis Geography. The CD/DVD must be clearly labelled enclosed in a labelled jewel case. Candidates must indicate whether the thesis includes third party information for which they have copyright clearance. The electronic copy should not include a signed declaration form.

It is the responsibility of the Senior Assistant Registrar, Graduate Studies and Research, to submit the untold thesis, the signed declaration form and a certified digital copy of the thesis to the Campus Library. The responsibility for binding the thesis rests with the Campus Library.

APPENDIX 1: Recommended Style Manuals

**Note:**

1. The prior approval of the Campus Committee for Graduate Studies and Research is required for the use of any other Style Manuals.

2. Unless otherwise specifically stated the latest available edition of the relevant style Manual must be used.

FACULTY OF HUMANITIES AND EDUCATION

	RECOMMENDED STYLE MANUAL(S)
HUMANITIES	<ul style="list-style-type: none"><li>a. MLA Handbook for Writers of Research Papers. New York: Modern Language Association.</li><li>b. A Manual for Writers of Term Papers, Thesis and Dissertations, Kate L. Turabian. Chicago: University of Chicago Press</li><li>c. Publication Manual of the American Psychology Association. Washington, DC: APA.</li><li>d. The Chicago Manual Style. Chicago: University of Chicago Press. (Notes - Bibliography Format)</li></ul>
EDUCATION	Publication Manual of the American Psychology Association. Washington, DC: APA.



## APPENDIX 2: Thesis Routing

### 1. CANDIDATE

The requisite number of soft bound copies of the research paper/thesis and the certified electronic copy submitted to the Office of Graduate Studies and Research (OGSR) by candidate along with Certificate of Completion.

### 2. OGSR

The thesis is forwarded by the Office of Graduate Studies and Research to:

- i. Approved Internal and External Examiners with request for submission of report within two (2) months from the date of receipt of thesis/one (1) month from the date of receipt of research paper.
- ii. The Campus Librarian with a request for submission of comments on format etc. within one month.

### 3. EXAMINERS & CAMPUS LIBRARIAN

Each Examiner submits to the Registrar under confidential cover written report on the thesis and awaits oral examination (PhD) or, in the case of MPhil, awaits the decision of the campus committee for Graduate Studies and Research.

### 4. OGSR

After Oral Examination (PhD)/ recommendation of the Campus Committee for Graduate Studies and Research (MPhil), soft bound thesis returned to candidate for minor or major corrections as specified.

### 5. CANDIDATE

Candidate makes corrections proposed by Examiners (PhD) and adjustments proposed by the Librarian and has them certified by Supervisor and Librarian, respectively, and then takes three (3) unbound copies of the thesis with Supervisor's certification of the completed corrections and Librarian's Certificate of Acceptance to the Registrar's Office.

### 6. OGSR

Registrar sends to the Campus Library the unbound thesis to be bound according to regulations, and the certified digital Copy of the thesis.

### 7. CAMPUS LIBRARIES

Campus Librarian places the bound copy in the Library and uploads the digital copy to UWI's institutional repository.

## APPENDIX 3: List of Relevant Regulations, Policies and Forms

### REGULATIONS

- UWI Regulations for Graduate Certificates, Diplomas and Degrees (2018)

### POLICIES

- UWI Policy and Procedures on Research Ethics (2011)
- UWI Policy on Graduate Student Plagiarism
- UWI Policy on Intellectual Property
- UWI Guidelines for the Preparation of Manuscript-Based Thesis

### FORMS

- Application for Examination of Thesis (SGSR-09)
- Application for Examination of Research Paper/Project (SGSR-10)

- Certificate of Completion of Thesis/Research Paper/Project Report/Casebook/Clinical Research Project (SGSR-12)
- Declaration Form for the Reproduction of Thesis/Research Paper/Project (SGSR-13)
- Thesis/Dissertation/Research Paper/Project Deposit License Agreement (Deposit/License Agreement)

**Note: The regulations, policies and forms above are available from the websites of the respective Campus Office of Graduate Studies and Research:**

Mona: <https://www.mona.uwi.edu/postgrad/forms-and-documents>