THE UNIVERSITY OF THE WEST INDIES

MONA CAMPUS

FACULTY OF

HUMANITIES AND EDUCATION

GRADUATE STUDENT HANDBOOK

ACADEMIC YEAR 2021-2022

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.

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Instagram: https://www.instagram.com/fheuwimona/ ● **YouTube**: https://www.youtube.com/fheuwimona
Social Media Handles: @fheuwimona
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PART I:

- MESSAGE FROM DEAN
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MESSAGE FROM THE DEAN

Welcome to the Faculty of Humanities & Education – your place to shine!

This Faculty has a history of over 50 years, and we have, over that time, graduated several thousand postgraduate students in departments across the Faculty. As new postgraduate students, you are about to join a Faculty which, at this crucial time in human history, is doing what we do best: we adapt, we innovate, we identify and analyse issues, we collaborate, we find creative resolutions, and we make it work.

Our postgraduate programmes form an important part of the work we do to achieve the Faculty's mission to uphold the humanist tradition, which believes that change begins with education, and that education makes change possible. The education that we offer at the postgraduate level both complements and is born from the research that we do in the Faculty – 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 body of work allows us to engage with scholars and professionals globally, to contribute Caribbean findings to scholarly and policy debates, and to make Caribbean voices heard on the global stage. It is this mission which you are now joining as postgraduate students.

At the graduate level, the Faculty's eight departments offer a range of taught postgraduate degree programmes which cover the full breadth of the Humanities & Education. What is common across our programmes, is that their design has been informed by relevant research and state-of-the-art knowledge. Indeed, many of our postgraduate classes are taught by researchers who are leading thinkers, authors, and practitioners in their fields.

Our taught postgraduate programmes typically combine theoretical content and both scholarly and professional application. This is true for such programmes as the Postgraduate Diploma in Education, the M.Ed. for Sustainable Development, Global Citizenship and Peace as well as the M.Ed. Inclusive and Special Education and other M.Ed. programmes. It is also true for M.A. programmes across the Faculty, which include Library and Information Studies; Archives and Records Management; History; Heritage Studies; English Language; Linguistics; Philosophy; Spanish; French; Translation; Communication Studies; Media Management; Integrated Marketing Communication; Communication for Social and Behaviour Change; Cultural Studies; Literatures in English; as well as the M.A. Teaching and the new Professional Doctorate in Education.

As a research-driven institution, we welcome postgraduate students pursuing 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 humanist tradition.

It is my fervent wish that our programmes will provide a foundation for you to achieve your academic goals as well as your professional goals, that in a few years from now, you will join the ranks of proud graduates of our postgraduate 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.

Professor Silvia Kouwenberg

OVERVIEW OF THE FACULTY

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.

GENERAL POSTGRADUATE FACULTY REGULATIONS

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 & M.ED. 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 Ph.D 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.

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
i.   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.

ii.   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.

iii. 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.

iv. Applications for leave of absence for a semester shall be submitted by the end of the third week of the relevant semester;

v. Applications for leave of absence for the academic year shall be submitted by the end of the third week of semester one.

WITHDRAWAL

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.

READMISSION
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 expirer 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.

NB. Complete Regulations for Graduate Certificates, Diplomas and Degrees (2018) can be accessed via the following link:
https://www.uwi.edu/gsr/sites/gsr/files/regulations-for-graduate-certificates-diplomas-and-degrees-2018.pdf

THE UWI POSTGRADUATE GRADE POINT AVERAGE 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:

- Postgraduate students pursuing research degrees
- Returning postgraduate students

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

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
F1	1.7	45-49
F2	1.3	40-44
F3	0.00	0-39
FC/FE	1.7	≥50

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.

CATEGORIZATION OF AWARD OF DEGREES

GPA	CATEGORY
3.7	Distinction
3.00 - 3.69	Merit
2.00 - 2.99	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 ≥ 3.70
- Professional doctorates: Distinction = ≥ 3.70 in Courses + High Commendation in Research

GPA FOR COURSEWORK /EXAM

A student who fails an element of a course that counts towards the final grade (either coursework or final examination), will be deemed to have failed that course

They will be assigned the grade FC or FE (Fail Coursework, Fail Exam), if they obtain an 'overall' mark of 50% or higher

A student who passes an element of a course but does not obtain an overall mark of 50 or higher, will fall into the grade category in accordance with the mark achieved i.e., F1, F2. F3

NB. Kindly see link below for additional information on new postgraduate GPA regulations/ requirements:

https://uwi.edu/postgradgpa/

PART II:

HUMANITIES BASED PROGRAMMES

- PROGRAMME OVERVIEW
- PROGRAMME STRUCTURE
- COURSE DESCRIPTIONS

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

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

c) selection process in the form of written and/or oral examinations;

d) Candidates who have not completed the National Youth Service Corps Programme (in the case of Nigeria) will be automatically disqualified;

e) 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

d. Residency Requirement: Full time

e. Minimum GPA of 2.40 requirement as stipulated by the school of Postgraduate Studies

f. 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)

<u>Compulsory Courses</u>
AFS 821: Problems and Issues of Black / African Identity **OR**
CLTR6010: Debates in Cultural Identity &
AFS 826: 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
AFS 831: Project*

<u>ONE Course from the Following Electives</u>
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

AFS 810: 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.

AFS 821: 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: eurocentricism 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, Muyiwa Falaiye. Cultural dislocation, identity question and the future of Africa: Kwasi Wiredu, Olusegun Oladipo.

AFS 811: PAN AFRICANISM AND AFRICAN DIASPORA

This course will expound upon Pan-Africanism as a political and cultural movement as well as an ideology, tracing itsdevelopment 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.

AFS 822: 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.

AFS 823: 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.

AFS 813: 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: Muyiwa 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.

AFS 824: 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.

AFS 814: 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.

AFS 825: 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.

AFS 815: 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.

AFS 826: 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.

AFS 816/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.

AFS 827: 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 the 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.

AFS 817: 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.

AFS 828: 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.

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.

AFS 831: 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.

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.

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, interculturation, 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.

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.

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.

CARIBBEAN SCHOOL OF MEDIA & COMMUNICATION [CARIMAC]

MESSAGE FROM THE DIRECTOR

The Caribbean School of Media and Communication's role as a leading institution in the field is not only to provide education and training to its students but also to help society solve its problems, generate new ways of thinking through research, and create innovative ways of addressing existing challenges. In ensuring we achieve these, part of our focus remains providing students and potential students with the opportunity to hone their research, critical thinking, analytical, communication and problem-solving skills so their ability to contribute to society reaches its maximum capacity.

At the graduate level we offer a Masters in Communication Studies, Masters in Communication for Social and Behaviour Change and a Masters in Integrated Marketing Communication. In September 2020, we hosted our first intake for our Masters in Media Management offered in collaboration with the Mona School of Business and Management.

At the Master of Philosophy/Doctor of Philosophy level, we offer Communication Studies. Through these programmes CARIMAC continues to prepare our graduates for the diverse, ever-changing field of media and communication locally, regionally and globally.

We are constantly updating the types and nature of courses we offer through regular curriculum review. The importance of this practice has become even more evident with the recent increase in traffic witnessed by online platforms for both education and business purposes. Having restructured our programmes to be delivered online, we have been presented with a golden opportunity for increased access to our Masters and Doctoral programmes regionally and beyond.

At CARIMAC, we place great importance on research at both the staff and student levels. As such, we continue to strengthen and shape a research identity to guide our investigations into issues concerning Caribbean media and communication. Strategically when we recruit candidates for our research degrees at the doctoral level we want them to pursue a programme of research that is ongoing. This will result in a constant generation of data and results to help inform decisions we make about media and communication- be it regarding audiences and markets, media production processes, policy and management. We are therefore committed to doing research in Communication for Development; Media Design, Production and Industry; Communication Policy and Professional Practice; Human Communication and Technology; Media Cultures and Society; Journalism Practice and Strategic Integrated Communication. Within these areas, we believe we can pursue research and start seeking answers to some of the difficult questions.

We look forward to partnering with you through your postgraduate journey as we endeavour to strengthen our students, staff and the field of study and practice in which we reside. Have a productive and fulfilling academic year.

Dr. Livingston White, 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)

COMM6702: Academic Reading and Writing in the Study and Analysis of
                      Communication
COMM6112: Communication Research: Paradigms, Designs and Methods
COMM6502: Media and Communication Theories and Models
COMM6002: Caribbean Media, Communication and Society
COMM6402: Socio-Cultural Issues in Caribbean Communication

PROGRAMME ELECTIVES (9-15 credits)

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

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

MASTER OF PHILOSOPHY [MPhil] | COMMUNICATION STUDIES

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.

DOCTOR OF PHILOSOPHY [PhD] | COMMUNICATION STUDIES

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.

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

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)

COMM6702: Academic Reading and Writing in the Study and Analysis of
Communication
COMM6112: Communication Research: Paradigms, Designs and Methods
COMM6502: Media and Communication Theories and Models
COMM6002: Caribbean Media, Communication and Society   **COMM6602:**
Behaviour Change and Communication Theories   **COMM6701:**
Communication Analysis and Planning
COMM6901: Intervention Design

PROGRAMME ELECTIVES   (6-12 credits)

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

| **COMM6801**: Social Change and Development Communication |
| **COMM6803**: Disasters, Communication and Media |
| **COMM6600**: Research Paper (Pre-requisites: **COMM6112** & **COMM6821** or **COMM6822**) |

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)

COMM6702: Academic Reading and Writing in the Study and Analysis of
               Communication
COMM6112: Communication Research: Paradigms, Designs and Methods
COMM6502: Media and Communication Theories and Models
COMM6602: Behaviour Change and Communication Theories
COMM6002: Caribbean Media, Communication and Society

COMM6902: Communication and Persuasion
COMM6801: Social Change and Development Communication
COMM6402: Socio-cultural Issues in Caribbean Communication
COMM6803: Disasters, Communication and Media
COMM6821: Quantitative Research in Media and Communication
COMM6822: Qualitative Research in Media and Communication
COMM6301: Communication Policy and Technology in the Caribbean

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 MScMM 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

CARIMAC COURSES (21 credits)

COMM6002: Caribbean Media, Communication & Society
COMM6902: Communication & Persuasion
COMM6602: Behaviour Change & Communication Theories
COMM6803: Disaster, Communication & Media
COMM6901: Intervention Design
COMM6801: Social Change & Development Communication
COMM6701: Communication Analysis & Planning

MSBM COURSES   (18 credits)

SBCO6390: Strategic Human Resource Management
SBCO6030: Graduate Mathematics for Management Education *(0 credits)*
SBCO6100: Transformational Leadership and Management
SBCO6380: Accounting and Financial Management
SCCO6150: Data Mining for Marketing and Sales
SBCO6160: Operations and Project Management
MGMT6118: Legal Environment of Business

COURSE DESCRIPTIONS

COMM6002: 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.

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.

COMM6402: SOCIO-CULTURAL ISSUES IN CARIBBEAN 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.

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 progamme.
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 progamme. 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

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

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 selfgenerated greenfields 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 indepth 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.

SCCO6150: 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

MESSAGE FROM THE HEAD OF THE DEPARTMENT
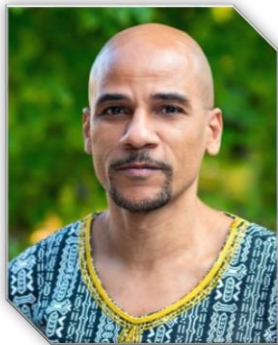
Welcome to a new academic year!

As we start the 2021-2022 academic year, we wish to renew our commitment to excellence in education—our department's trademark—in the belief that this is the best way that we can help you prepare to succeed in today's constantly changing and competitive world. Our commitment is especially important at this point in history. The experience of the past 18 months has revealed the vulnerability of our societies and the ever-pressing need to educate citizens with transferable skills that can ensure life-long learning, adaptability and creative will. Our programmes and courses will certainly help you to develop valuable transferable skills, while you participate in stimulating discussions about the past and its ties to your present and future.

This academic year, you will benefit from recent changes to our graduate programme and course offerings. Our objective is to update our academic offerings so we can offer you a greater variety of relevant attractive courses that capture the spirit and demands of our times. We believe that you will greatly benefit from the changes that we have implemented and the ones to come. My colleagues and I will dare you to be proactive, as you learn about past-present-future connections or to develop research skills to shed light on aspects of the Caribbean past that remain little known or understood. Our courses and supervision will help you to enhance valuable skills for your careers.

We are a student-oriented department that creates synergies between student and staff from which we can all benefit. Please, make sure to use the Department's social media and other communication channels and share your feedback, as we continue breaking ground for the History and Archaeology Department of the future.

Enrique Okenve, PhD

MASTER OF ARTS [MA] | HISTORY *(Not Offered in Academic Year 2021/2022)*

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.

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 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.

PROGRAMME STRUCTURE

YEAR I/SEMESTER I
HIST6700: Research Paper **HIST6003**: Historiography and the Emergence of West Indian History **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**

MASTER OF ARTS [MA] | HERITAGE STUDIES

ENTRY REQUIREMENTS
Applicants should normally possess at least a Lower Second Class Honours degree in History, with a very good B average in History courses, but those with relevant qualifications in other disciplines may apply.

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

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

PROGRAMME OUTLINE
Students are required to complete the following for a total of 39 credits:

- Pass 30 credits of taught courses
- Undertake a 160 hours of practicum (HIST6718) experience at an appropriate organization.
- Write a research paper (HIST6700) of 10,000 -15,000 words

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.

PRACTICUM
For the practicum, students will be assigned to an appropriate institution for a practicum 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 practicum placement site will provide an evaluation report to the programme coordinator.

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.

PROGRAMME STRUCTURE

SEMESTER I

HIST6700: Research Paper
HIST6701: History & Heritage: Theory and Application
HIST6802: Cultural Resource Management
And any **ONE DEPARTMENTAL ELECTIVE**

SEMESTER II

HIST6700: Research Paper
HIST6704: Oral History: Sources and Methods
HIST6718: Practicum in Heritage Studies
And any **TWO DEAPRTMENTAL 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

MASTER OF PHILOSOPHY [MPhil] | HISTORY (Not Offered in Academic Year 2021/2022)

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. **GRSM1601**: Graduate Research Seminar I
2. **GRSM1602**: 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 in Academic Year 2021/2022)

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 (GRSM1901),

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. **GRSM1901**: Graduate Research Seminar I
2. **GRSM1902**: Graduate Research Seminar II
3. **GRSM1903**: 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 – AY2021-2022

SEMESTER I

HIST6700: Research Paper
HIST6718: Practicum in Heritage Studies
HIST6722: Public History & Heritage: Theory and Applications
HIST6802: Cultural Resource Management

SEMESTER II

HIST6700: Research Paper
HIST6709: Museums and Public Memory
HIST6718: Practicum in Heritage Studies
HIST6722: Oral History: Theory Methods & Applications

COURSE DESCRIPTIONS

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.

HIST6701: HISTORY & HERITAGE: THEORY & APPLICATION
This course examines the theory and practices of history and heritage. It aims at exploring the theories applied in the study of heritage and how those theories translate into practice of studying heritage. Students are expected to investigate how history and heritage interfaces through discussion of how historians, archaeologists, literary critics, folklorists, historical geographers, art historians, architectural historians and museum professionals engage with the problems of unearthing and documenting heritage.

HIST6704: ORAL HISTORY: VALUES & TECHNIQUES
This course begins with the definition of oral history and oral sources, making the distinction between the two types of oral sources and explores their values and limitations with respect to evidence about the past and cultural life, values and practices associated with the past but which remain evident in the present. The course teaches students to evaluate oral sources to determine their authenticity and reliability, and takes them through the practicality of conducting research using oral sources. This involves the importance of preparing for the interview, the conduct of the interview, transcription of the interview and production management post interview.

HIST7709: 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.

HIST6718: PRACTICUM IN HERITAGE STUDIES
This course is a practical application of the theory and methods of heritage preservation, management and showcasing. It is an opportunity to apply the knowledge garnered in the taught courses in the heritage programme and to develop strategies for interpreting and showcasing history as heritage and best practices in historical interpretation of heritage practice, exhibition development, writing project proposals for implementation. It provides students of heritage studies with the opportunity to work in/with a heritage site/institution and to implement the best practices of heritage preservation, management and showcasing in a heritage management/preservation project/programme for piloting at an approved institution/site. It is an opportunity for hands-on experience in the interpretation and use of historical and heritage resources.

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 statute 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.

HIST6722: ORAL HISTORY: THEORY, METHODS & 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.

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.

RESEARCH PAPERS & SEMINARS

- **HIST6700: RESEARCH PAPER**
  [MA Heritage Studies and MA History]
- **RETH9001: THESIS**
  [MPhil and PhD]
- **GRSM1601: GRADUATE RESEARCH SEMINAR 1** – MPhil
- **GRSM1602: GRADUATE RESEARCH SEMINAR 2** – MPhil
- **GRSM1901: GRADUATE RESEARCH SEMINAR 1** – PhD
- **GRSM1902: GRADUATE RESEARCH SEMINAR 2**– PhD
- **GRSM1903: GRADUATE RESEARCH SEMINAR 3** – PhD

THE INSTITUTE OF CARIBBEAN STUDIES

MESSAGE FROM
THE HEAD OF DEPARTMENT

It is my pleasure on behalf of the Institute of Caribbean Studies, to welcome all new and returning post-graduate students to the 2021/22 academic year. The post-graduate programme in any higher education institution is an important centre for research, succession planning, as well as socio-economic and political engagement. As such, our programmes are well suited for developing the ideal Caribbean intellectual, who is constantly reflecting on practice to forge new praxis. This is particularly important given our post-modern context and our calling as cultural theorists, to engage colonial and neo-colonial power structures and ideologies.

Our three flagship programmes in Cultural Studies are the M.A., M.Phil. and Ph.D. degrees. Each programme is offered on a full-time and part-time basis and requires both course work and a research component. However, we pride ourselves as an Institute in not only theorizing in the field of Cultural Studies, but also in Applied Cultural Studies and in particular, the Cultural and Creative Industries as well as Music and Performance Studies.

It is extremely important that you participate in the weekly ICS seminars, conferences, and annual lectures honouring key figures such as Walter Rodney, Bob Marley, and Stuart Hall. These events are tailored as academic conversations, which are critical to your academic success and in your development as Cultural Studies intellectuals. We are always ready and willing to assist you with any queries, concerns and challenges that you may have. Do feel free to visit us in our offices or contact us on any of our social media sites. We wish you a wonderful year in your new academic environment, and we do look forward to a fruitful period of intellectual and social engagement, as we strive for academic excellence.

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 &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 one (1) year 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 theses 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 two (2) years 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 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 COURSES

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, interculturation, 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, 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 2021-2022 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 – even in the face of a challenging global pandemic – 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

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 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 **LING6320**: Advanced Topics in Language Variation **LING6620**: Advanced Topics in Creole Linguistics **LING6420**: Discourse Theory & Interpersonal Communication **LING6103:** Principles and Methods of English Language Teaching **LING6405:** The Classroom as a discourse space **LING6107**: Language Acquisition: Theory & Practice in the Caribbean **LING6401**: The Grammar of English: An Extrapolatory Approach **LING6109**: Linguistics in Language Arts Education **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 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, of 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 a MA thesis. 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 **LING6320**: Advanced Topics in Language Variation **LING6620**: Advanced Topics in Creole Linguistics **LING6420**: Discourse Theory & Interpersonal Communication

LING6103: Principles and Methods of English Language Teaching
LING6405: The Classroom as a discourse space
LING6107: Language Acquisition: Theory & Practice in the Caribbean
LING6401: The Grammar of English: An Extrapolatory Approach
LING6109: Linguistics in Language Arts Education
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

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.

In addition, students are also required to complete at least **10 credits** in linguistics courses and a **THESIS** (no more than 50,000 words) worth **6 credits**, for a minimum of **20 credits** overall.

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

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:

LING6620: Advanced Topics in Creole Linguistics
LING6420: Discourse Theory & Interpersonal Communication
LING6103: Principles and Methods of English Language Teaching
LING6405: The Classroom as a discourse space
LING6107: Language Acquisition: Theory & Practice in the Caribbean
LING6401: The Grammar of English: An Extrapolatory Approach
LING6109: Linguistics in Language Arts Education
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, is 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 I: 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 II: SEMESTER I

LING6406: The Pronunciation and Spelling of English
LING6401: The Grammar of English" An Extrapolatory Approach

SEMESTER II

LING6402: World Englishes
LING6100: Professional & Technical Writing in English: Theory & Practice
(Professional Option)
    OR
LING6201: Comparative Caribbean English-lexified 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

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

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.

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 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 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 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 corpuses 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
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, Neitzche, Kant) or by way of a systematic examination of some critical issues in ethics (such as amoralism, 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 (amoralism, 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.

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.

DEPARTMENT OF
LIBRARY &
INFORMATION STUDIES

I wish to extend a warm welcome to all new and returning students of the Department of Library and Information Studies (DLIS). The DLIS, established in 1971, is this year celebrating its 50th anniversary. The Department is built on the vision and dedication of stalwarts in the library and information profession, who had a burning desire to create an opportunity for the continuous training of library and information professionals. The DLIS, therefore, continues to work towards producing information professionals who are well equipped to face the challenges of the dynamic information environment and to provide leadership in managing the information needs in the Caribbean in the 21st Century and beyond.

The DLIS programmes are designed to equip you with the theoretical and practical knowledge necessary for your success beyond training. As such, you will be exposed to various technological approaches to the execution of your professional responsibilities. Further to this, you will gain skills that will open doors to various career options. You will be exposed to areas including, but not limited to: librarianship, archival work, database management, research in library and information studies and knowledge management.

This year, we are faced with a global pandemic which has forced academic organizations to embrace new pedagogical methodologies. For certain, there is now a greater dependence on technological applications for programme delivery. In light of this, you are advised to secure a technological device which will afford you the support you will need while pursuing your degree. Indeed, these are unprecedented, yet exciting times. Going forward, let us view the cup as half-full, taking advantage of all of the opportunities which have been created as a result of this world crisis. Be assured that the faculty, administrative and support staff members of the DLIS are willing and able to assist you in making your stay here a rewarding one. Likewise, we are ready to partner with you to ensure that you achieve your academic goals. Do have a very productive year!

Rosemarie Heath, PhD

MASTER IN LIBRARY & INFORMATION STUDIES (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 I

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 <u>**TEN (10)**</u> 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 **LIBS6307**

ELECTIVES
LIBS6203: Metadata & Resources Discovery
LIBS6801: Copyright Issues Affecting Caribbean Libraries and Information Services
One (1) course from another Dept. 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 Dept. 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

MATER 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
TOTAL	**36 Credits**

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 1

CORE COURSES:
ARCM6006: Memory and Recordkeeping in the Caribbean
ARCM6007: Preserving and Managing Sound and Visual Media
LIBS6501: 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 3rd 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.

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 inter-action 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

MESSAGE FROM THE HEAD OF DEPARTMENT

In the Department of Literatures in English you can be assured of a rigorous, intellectually stimulating postgraduate programme and supportive instructors. The Department offers the MA, MPhil and PhD degrees. The MA is a degree by coursework and research paper, the MPhil by coursework and thesis, the thesis being the major component. Applicants for the MPhil who hold an MA may proceed directly to the thesis. Applicants for the PhD programme are normally required to register for the MPhil in the first place.

Rachel Moseley-Wood, PhD

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
LITS6001: Twentieth Century Literary 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

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

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

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.

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.

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?

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 20th 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 20th 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 offers a guide for graduate students to the research process and to the practical and appropriate application of relevant method and theory. The course takes students through the research process, introduces them to a range of methods for gathering data and guides them in the choice and application of suitable theoretical frameworks within which to conduct their studies in literature, creative writing, and discourse. It familiarizes them with relevant procedures for analysis and ensures practical application and experience through workshop sessions

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

Foreign Language Teaching/Learning for Global Citizenship

Welcome to the Department of Modern Languages and Literatures! We are committed to providing you with the experiences and opportunities that will motivate you to learn or expand your knowledge of a foreign language. In today's global economy, mastery of a foreign language means being able to communicate effectively with persons from other language communities and also to access information which is not available in English. It is important that as Caribbean students, you are mindful of other language communities and of how they provide great potential for economic and social development in our respective societies.

Significant research indicates that learning another language correlates with higher academic performance in other disciplines, promotes understanding of other people and cultures and broadens our perspective to help us become informed citizens. Learning a foreign language is a cross-cultural experience. It expands the scope of your imagination, opens up a whole new world of opportunities and prepares you for today's multi-cultural workplace. Our Department is culturally diverse, and so, we are well equipped to provide you with that experience.

Specializing Students:
For those of you who elect to specialize in modern/foreign languages, we invite you to take advantage of all opportunities in order to improve your communicative competence in the language(s) of your choice. If you have competence in only one foreign language, we offer you a great opportunity to learn others.

Non-Specialist Students:
To you, non-specialist students, with an interest in learning a modern/foreign language, we urge you to achieve the highest competence in the language of your choice, during the three years at the University. It will be extremely beneficial to your personal development and will also increase your career options, both in the Caribbean and in other parts of the world.

We urge you to seek assistance from our faculty members and administrative staff. We will do our best to make the registration process smooth, as well as offer advice about your choice of courses. We also believe in learner autonomy and responsibility and so, we expect regular attendance at all classes and enthusiastic participation as we create a stimulating environment for collective and independent learning.

Have a great Academic Year 2021-2022!

Prof. Paulette A. Ramsay

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**
	o Creole Language Studies
	o The French Language in the Caribbean
	o Modern Language Teaching in a Creole-speaking region
	o Caribbean Literature in French with special reference to the poetry and prose of Haiti, Martinique and Guadeloupe.
	o African Literature in French
	o Women writers from the French Caribbean and Francophone West Africa Francophone Culture
2	**SPANISH**
	o 20th Century Spanish Novel
	o Spanish Caribbean Literature
	o Central American Literature
	o Selected Spanish American authors
	o Afro-Hispanic Literature
3	**FRENCH & SPANISH OR ENGLISH**
	o Comparative study of Caribbean Literatures in Spanish, French and English.

MASTER OF ARTS [MA] | LANGUAGES, LITERATURES & FILM STUDIES (FRENCH AND SPANISH) (Not Offered in Academic Year 2021/2022)

ENTRY REQUIREMENTS
Applicants should possess:

a) At least a Lower Second Class Honours degree OR a 2.5 GPA in Spanish and/or French or
b) 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.

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 and 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).

CORE COURSES: Minimum 16 Credits	SPAN6599 & or FREN6705 SPAN6714 & or FREN6708 TRANS6105 LITS6001	
ELECTIVES: Minimum 12 Credits	**GROUP A**	**GROUP B**
	SPAN6212 SPAN6302 EDLA6109 EDLA6108 TRAN6102 LITS6105	SPAN6039 SPAN6207 LING6405 EDLA6108 TRAN6102 LITS6105
RESEARCH PAPER	SPAN6000 OR FREN6000	

2. Students may follow <u>**ONE**</u> of <u>**three**</u> tracks as outlined below:

TRACK I : 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).
TRACK II: 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).
TRACK III: 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 I: SEMESTER I

LITS6001: Twentieth Century Literary Theory
FREN6708: Francophone Cinema and Literature

SEMESTER II

TRAN6105:Translation for the Cultural and Creative Industries
ELECTIVE

YEAR II: SEMSTER I

ELECTIVE
ELECTIVE

SEMESTER II

FREN6705: The French New Wave in Post-War French Fiction, Theatre and Film
ELECTIVE
FREN6000: Research Project

TRACK TWO (Spanish):

YEAR I: 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
ELECTIVE

YEAR II: SEMSTER I

SPAN6599: Social and Political Thought in the Latin American Essay
ELECTIVE

SEMESTER II

ELECTIVE
ELECTIVE
SPAN6000: Research Project

YEAR I: 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 II: SEMSTER I
SPAN6599: Social and Political Thought in the Latin American Essay **ELECTIVE**

SEMESTER II
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

NB. 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
o Creole Language Studies o The French Language in the Caribbean o Modern Language Teaching in a Creole-speaking region o Caribbean Literature in French with special reference to the poetry and prose of Haiti, Martinique and Guadeloupe o African Literature in French o Women writers from the French Caribbean and Francophone West Africa o Francophone Culture	o 20th Century Spanish Novel o Spanish Caribbean Literature o Central American Literature o Selected Spanish American authors

COURSE DESCRIPTIONS

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 negrismo. 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.

PART III:

EDUCATION BASED PROGRAMMES

- ◑ MEd & MA FACE TO FACE PROGRAMMES
- ◑ MAT PROGRAMMES
- ◑ SUMMER & ONLINE PROGRAMMES
- ◑ Ed.D, MPhil/PhD PROGRAMMES

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

MASTER OF EDUCATION [MEd] & MASTER OF ARTS [MA] FACE TO FACE PROGRAMMES

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 – 8:00 pm, Mondays through Fridays.

The Master of Education (M.Ed.) 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.

MASTER OF EDUCATION [MEd] | CURRICULUM AND INSTRUCTION

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 **OR**
EDRS6003: Mixed Methods Research in Education

Plus **FOUR** other free electives or as recommended by Option Coordinator

OPTION B: NINE Taught Courses & a Research Project - 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

ONE Research Course from list below:
EDRS6023: Introduction to Qualitative Research **OR**
EDRS6726: Quantitative Research Methods **OR**
EDRS6003: Mixed Methods Research in Education

Plus **TWO** other free electives or as recommended by Option Coordinator

MASTER OF EDUCATION [MEd] EARLY CHILDHOOD EDUCATION (PEDAGOGY)

PROGRAMME SUMMARY
The re-conceptualised 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 though 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 re-conceptualised 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:
EDPS6015: Temperament -Based Classroom Management in Early Childhood Development
EDEC6402: Literacy and Literature for Young Children
EDEC6005: Programme Management
EDLA6003: Language Teaching & Learning in a Creole-Speaking Environment
EDEC6407: Early Intervention; Planning for, & Supporting Infant & Toddler Development **(Highly Recommended)**

Compulsory Research Course
EDRS6002: Research Methods

TWO Courses from the following:
EDRS 6726: Quantitative Research Methods
EDRS6023: Introduction to Qualitative Research
EDRS6003: Mixed Methods Research in Education
EDRS6004: Applied Research in Education

OPTION B : NINE Taught Courses & a 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:
EDPS6015: Temperament -Based Classroom Management in Early Childhood Development
EDEC6402: Literacy and Literature for Young Children
EDEC6005: Programme Management
EDLA6003: Language Teaching & Learning in a Creole-Speaking Environment
EDEC6407: Early Intervention; Planning for, & Supporting Infant & Toddler Development *(Highly Recommended)*

RESEARCH COURSES
EDRS6002: Research Methods
EDRS6801: Research Project

ONE Course from the following:
EDRS6726: Quantitative Research Methods
EDRS6023: Introduction to Qualitative Research
EDRS6003: Mixed Methods Research in Education

MASTER OF EDUCATION [MEd] EDUCATION FOR SUSTAINABLE DEVELOPMENT, GLOBAL CITIZENSHIP & PEACE

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
EDSS6608: Education and Citizenship
EDSD6503: Conflict Resolution and Violence Prevention in Education

Research Courses (9 Credits)
EDRS6002: Research Methods
EDRS6004: Applied Research in Education

ONE of the following:
EDRS6726: Quantitative Research Methods
EDRS6023: Introduction to Qualitative Methods
EDRS6003: Mixed Methods Research in Education

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
EDTE6023: Changing Cultures, Changing Schools
EDEA6304: Educational Leadership
EDSC6404: Environmental Education
EDLA6109: Literature and Education for Sustainable Development
EDCU6018: Principles of Curriculum Development, Implementation and Evaluation
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
EDSS6608: Education and Citizenship
EDSD6503: Conflict Resolution and Violence Prevention in Education

Research Courses (6 Credits)
EDRS6002: Research Methods
ONE of the following:
EDRS6726: Quantitative Research Methods
EDRS6023: Introduction to Qualitative Methods
EDRS6003: Mixed Methods Research in Education

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:
EDPH6001: Philosophy of Education for the Caribbean
EDEA6305: Educational Planning and Management
EDRS6002: Research Methods
EDEA6302: Human Resource Management
EDEA6310: Law, Ethics and Professional Competencies School Administrators
EDEA6338: Transformational Educational Leadership
EDEA6339: Management and Instructional Leadership of Educational Institutions
EDRS6004: Applied Research Methods Seminar (Option A Only)
EDRS6802: Research Project (Option B Only)

 AND

ONE Research Course from the following:
EDRS6003: Mixed Methods Research in Education
EDRS6023: Introduction to Qualitative Research
EDRS6726: Quantitative Research Methods

AND

TWO / ONE Recommended Elective(s)*

*TWO electives for students doing Option A and <u>ONE</u> elective for students doing Option B

PRINCIPALSHIP SPECIALIZATION: OPTIONS A & B : 12 / 9 Taught Courses ONLY - 36 Credits

<u>COMPULSORY COURSES:</u>
EDPH6001: Philosophy of Education for the Caribbean
EDEA6305: Educational Planning and Management
EDRS6002: Research Methods
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**
EDRS6004: Applied Research Methods Seminar (Option A Only)
EDRS6802: Research Project (Option B Only)

AND

<u>ONE Research Course from the following</u>:
EDRS6003: Mixed Methods Research in Education
EDRS6023: Introduction to Qualitative Research
EDRS6726: Quantitative Research Methods

AND

TWO / ONE Recommended Elective(s)*

*THREE electives for students doing Option A and <u>ONE</u> 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 Specialization)

EDEA6304: School Facilities Development and Management
EDEA6902: Introduction to Higher Education Administration
EDPP6512: Organizational Assessment and Evaluation
EDPP6513: Strategies for Funding Tertiary Education
SBHR6030: Organizational Development and Change
EDHE6710: Seminar on Issues in the Caribbean
EDTV6000: Philosophical Foundations of TVET and WFD
EDPS6003: Human Growth and Development
EDCU6026: Curriculum Evaluation
EDSD6501: Theories, Perspectives, and Issues in Environmental Ed and ESD

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:
EDEM6723: Educational & Psychological Measurement
EDME6716: Issues in Internal Assessment
EDRS6726: Quantitative Research Methods
EDEM6709: Advanced Educational & Psychological Measurement
EDRS6116: Fundamental of Data Analysis
EDRS6002: Research Methods
EDRS6004: Applied Research in Education

ONE Additional Research Course from list below:
EDRS6023: Introduction to Qualitative Research **OR**
EDRS6003: Mixed Methods Research in Education

Plus **FOUR** other free electives

Option B: NINE Taught Courses & a Research Project - 36 Credits

Compulsory Courses:
EDEM6723: Educational & Psychological Measurement
EDME6716: Issues in Internal Assessment
EDRS6726: Quantitative Research Methods
EDEM6709: Advanced Educational & Psychological Measurement
EDRS6116: Fundamental of Data Analysis
EDRS6002: Research Methods

ONE Additional Research Course from this list below:
EDRS6023: Introduction to Qualitative Research *OR*
EDRS6003: Mixed Methods Research in Education

Plus **TWO** other free electives

MATER 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:
EDRS6002: Research Methods
EDPP6510: Educational Planning and Social Development in the Caribbean**
EDPP6502: Educational Policy in the Caribbean: Context, Process, and Politics**
EDPP6504: Comparative Educational Legislations and Policies**
EDPH6001: Philosophy of Education for the Caribbean**
EDPP6506: Educational Planning Methods – Concepts and Applications**
EDPP 6501: Policy Development, Implementation and Evaluation**
EDPP6514: Education Economics **
EDEA6305: Educational Planning and Management **(Elective – Option A Only)**
EDRS6004: Applied Research in Education **(Option A Only)**
EDPP6509: Programme Monitoring and Evaluation in Education **(Elective- Option A Only)**
EDRS6801: Research Project **(Option B Only)**
AND

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:
EDPS6013: Cognition and Learning
EDPS6003: Human Growth and Development
EDPS6012: Social Psychology and its Implications for Education
EDPS6005: Measurement of Psychological and Educational Constructs
EDRS6002: Research Methods
EDRS6004: Applied Research in Education

ONE Research Course from list below:
EDRS6023: Introduction to Qualitative Research **OR**
EDRS6726: Quantitative Research Methods **OR**
EDRS6003: Mixed Methods Research in Education

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:
EDPS6013: Cognition and Learning
EDPS6003: Human Growth and Development
EDPS6012: Social Psychology and its Implications for Education
EDPS6005: Measurement of Psychological and Educational Constructs
EDRS6002: Research Methods

ONE Research Course from list below:
EDRS6023: Introduction to Qualitative Research **OR**
EDRS6726: Quantitative Research Methods **OR**
EDRS6003: Mixed Methods Research in Education

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 MANAGMENT

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 **EDRS 6004**: Applied Research Methods Seminar **ONE Course from the following:** **EDRS6023**: Introduction to Qualitative Research **EDRS 6003:** Mixed Methods Research in Education **EDRS6726**: Quantitative Research Methods **TWO Courses from the following**: **EDEA6901**: Trends and Issues in Higher Education **EDEA6902**: Comparative Higher Education **EDEA6328**: Policy Analysis, Implementation and Evaluation **SEVEN of the following courses, or FIVE courses plus TWO electives***:** **EDEA6324**: Planning for Higher Educational Management **EDEA6329**: Quality Assurance and Management in Higher Education **EDEA6320**: Organization, Structure and Challenges in Higher Education **EDEA6323**: Resource Management in Higher Education **EDEA6330**: Programme Monitoring and Evaluation for Higher Education Managers

EDEA6326: Budgeting for Higher Education
EDEA6331: Strategies for Funding Tertiary Education
EDEA6317: Organization and Administration of Student Personnel in Caribbean HEI

OPTION B: NINE Taught Courses Plus Research Project

EDRS 6002: Research Methods

ONE Course from the following:
EDRS6003: Mixed Methods Research in Education
EDRS6023: Introduction to Qualitative Research
EDRS6726: Quantitative Research Methods

TWO Courses from the following:
EDRS 6004: Applied Research Methods Seminar
EDEA6901: Trends and Issues in Higher Education
EDEA6902: Comparative Higher Education
EDEA6328: Policy Analysis, Implementation and Evaluation

FIVE of the following courses, or FOUR courses plus ONE elective:
EDEA6324: Planning for Higher Educational Management
EDEA6329: Quality Assurance and Management in Higher Education
EDEA6320: Organization, Structure and Challenges in Higher Education
EDEA6323: Resource Management in Higher Education
EDEA6230: Programme Monitoring and Evaluation for Higher Education Manage
EDEA6326: Budgeting for Higher Education
EDEA 6331: Strategies for Funding Tertiary Education
EDEA6317: Organization and Administration of student personnel in Caribbean HEI

AND

Research Project
EDEA6319: Research Project

MASTER OF EDUCATION [MEd] | LANGUAGE EDUCATION

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:
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

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**
EDRS6003: Mixed Methods Research in Education

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

Compulsory Research Elective:
EDRS6002: Research Methods

ONE Additional Research Course from list below:
EDRS6023: Introduction to Qualitative Research **OR**
EDRS6726: Quantitative Research Methods **OR**
EDRS6003: Mixed Methods Research in Education

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 1 (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 1 (Possible 10 Credits)

Core Course
EDTV6005: Comparative studies of TVET & WFD in Developed and Developing
              Countries
EDEA6306: Planning for the Education and Training System (Elective)
EDTV6033: Structured field Experience
SEMINAR 3: Critical Issues Affecting Workforce Development

SEMESTER 2 (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 **OR**
EDRS6003: Mixed Methods Research in Education
Plus **FOUR** other free electives

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

THREE Additional Courses which would include:
EDRS6023: Introduction to Qualitative Research **OR**
EDRS6726: Quantitative Research Methods **OR**
EDRS6003: Mixed Methods Research in Education

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
ONE Research Course from list below: **EDRS6023**: Introduction to Qualitative Research **OR** **EDRS6726**: Quantitative Research Methods **OR** **EDRS6003**: Mixed Methods Research in Education **Plus FIVE 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 **Compulsory Research Elective:** **EDRS6002**: Research Methods **ONE Additional Research Course from list below**: **EDRS6023**: Introduction to Qualitative Research **OR** **EDRS6726**: Quantitative Research Methods **OR** **EDRS6003**: Mixed Methods Research in Education Plus **THREE** other free electives

MATER 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
EDSC6406: Teaching Methodologies in Chemistry for the Post-Secondary Level

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 **OR**
EDRS6003: Mixed Methods Research in Education

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
EDSC6406: Teaching Methodologies in Chemistry for the Post-Secondary

Compulsory Research Elective:
EDRS6002: Research Methods

ONE Research Course from list below:
EDRS6023: Introduction to Qualitative Research OR
EDRS6726: Quantitative Research Methods OR
EDRS6003: Mixed Methods Research in Education

Plus ONE other free elective

MASTER OF ARTS [MA] | TEACHER EDUCATION & TEACHER DEVELOPMENT

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*
EDTE6022: Inside Classrooms*
EDTE6003: Theory and Practice of Teacher Education*
EDTE6021: Supervising and Evaluating Pre- and In-Service Teachers*

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 OR
EDRS6003: Mixed Methods Research in Education

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
EDTE6022: Inside Classrooms
EDTE6003: Theory and Practice of Teacher Education

EDTE6021: Supervising and Evaluating Pre- and In-Service Teachers
EDTE6023: Changing Cultures Changing Schools
EDTE6024: Teacher Leadership
EDRS6002: Research Methods

ONE Additional Research Course from list below:
EDRS6023: Introduction to Qualitative Research OR
EDRS6726: Quantitative Research Methods OR
EDRS6003: Mixed Methods Research in Education

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.

TRACK 1 **(T1)**	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.
TRACK 2 **(T2 Currently not on offer)**	For the preparation of teachers in post-secondary institutions, Teachers Colleges and Universities.
TRACK 3 **(T3 Currently not on offer)**	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 by part time and full time study. The part-time programme begins in June, while full-time commences in September.

Full Time study normally extends over a minimum of **FOUR** semesters. A full time student shall normally register for not more than **SIXTEEN** and not less than **TWELVE** credits per semester.

Part Time study 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 track for which they are applying and the area of the specialisation.

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	a. A minimum of sixteen (16) credits in the Foundations of Education and Educational Theory, including research methodology b. A minimum of eighteen (18) credits in a professional specialisation or general area.
2. Practice of Education Internship (6 credits)	
3. Research into Teaching (9 credits)	a. Curriculum Action Research Report (3 credits) b. Research Project in Teaching (6 credits)
Specialisations offered for Tracks 1 & 2 are	- Language Education - Science Education - History Education - Mathematics Education - Information Technology Education - Modern Foreign Language (Spanish) - Social Studies / Geography
NB. All specialisations may not be available every year and are dependent on the number of applicants.	

On successful completion of **Part One**, 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 normally have attained at least a B+ average. 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 I - 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 II - 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.

SUMMER (7 Credits)	**EDPH5001**: Overview of Foundations of Education **EDHE5905**: Understanding the Process of Historical Inquiry
Semester I Specialization (6 credits)	**EDHE5907**: Learning to Teach History in the Secondary School **EDHE5912**: Selecting Methods and Resources for Instruction in Caribbean and World History
Semester II Specialization (12 credits)	**EDTL6022**: The Assessment of Teaching and Learning **EDTL5001**: The Internship **EDTL5002**: Enquiry into Teaching

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.

SUMMER (7 Credits)	**EDTL6022:** Principles & Methods of Teaching & Assessment in Secondary Schools **EDPH5001:** Overview of Foundations of Education
Semester I Specialization (6 credits)	**EDMC5205:** Teaching Mathematics in Grades 10-13 **EDMC5213:** Understanding How Children Learn Mathematics **EDMC5217:** The Teaching of Mathematics
Semester II Specialization (12 credits)	**EDTL5001:** The Internship **EDTL5002:** Enquiry into Teaching

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.

SUMMER (7 Credits)	**EDPH5001:** Overview of Foundations of Education **EDLA5103:** Literature Content & Pedagogy at the Secondary and Post-Secondary Levels
Semester I Specialization (6 credits)	**EDLA5106:** Language Use Content of the Teaching of English **EDLA5110:** Writing in the Secondary School
Semester II Specialization (12 credits)	**EDTL6022:** The Assessment of Teaching and Learning **EDTL5001:** The Internship **EDTL5002:** 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.

SUMMER (7 Credits)	EDPH5001: Overview of Foundations of Education EDML5504: Theories & Skills in Modern Language Teaching
Semester I Specialization (6 credits)	EDML5511: Technologies in Foreign Language Education EDML5513: Culture in Modern Foreign-Language Teaching/Learning
Semester II Specialization (12 credits)	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.

SUMMER (7 Credits)	EDPH5001: Overview of Foundations of Education EDSC5411: History of Science & Science Teaching
Semester I Specialization (6 credits)	EDSC5401: Teaching Methodologies in Science for the Post-Secondary Level EDSC5410: The Sociology of Science Teaching
Semester II Specialization (12 credits)	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.

SUMMER (7 Credits)	**EDPH5001:** Overview of Foundations of Education **EDIT5002:** Networks and Education (3 credits)
Semester I Specialization (9 credits)	**EDTL6022:** The Assessment of Teaching **EDIT5001:** Information Technology in Education **EDIT5004:** Approaches to Teaching and Learning Information Technology
Semester II Specialization (9 credits)	**EDTL5001:** The Internship **EDTL5002:** 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.

SUMMER (7 Credits)	**EDPH5001:** Overview of Foundations of Education **EDSS5902:** Enquiry Methods in Teaching Social Studies / Geography
Semester I Specialization (6 credits)	**EDGE5911:** Teaching Geography in the Caribbean Classroom **EDGE5920:** Teaching Geography in the Caribbean Classroom
Semester II Specialization (12 credits)	**EDTL6022:** The Assessment of Teaching and Learning **EDTL5001:** The Internship **EDTL5002:** Enquiry into Teaching

MASTER OF EDUCATION [MEd] SUMMER, ONLINE & MAT PROGRAMMES [SVUS – MIXED MODALITY]

GENERAL PROGRAMME DETAILS

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 M.Ed. 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. There are six (6) specializations currently offered in the M.Ed. online programme.

PROGRAMME OFFERINGS
M.Ed. Programmes:
The current specialized areas are as follows:
- o MEd Curriculum and Instruction
- o MEd Early Childhood Education (Pedagogy)
- o MEd Educational Leadership and Management
- o MEd Educational Measurement
- o MEd Inclusive and Special Education
- o MEd Teacher Education

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)

EDSE6000: Foundations in Inclusive and Special Education
EDCU6003: Learning Disabilities
EDSE6002: Inclusive Classrooms: Policy and Practice
EDSE6004: Collaboration, Consultation, and Inclusivity
EDEC6405: Education and Assessment of Young Children with Special Needs
EDSE6020: Assessment of Children in Inclusive and Special Education

THREE (9 Credits) from the Following:

EDSE6010: Inclusive Classroom: Transactive Curriculum and Practice
EDPS6013: Cognition and Learning
EDPS6014: Measurements of Psychological and Educational Constructs
EDPS6003: Human Growth and Development

AND

EDRS6002: Research Methods

TWO from the following:

EDRS6726: Quantitative Methods in Education
EDRS6023: Introduction to Qualitative Research
EDRS6003: Mixed Methods Research in Education

OPTION B – NINE Taught Courses & a Research Project - 36 Credits

Specialist Core (18 Credits)

EDSE6000: Foundations in Inclusive and Special Education
EDCU6003: Learning Disabilities
EDSE6002: Inclusive Classrooms: Policy and Practice
EDSE6004: Collaboration, Consultation, and Inclusivity
EDEC6405: Education and Assessment of Young Children with Special Needs
EDSE6020: Assessment of Children in Inclusive and Special Education

ONE Course from the Following (3 Credits):

EDSE6010: Inclusive Classroom: Transactive Curriculum and Practice
EDPS6013: Cognition and Learning
EDPS6014: Measurements of Psychological and Educational Constructs
EDPS6003: Human Growth and Development

AND

EDRS6002: Research Methods
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 programmes can be found in the preceding sections under the School of Education:

- M.Ed. Curriculum and Instruction
- M.Ed. Early Childhood Education (Pedagogy)
- M.Ed. Educational Leadership and Management
- M.Ed. Educational Measurement

POSTGRADUATE DIPLOMA [PGDip] | EDUCATION

The Postgraduate Diploma in Education Programme or MAT Part 1 Programme comprises year one (1) of the Masters of Arts in Teaching (MAT) Programme. Upon completion of the programme, students are awarded a Postgraduate Diploma in Education. A special feature of the Programme is delivery through the Single Virtual University Space (SVUS), which combines face-to-face, blended and online (OurVLE) delivery, otherwise referred to as multi-modal 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:

◑	Mathematics Education
◑	Language Education – English
◑	Language Education – Modern Foreign Languages
◑	Science Education
◑	Information Technology Education
◑	Social Studies / Geography Education
◑	History Education

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.

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.
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

	Curriculum and Instruction Education		Mathematics Education
	Educational Leadership & Management		Science Education
	Educational Measurement		Teacher Education and Teacher Development
	Educational Psychology		Leadership in Technical and Vocational Education and Training (TVET) and Workforce Development (WFD)
	Language Education		Doctor of Education (EdD) – in Educational Planning and Social Development (EPSD)
	Literacy Studies		

DOCTOR OF EDUCATION [EdD]

PROGRAMME DESCRIPTION

The Doctor of Education (Ed.D.) 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 Ed.D. 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 credits
e.	Clinical Experience	3 credits
f.	Electives	9 credits
g.	Seminars	3 credits
h.	Clinical Experience (Research) Report	12 credits
TOTAL		**63 credits**

PROGRAMME STRUCTURE

Foundation Courses 12 Credits	**EDPH7000:** Philosophy of Education with Applications for the Caribbean **EDPS7002:** Fundamentals of Educational Psychology **EDSO7003:** The Sociology of Education **EDEA6338:** Transformational Educational Leadership
Research Courses (9 Credits)	**EDRS6024**: Qualitative Research in Education **EDRS6726**: Quantitative Research in Education **EDRS6003**: Mixed Methods Research in Education
Specialization courses (15 credits)	**The specialization courses for the EPSD concentration are**: **EDSC7010**: Issues in STEM Education and Development **EDPP6510**: Educational Planning and Social Development **EDPP6502**: Educational Policy in the Caribbean: Context, Process, and Politics **EDPP7001**: Applied Economics of Education **EDPP7012**: Planning and Management in Effective Schools

The Comprehensive Exam	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. The examination will be in three parts – Foundations, Research Methodology, and Specialization. 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.
Clinical Experience Placement (3 Credits)	**The Clinical Experience Placement (EDCE8005)** 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).
Recommended Electives (9 Credits)	**The following courses are recommended electives; however, the programme coordinator may approve electives from other faculties and departments of the university:** **EDEL8004**: Leading and Managing Change in Educational Organizations **EDEL8007**: Contemporary Approaches to Educational Issues in the Caribbean **EDEL8008**: Education Policy and Programme Evaluation **EDEL7015**: Ethical Leadership in Education **EDTV6000**: Philosophical Foundations of TVET and Workforce Development **EDTV6012**: Budget Planning and Financial Management
Research Seminars (3 Credits)	**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

The Clinical Experience [Research] Report (12 Credits)	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, offer a synthesis of existing approaches as well as original approaches for solving the problem identified. 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.

COURSE LISTING

COURSE CODE	COURSE TITLE
ADULT EDUCATION	
EDAE6001	Adult Learning Methods and Teaching Strategies
EDUCATIONAL CURRICULUM	
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
EDUCATIONAL LEADERSHIP & MANAGEMENT	
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
EARLY CHILDHOOD EDUCATION	
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
EDUCATIONAL MEASUREMENT	
EDEM6723	Educational & Psychological Measurement
EDEM6709	Advanced Educational and Psychological Measurement
GEOGRAPHY EDUCATION	
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
HISTORY EDUCATION	
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
INFORMATION TECHNOLOGY EDUCATION	
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
LANGUAGE ARTS EDUCATION	
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

EDLA5109	Key Factors in English Language Curriculum in the Caribbean
EDLA5504	Theories and Skills for Modern Foreign-Language Teaching
EDLA6104	Language & Cognitive Processes
EDLA6106	The Teaching of Writing
EDLA6107	Teaching of Literature at the Primary Level
EDLA6109	Literature & Education for Sustainable Development
LITERACY STUDIES	
EDLS6612	Advanced Research Seminar in Literacy
EDLS6801	Literacy Theory, Policy and Practice at the Primary Level
EDLS6611	Assessment of Literacy Performance
EDLS6613	The Teaching of Writing as Literacy Development II
MATHEMATICS EDUCATION	
EDMC5205	Teaching Mathematics in Grades 10-13
EDMC5213	Understanding How Children Learn Mathematics
EDMC5217	The Teaching of Mathematics
EDUCATIONAL MEASUREMENT AND EVALUATION	
EDME6201	Mathematics of Thinking & Learning
EDME6202	Mathematics Curriculum
EDME6204	Research In Mathematics
EDME6207	Selected Topics in Math Education
EDME6716	Issues in Internal Assessment
MODERN LANGUAGES	
EDML5504	Theories & Skills in Modern Language Teaching
EDML5510	Teaching the CSEC Spanish Syllabus
EDML5511	Technologies in Foreign-Language Education
EDML5513	Culture in Modern Foreign-Language Teaching/Learning
EDUCATION	
EDPH5001	Overview of Foundations of Education
EDPH6001	Philosophy of Education for the Caribbean
EDPH5005	Issues in Jamaican Education
EDPH7000	Philosophy of Education with Applications Caribbean
EDUCATIONAL PLANNING AND POLICY	
EDPP6501	Policy Development, Implementation & Evaluation
EDPP6502	Educational Policy in the Caribbean: Context, Process and Politics
EDPP6506	Educational Planning Methods - Concepts and Applications
EDPP6509	Programme Monitoring & Evaluation in Education

EDPP6510	Educational Planning and Social Development in the Caribbean
EDPP6504	Comparative Educational Legislation and Policies
EDPP6514	Education Economics
EDUCATIONAL PSYCHOLOGY	
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
EDUCATIONAL RESEARCH	
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
SCIENCE EDUCATION	
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
EDUCATION FOR SUSTAINABLE DEVELOPMENT	
EDSD6501	Education for Sustainable Development
EDSD6502	Climate Change and Disaster Risk Reduction Education

EDSD6507	Leading Sustainable Development
SOCIAL STUDIES EDUCATION	
EDSS5902	Early Enquiry Methods in the Teaching of Social Studies/Geography
EDSS5903	Secondary School Social Studies/Geography Research and Selection
EDSS6608	Education & Citizenship
SPECIAL EDUCATION	
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
TEACHING EDUCATION	
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
EDUCATIONAL TECHNOLOGY	
EDTK6903	Technology in Higher Education
EDUCATION	
EDTL5001	The Internship in Education
EDTL5002	Enquiry into Teaching
EDTL6002	Research Project in Teaching
EDTL6022	The Assessment of Teaching and Learning
TECHNICAL AND VOCATIONAL EDUCATION	
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)***	Dr. Carmel Roofe – Senior Lecturer
Early Childhood Education (Pedagogy) (Blended)	Dr. Zoyah Kinkead-Clark – Senior Lecturer
Education for Sustainable Development , Global Citizenship and Peace (F2F Only)	Dr. Therese Ferguson-Murray – Lecturer
▪ Educational Leadership and Management (Blended) ▪ Educational Administration (F2F & Online)***	Dr. Canute Thompson – Senior Lecturer
Educational Measurement (F2F & Online)***	Dr. Deon Edwards-Kerr – Senior Lecturer
Educational Psychology (F2F)	Dr. Sharline Cole – Lecturer
Higher Education Management (Blended)	To be determined
Inclusive and Special Education (Blended)	Dr. Joan Ernandez – Lecturer
Language Education (F2F Only)***	Dr. Paulette Feraria – Lecturer
Literacy Education (F2F Only)	Dr. Yewande Lewis-Fokum – Lecturer
Master of Arts in Teaching (Part I – F2F & Online; and Part II – F2F)	Dr. Sharon Bramwell-Lalor – Lecturer
Mathematics Education (F2F Only)***	Dr. Lois George – Lecturer
Science Education (F2F Only)***	Dr. Aldrin Sweeney – Senior Lecturer
Teacher Education and Teacher Development (F2F & Online)***	Dr. Carol Hordatt-Gentles – Senior Lecturer
TVET and Work force Development (Blended)	To be determined
***MPhil & PhD Programmes in Education (F2F and Online)	Dr. Schontal Moore – Lecturer

PART IV:

◐ UWI/UTC AFFLILIATED PROGRAMMES

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
- Summers only minimum of five (5) 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)
THEO6325: Christian Theology in the Caribbean
THEO6105: Biblical Seminar for Graduate Studies
THEO6320: Methodological Issues in Christian Theology
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
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)
THEO6325: Christian Theology in the Caribbean
THEO6105: Biblical Seminar for Graduate Studies
THEO6320: Methodological Issues in Christian Theology
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
EDRS6726: Quantitative Research Methods
EDRS6024: Qualitative Research Methods in Education (confirm course code and title)

AREAS OF CONCENTRATIONS

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.

BIBLICAL STUDIES	**THEO6106**: Biblical Hermeneutics. **THEO6013**: Critical Study of the Old Testament **THEO6014**: Critical Study of the New Testament **THEO6400**: Independent Reading Course
HISTORICAL & ECUMENICAL STUDIES	**THEO6104**: History of the Church in the West Indies **THEO6103**: Ecumenical Development in the West Indies (Caribbean Ecumenism) **THEO6105**: Mission and Ministry in the Caribbean **THEO6106**: 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 **THEO6332**: Contextual Theologies **THEO6331**: Contemporary Theories of Justice **THEO6326**: Religion and Society
PASTORAL CARE AND COUNSELLING	**THEO6239**: Cross Cultural Psychology and Pastoral Counselling **THEO6325**: Theological Perspective on personality and Human Development **THEO6236**: Pastoral Care and Counselling I **THEO6237**: Pastoral Care and Counselling II
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	**THEO6233**: Education Theories **THEO6232**: Survey of Religious Education **THEO6234**: Curriculum Development in Religious Education **THEO6325**: Theological Perspective on Personality in Religious Education

MASTER OF ARTS [MA] | CONTEXTUAL MINISTRIES

ACADEMIC AIMS AND OBJECTIVES

The Master of Arts in Contextual Ministry 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:

◐	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 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)
THEO6105: Mission and Ministry in the Caribbean **THEO6018**: Advanced Topics in the Making and Interpreting of the Bible **THEO6104**: History of the Church in the West Indies **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):** **EDRS 6002:** Research Methods **EDRS 6003**: 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/SPECIALIZATIONS:

Biblical Studies	**THEO6016**: Biblical Hermeneutics **THEO6017**: The Bible and Imperialism
Theological Studies	**THEO6321**: Doctrine of God **THEO6326**: Religion and Society **THEO6325**: Christian Theology in the Caribbean
Pastoral Studies	**THEO6236**: Pastoral Care and Counselling I **THEO6237**: Pastoral Care and Counselling II

Human Resource Development	**HRNM6201**: Organizational Strategy: Management, Leadership and Organizational Ethics **HRNM6102**: Groups: Development, Processes and Theory **HRNM6101**: Applied Behavioural Sciences: Theories for Human Resource and Organizational Development (online) **HRNM6604**: Performance Management: Theories and Practice **HRNM6503**: Training Design, Delivery and Evaluation
Gender and Development Studies	**GEND6601**: Key Theories and Debates in Gender and Development **GEND6502**: Gender Analysis for Development Policy and Planning **GEND6105**: Gender and Conflict Situations **GEND6602**: Men and Masculinities in the Caribbean
Education: Curriculum and Instruction	**EDCU6017**: Philosophical, Psychological and Sociological Foundations of Curriculum **EDCU6024**: Pedagogies Across the Curriculum **EDCU6310**: Curriculum Policy and Planning
Educational Leadership & Management	**EDEA6310**: The Law, Ethics and Professional Competencies for School Administrators **EDEA6336**: Management of Discipline in Schools and Society **EDEA6338**: Transformational Educational Leadership
Philosophy	**PHIL6001**: Advanced History of Philosophy **PHIL6002**: Advanced Epistemology **PHIL6004**: Advanced African Philosophy **PHIL6006**: Advanced Political Philosophy

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 is required to apply as a part time student.

PROGRAMME STRUCTURE
M.Phil. 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 specializing 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 at least one Research Methods course.

DOCTOR OF PHILOSOPHY [PhD] | THEOLOGY

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.

PART V:

APPENDICES

Appendix A:

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 consolations, 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 $75g/m^2$ or 20 lb weight) of standard letter–size (216 x 279 millimetres/8.5 x 11") or international A4 size (210 x 297 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 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

Humanities	MA	Not to exceed 20,000 words	excluding footnotes, endnotes and appendices
	MPhil	Not to exceed 50,000 words	
	PhD	Not to exceed 80,000 words	
Education	M.Ed	Not to exceed 10,000 words	excluding footnotes, endnotes and appendices
	MPhil	Not to exceed 50,000 words	
	PhD	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)F 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 inches0 to allow for loss during binding. Top, bottom and right margins should be 25 millimetres (I 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**.

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. Table of Statutes (if any)

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 I 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 form 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 appendices A, Appendices 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 dada management plan.

1. 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 coving 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.

2. 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.

3. 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, 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 rets with the Campus Library.

4. 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	a. MLA Handbook for Writers of Research Papers. New York: Modern Language Association.
	b. A Manual for Writers of Term Papers, Thesis and Dissertations, Kate L. Turabian. Chicago: University of Chicago Press
	c. Publication Manual of the American Psychology Association. Washington, DC: APA.
	d. The Chicago Manual Style. Chicago: University of Chicago Press. (Notes- Bibliography Format)
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:
http://www.mona.uwi.edu/postgrad/documents

APPENDIX B:

PROPER PROTOCOL FOR COMMUNICATION WITHIN GRADUATE STUDIES

If the student has a complaint or a request, these are the proper channels on how to do so within the Graduate Studies and Research.

Step I: Student refers complaint or request to the Assistant Registrar of the Office of Graduate Studies and Research, Ms. Georgia Bennett.

Step II: If the student has received no response or is dissatisfied with the response the student can formally write to the Director in the School for Graduate Studies and Research, Professor Marcia Roye.

Step III: If the student has not received a response or is dissatisfied with the outcome of the response the student can formally write to the Chair, Board for Graduate Studies and Research. This person is the Pro-Vice-Chancellor (Graduate Studies and Research, Professor Stephan Gift.

APPENDIX C:

ACADEMIC CALENDAR 2021/2022

ACTIVITY	SEMESTER I	SEMESTER II
Semester Begins	August 29, 2021	January 16, 2022
Teaching Begins	September 6, 2021	January 17, 2022
Teaching Ends	November 26, 2021	April 8, 2022
Review Week	November 28 – December 4, 2021	April 10-15, 2022
Examinations Begins	December 6, 2021	April 19, 2022
Examinations End	December 22, 2021	May 13, 2022
Semester Ends	December 22, 2021	May 13, 2022

NOTES: