

Faculty of HUMANITIES & EDUCATION

OVERVIEW

On behalf of my colleagues in the Faculty of Humanities and Education, I extend a very warm welcome to all our graduate students, returning or new.

Your pursuit of graduate programmes indicates that you value the opportunity to build on your earlier education and I am confident that you will find your respective areas of study professionally expansive, intellectually stimulating and personally enriching.

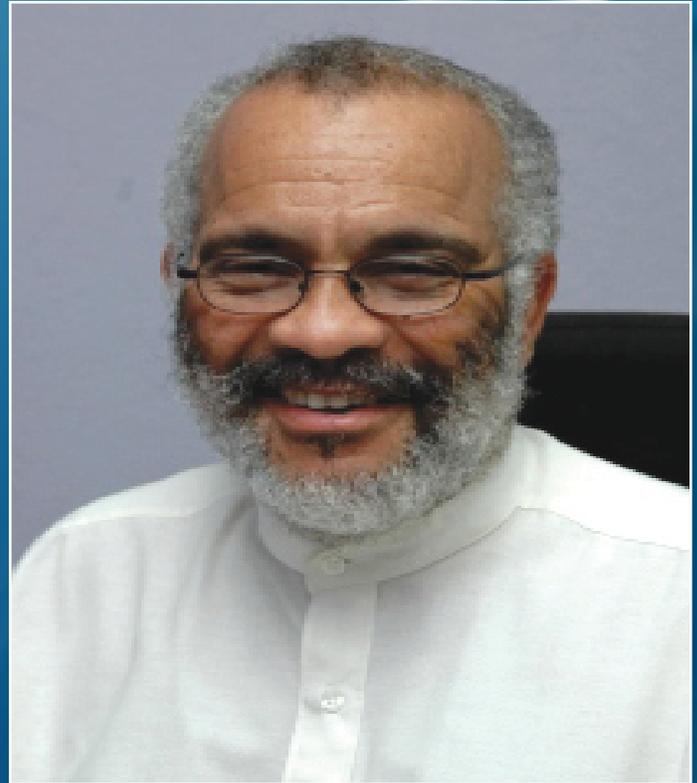
I urge full time students to approach their task with undivided focus and effort, and those who are part time, to ensure that you manage your other responsibilities so that your study program makes steady progress.

I particularly urge you to regularly participate in the graduate seminars in your respective disciplines for this will sharpen your analytical skills and deepen your understanding of your academic discipline.

Further, I trust that you will utilize your membership in the academic community as an opportunity to broaden your exposure by attending the wide variety of symposia and public academic events, as well as to make full use of the new Graduate Commons facility in the Main Library to pursue your studies and to interact with each other in the common pursuit of your academic goals.

My colleagues look forward to interacting with you and to benefit from your presence with us.

Dr. Swithin Wilmot
Dean





General Information on the Administration of Postgraduate Programmes in the Faculty of Humanities and Education

The Faculty of Humanities and Education, as the name suggests, is an amalgam under the administrative and academic oversight of one principal accounting officer, the Dean of the Faculty. The following Departments and Institutes constitute the Humanities within this amalgam: History and Archaeology; Literatures in English; Language, Linguistics and Philosophy; Modern Languages and Literatures; Library and Information Studies; Caribbean Institute of Media and Communication (CARIMAC); and the Institute of Caribbean Studies (ICS). The second major component of this amalgam, the School of Education, consists of the Department of Educational Studies (DES), and the Institute of Education (IOE). The Faculty, through the various structures within the School of Education and the Humanities, is adequately resourced and well positioned to provide quality education at the higher degree level with a view to contributing to the socioeconomic advancement of the Caribbean region. The Faculty, in addition to the conventional face-to-face mode of instructional delivery, also utilizes the mixed mode - that is, face-to-face and online. This is in keeping with our determination to enrich and enhance the learning experiences of those enrolled in our programmes.

Taught Master of Arts Programmes: Humanities

The following well defined and structured taught Master of Arts programmes, which can be completed in twelve (12) months by full-time students and twenty-four (24) months by part-time students, are offered through the various Departments and Institutes within the Humanities: History, Heritage Studies, Literatures in English, Linguistics, English Language, Philosophy, Spanish, French, Translation Studies, Library and Information Studies, Communication Studies, Communication for Social and Behaviour Change, and Cultural Studies.

Although the required amount of courses for each degree option may vary from department to department, a "Research Paper" of a specified length – usually between ten and fifteen thousand words- is a standard requirement across all disciplines within the Faculty. Applicants for entry into these taught Master of Arts programmes must have at least a Lower Second Class degree. This qualification, however, is the minimum entry requirement and not a guarantee for admission. Each Department and or Institute reserves the right to select the best applicants from the available pool of applications each year. The guidelines given here are also relevant to the School of Education.

Taught Master of Education Programmes:

THE SCHOOL OF EDUCATION

The Master of Education Summer and On-Line programme is self-financed and uses a mixed mode of instructional delivery – online during semesters one and two and face-to-face during semester three (summer). The following options are currently available by this mode of delivery in this degree programme: Educational Administration (also offered face-to-face), Leadership in Early Childhood Development, Educational Measurement, and Teacher Education. The Master of Education programmes which are offered face-to-face exclusively are: Language Education, Modern Language Education, Social Studies and Geography Education, Science Education, Mathematics Education, Primary Education, Literacy Studies (self-financed), Educational Psychology, Curriculum Development, and Educational Measurement.

Taught Master of Arts Programmes:**THE SCHOOL OF EDUCATION**

There are two programmes here: Master of Arts in Student Personnel Administration, and The Master of Arts in Teaching (MAT). The latter provides professional training for those who will teach CXC subjects and CAPE; lecturers in higher institutions; and on- the-job trainers in the private sector and industry. Successful participants, who terminate at the end of "Part One" of the MAT programme, will be awarded the Postgraduate Diploma in Education. Before very long, the School will be offering the Master of Arts in Technical Vocational Education and Training and Workforce Development, and the Master of Arts in Higher Education Administration.

"Research Degrees" in the Faculty:**MPhil & PhD Programmes**

Within the School of Education, MPHIL and PHD programmes are offered in most of the specializations mentioned above. Similarly, except for the Department of Library and Information Studies, "research degree" programmes are also available in the other Humanities disciplines within the Faculty. Because these are "research degrees," students are generally required, under the aegis of a chief supervisor and an advisory committee, to submit a thesis or dissertation in addition to passing specified number of courses. The MPHIL thesis is expected to be about forty thousand (40,000) words and the entire programme, including the prescribed taught courses, can be completed in twenty-four months by full-time students. Part-time students, depending on the study programme mutually drawn up in consultation with the relevant Departments, could take about thirty-six months, or even more, to complete the degree. Across the various disciplines, prospective applicants for entry into the MPHIL programmes are expected to have at least an Upper Second Class degree. However, prospective

applicants with the Master of Arts degree (or the Master of Education degree) in the relevant or related disciplines can also apply.

The PHD degree can be done by research and thesis alone in some Departments, while others may require candidates to take some prescribed courses in addition to the thesis. The thesis, in all cases, must not be less than sixty thousand words (60,000); and it is expected to make an original contribution to knowledge in a specific field. Unlike the MPHIL degree, the PHD candidate must also take an oral examination following submission of the thesis. The examination must cover the general field of study and the subject area of the thesis.

Admission to this degree is normally via the MPHIL, but students registered for the latter degree can, in certain circumstances, have their registrations upgraded to the PHD. Full-time students could complete the PHD programme in thirty-six months, but it could take part-time students proportionately longer duration to complete the programme. All of the postgraduate students generally, and the "research degree" students in particular, will be required to participate in the staff/postgraduate seminars organized periodically through the various Departments and Institutes within the Faculty.

Finally, matters of curricula review in these postgraduate programmes, issues relating to thesis and "research paper" supervision and throughput, including the examination of dissertations, are usually dealt with by the various Departments and Institutes in concert with the Dean and the Office of Graduate Studies and Research. Through the latter, also working in concert with the Dean and the various Departments and Institutes, all postgraduate students are regularly informed about funding opportunities.

**CARIBBEAN INSTITUTE OF MEDIA AND COMMUNICATION (CARIMAC)**

Acting Director: Canute James, BA, PhD
UWI

Departmental Preamble

Graduate Programmes offered at CARIMAC are:

- ▶ A taught masters in Communication Studies presented as a part-time programme, over two years.
- ▶ A taught masters in Communication for Social and Behaviour Change presented as a part-time programme over two years
- ▶ MPhil and PhD Degrees in Communication Studies

MA Communication for Social and Behaviour Change Programme Objectives:

- To provide a solid foundation in theory, research methods and practice, by preparing participants to conceptualize, design, manage and evaluate evidence-based strategic programmes for social and behaviour change
- To address the challenges of social and human development from the perspective of enlarging choices and capacities of the people, through participatory communication in social change and development.
- To produce specialists in the role of communication in social and behaviour change programme design, with special skills in social change communication strategies especially applicable to the Caribbean and other developing countries.

Entry Requirements

Applicants must 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. Past and present work in sustained community development, professional or volunteer, is also highly valued by the Admissions Committee.

Duration of programme

Two years part-time

Programme Structure

The programme runs for 2 years, starting in January of year 1 to December of year 2. There is also a summer semester of 6 weeks between June and July.

COURSES			
Course Code	Course Name	No. of Credits	Course Weighting
MC 68B	Research Methods in Communication for Behaviour and Social Change	4	50% Coursework 50% Exam
MC 66B	Behaviour Change and Communication Theories	4	60% Coursework 40% Final Paper
MC 67B	Academic Reading and Writing in the Study and Analysis of Communication	3	100 Coursework
MC 68A	Social Change and Development Communication	4	100% Coursework
MC 67A	Communication Analysis and Planning	4	60% Coursework 40% Planning
MC 60B	Caribbean Media, Communication and Society	4	50% Coursework 50% Exam
MC 68C	Disasters, Media & Communication	4	50% Coursework 50% Final Paper
MC 69A	Intervention Design	4	60% Coursework 40% Exam
MC 670	Graduate Seminar: Contemporary Issues in Communication and Change	1	100% Coursework
MC 660	Final Research Paper	6	100% Coursework

Course Description:

MC66B: Behaviour Change and Communication Theories

The course will focus on complex phenomena and processes expressing themselves at various levels. Changes in behaviour, at the individual as well as the group or community levels, will be approached from a systems perspective, in which key institutional agents will be looked at. The main objective of the course is to increase students' understanding of evidence-based social and behaviour change processes and some of the theoretical challenges and solutions that have been identified in facilitating or triggering change. The course provides the foundation for the courses that follow in the program, including Development Communication and Communication Analysis and Planning.

MC68B: Research Methods in Communication for Social and Behaviour Change

This course complements the Behaviour Change and Communication Theories course and is taken in the same semester. Research approaches will reflect a similarly comprehensive perspective and consider the "contextual domain". This means that students will become familiar with a range of research interventions, including quantitative and qualitative methods and will be required to design and execute modest research projects using these methods. They will also learn to combine both methods over time and make findings an integral part of developing new interventions and making suggestions for policy, as well as strengthening existing programmes. Students will also learn to critically analyze current research in the field of communication for social and behaviour change.

MC67B: Academic Reading and Writing in the Study and Analysis of Communication

This course prepares students to analyse and produce writing that meets the requirements of graduate level work in analysing communication. Through continuous reading and writing exercises on issues central to understanding communication, students will improve their skills in selecting and evaluating the scholarly material used in the field of communication. During the course, students will also be introduced to the major journals in communication, including the American and European Schools of Communication Studies. They will also learn how to use and cite bibliographic material according to the American Psychological Association format standard in Communication Studies as well as to integrate graphics and tables into their work for seminar and conference presentations. Each week, students will be assigned examples of academic writing in analysing communication. This course provides the graduate student with an important grounding in achieving the standards of academic writing and reading required for successful completion of course requirements for papers, as well as presentations, and the Research Paper due at the end of the programme.

MC68A: Social Change and Development Communication

The course will trace the role of theory and research related to information used to address problems of social change and development programmes. Students will understand what is meant by the term Social Change and Development Communication with views from various society change agents. They will be guided through the principles of social change and development communication from various perspectives. The course examines how grassroots and participatory strategies are being combined with communication technologies to promote social change in developing country contexts. The effectiveness of communication strategies (interpersonal, mass, and the Internet) to address problems where change in attitudes or behaviour is called for will be discussed. A special topic of consideration will be the role of communication and information technology in

development programmes or plans with a focus on the best practices in the Caribbean.

MC67A: Communication Analysis and Planning

This course exposes the student to the practical applications of communication as a tool in the development process. Following on from the preceding courses in the programme, in this course development embraces the human, social, environmental, economic and political processes which bring about change and improvement of human conditions and an empowerment of the individual to harness that change to his or her advantage. In this process the role which communication plays becomes very central. The course introduces students to the practical skills in developing communication support projects as integral parts of a development programme or strategy. In-class assignments take a case-study approach, using teamwork as well as opportunities for individual skills development, in order to allow the student greater understanding of and facility with how communication approaches and methods are integral to effective development programme design. On completion of the course, the student should be able to design workable communication for development programmes for specific situations and needs.

MC68C: Disasters, Media and Communication

The purpose of the course is to acquaint students with contemporary theory, research and practice of risk communication. The course treats "risk communication" as a complex challenge that requires a careful understanding of science, the mass media, stakeholder roles, ideologies, and lay conceptions of danger. As professionals, risk communicators assist government, industry, health and activist organizations to produce documents and media campaigns. They inform interdisciplinary and lay audiences about health and environmental hazards, risks, and preparedness. The course recognises that, health

specialists, communications managers, scientist, engineer, lawyers, government, and non-profit organisations and other professionals who face risk communication challenges involving the lay public need a solid understanding of risk communication and the issues involved and how to better manage risk communication within their organisations.

MC69A: Intervention Design

This course is designed to train students in the design of strategically planned, social and behavioural change communication interventions. It emphasizes the need to plan sound interventions and reviews the strategic planning steps that are required for persuasive or participatory approaches. Additionally, it recognizes that 'strategic communication' can go a long way in supporting and deepening the impact of other programmatic interventions and seeks to define the proper role and strength of communication in broader development activities.

MC60B: Caribbean Media, Communication and Society

The course aims at developing a broad knowledge of Caribbean media and communication systems and develops the student's knowledge of the relationship between communication and culture in the Caribbean, particularly with respect to media influences on culture.

MC670: Graduate Seminars: Contemporary Issues in Communication for Behaviour and Social Change

The goal of this course is to illustrate the importance of communication for social and behaviour change, focusing on the application of communication models and strategies in health, social and other development fields. The seminar will serve as a forum for discussing current research in communication and change from various perspectives. It will provide a platform for students to begin planning their final

year research projects. The course is designed to help students to develop an awareness of relevant current research in the field of social and behaviour change. It will also facilitate the presentation of research proposals for feedback and discussion before final approval and inform students about university regulations regarding final research projects.

MC660: Final Research Paper

The goal of the final project, which is referred to as a Research Project/Research Paper, is to demonstrate students' understanding of application of theory, research methods and other skills acquired in the classroom. The project will be a challenging piece of work that integrates concepts and skills. Approval of project proposals is required before proceeding with the project or research.

Department Contact Information:
The Caribbean Institute of Media and Communication (CARIMAC)
The University of the West Indies, Mona
3 Sherlock Drive, Kingston 7,
Jamaica, West Indies.

Programme Coordinator: Dr. Robert Carr

MA Communication Studies

Programme Objectives:

- ▶ To provide a postgraduate framework for the development of research and analysis skills in communication and media
- ▶ To assist in developing the skills required to understand and engage pressing issues and current debates in the field of media and communication today
- ▶ To improve understanding of media and communication, among teachers of communication, communication or media specialists or managers, and those looking to enter the field of communication

Entry Requirements:

Applicants must 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.

Duration of programme:

Two years part-time

Programme Structure:

The semesters are Semester 1: September – December; Semester 2: January to May.



COURSES

Course Code	Course Name	No. of Credits	Course Weighting
MC 61B	Design & Methods in Communication Research	4	50% Coursework 50% Exam
MC 65B	Mass Communication Theories & Methods	4	55% Coursework 45% Final Paper
MC 67B	Academic Reading and Writing in the Study and Analysis of Communication	3	100% Coursework
MC 63A	Communication Policy and Technology in the Caribbean	4	100% Coursework
MC 64B	Socio-Cultural Issues in Caribbean Communication	4	60% Coursework 40% Exam
MC 60B	Caribbean Media, Communication and Society	4	50% Coursework 50% Exam
MC 62A	Communication and Media Management	4	50% Coursework 50% Final Paper
MC 69B	Communication and Persuasion	4	50% Coursework 50% Exam
MC 670	Graduate Seminar: Contemporary Issues in Communication & Change	1	100% Coursework
MC 680	Final Research Project Paper	6	100% Coursework

MC61B: [Design and Methods in Communication Research](#)

This course will enable students to critically analyze current research in the field of communication and media. In addition, students will design and execute research projects using qualitative and quantitative methods. Using Research Methods have become a popular way of measuring, estimating, describing and sometimes even explaining reality (realities). Communication professionals inevitably, will be confronted in their work with having to understand the value of these methods. They will need to recognize when their use is appropriate and they need to be able to select the most effective approach. Therefore, this course is essential for anybody working with people in a communication context. Students will learn to design and execute modest research projects by using selected quantitative and qualitative research methods.

MC65B: [Mass Communication Theories and Models](#)

This course aims to stimulate and foster critical analysis of mass communication theory. The course is intended to develop a balanced assessment of the values and functions of theorizing by placing various communication theories in historical context. Participants will be introduced to some of the major authors in this field and should be able to assess them from a Caribbean developmental perspective. Areas to be examined include media effects theories, the Political Economy Approach and the Social-Psychological Approach.

MC67B: [Academic Reading and Writing in the Study and Analysis of Communication](#)

This course prepares students to analyse and produce writing that meets the requirements of graduate level work in analysing communication. Through continuous reading and writing exercises on issues

central to understanding communication, students will improve their skills in selecting and evaluating the scholarly material used in the field of communication. During the course, students will also be introduced to the major journals in communication, including the American and European schools of communication studies. They will also learn how to use and cite bibliographic material according to the American Psychological Association format standard in communication studies as well as to integrate graphics and tables into their work for seminar and conference presentations. Each week, students will be assigned examples of academic writing in analysing communication. This course provides the graduate student with an important grounding in achieving the standards of academic writing and reading required for successful completion of course requirements for papers, as well as presentations, and the Research Paper due at the end of the programme.

MC63A: [Communication Policy and Technology in the Caribbean](#)

The main objective of this course is to enhance the knowledge of students about the foundation technologies underlying the emerging communications innovations in the Caribbean context. The course will focus on policy analysis as it relates to technology applications, international regulatory regimes and regional communications institutions. Students will be exposed to elements of policy process, concepts of policies, analysis and development, technological concepts and policy implementation.

MC64B: [Socio-Cultural Issues in Caribbean Communication](#)

This course draws upon a cultural studies theoretical framework and contemporary theories of race, class and gender to explore the concepts of race, class, gender and ethnicity in the context of Caribbean communicative practice. The course explores contemporary regional research into issues of race, gender, class and ethnicity of poetry, short-stories

and plays. Additionally the course will enable students to demonstrate practical methods and strategies for “subverting” dominant representations of race, class, gender and ethnicity in Caribbean communicative practice. Course topics include: Race, Class, Gender and Ethnicity in Caribbean Experience; Race, Class, Gender and Ethnicity as “sign” in Caribbean Communication; Race, Class, Gender and Ethnicity as variables in Caribbean Media and Communication Industries; Researching Race, Class, Gender and Ethnicity in Caribbean Media.

MC60B: Caribbean Media, Communication and Society

The course aims at developing a broad knowledge of Caribbean media and communication systems and develops the student’s knowledge of the relationship between communication and culture in the Caribbean, particularly with respect to media influences on culture. Modules will include issues of Caribbean ideology and ideological struggles within mass media; culture within global context; effects of globalization on culture and the role of technology, and the effects of cultural penetration through the use of mass media.

MC62A: Communication and Media Management

This course is designed to equip students to understand the theoretical and practical considerations involved in the media and communication environment and the inter-play of business, technological, regulatory and audience factors that are part of the media and communication process. That is, students will gain an understanding of the political economy of the structure and operations of the mass media and communication industries, managerial decision-making and the role of leadership.

MC69B: Communication and Persuasion

This course is designed to explore aspects of communication and persuasion as another area of applied social psychology. The course involves the study of basic, effective persuasion tactics through use of the mass media and other communication channels in attitude and behaviour change. The course will explore issues related to influence from a scientific and psychological perspective. It examines several forms of this discipline, including persuasion, compliance, propaganda and mind control - and how to resist these influences. The course will also examine applied techniques used by masters of communication: commercial advertisers, experienced social change activists and political elites.

MC670: Graduate Seminars: Contemporary Issues in Communication and Change

The goal of these seminars is designed to strengthen students’ understanding of contemporary issues in communication. The seminars will serve as a forum for discussing current research in communication and change from various perspectives. The goal of the course is to debate cutting edge issues in the Caribbean context focusing on the application of communication models and strategies in health, social and other development fields. The course will provide a platform for students to begin planning their final year research projects, and will help them to develop an awareness of relevant current research in the field of communication. It will also facilitate the presentation of research proposals for feedback and discussion before final approval and inform students about university regulations regarding final research projects and/or theses.

MC680: Final Research Project/Paper

The goal of the final project which is referred to as a Research Project/Research Paper is to demonstrate students’ understanding of the application of theory,

research methods and other skills acquired in the classroom. The project will be a challenging piece of work that integrates concepts and skills. Successful completion of coursework and approval of project proposal is required before proceeding with the project or research.

Department Contact Information:

The Caribbean Institute of Media and Communication (CARIMAC)

The University of the West Indies, Mona
3 Sherlock Drive, Kingston 7,
Jamaica, West Indies.

Programme Coordinator: Dr. Robert Carr

MPhil / PhD in Communication Studies

Entry Requirement:

Applicants must have at least a first-class honours degree from a recognized University, or other academic or professional qualifications deemed to be equivalent, by the Admissions Committee. Past and present work in communication (professional or volunteer) as well as experience in research is also highly valued by the Admissions Committee.

Areas of Research

Among the areas of interest and on-going research by CARIMAC’s academic staff are:

- Media and Caribbean Culture
- Popular Music as vehicle for Commentary, Protest and Self-expression
- Telecommunications and Development
- Gender, Development and Communication
- Health Communication and Behaviour Change
- Social Change and Development Communication
- HIV/AIDS Media Coverage in the Caribbean
- Digital Media Techniques
- Intellectual Property, Ethics and Law in Communication

- Social Communication, Analysis and Planning
- Community and Emerging Alternative Media Systems
- Media Production Processes: The Dynamics of the News Room

Seminars:

PhD candidates – three (3)
MPhil candidates – two (2)

Duration of programme:

MPhil: 2 years full-time and 5 years part-time
PhD: 5 years full-time and 7 years part-time

Programme Structure:

MPhil programme is offered 2 years full-time and 5 years part-time, while for PhD the programme is offered 7 years part-time and 5 years full-time. Candidates will be required to do core taught courses during the first year of their programme before commencing the research component.

COURSES

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MC61B: [Design and Methods in Communication Research](#)

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MC65B: [Mass Communication Theories and Models](#)

This course aims to stimulate and foster critical analysis of mass communication theory. The course is intended to develop a balanced assessment of the values and functions of theorizing by placing various communication theories in historical context. Partici-

pants will be introduced to some of the major authors in this field and should be able to assess them from a Caribbean developmental perspective. Areas to be examined include media effects theories, the Political Economy Approach and the Social-Psychological Approach.

Additional Information/Notes:

Candidates may be required to do additional courses recommended by their supervisor(s).

Department Contact Information:

The Caribbean Institute of Media and Communication (CARIMAC)

The University of the West Indies, Mona
3 Sherlock Drive, Kingston 7, Jamaica, West Indies.

Programme Coordinator:

Dr. Anthea Edalere-Henderson

INSTITUTE OF CARIBBEAN STUDIES

Interim Director: Professor Claudette Williams,
BA, Dip.Ed, MA UWI,
PhD Stanford

The Institute of Caribbean Studies (ICS) administers programmes leading to 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.

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 Details

Course Work

Students pursuing the MA Cultural Studies are required to take five courses (four compulsory and one elective), while MPhil and PhD candidates must take 3 compulsory courses from the following:

Compulsory

CLTR 6000	Theory and Conceptualization of Culture
CLTR 6010	Debates in Caribbean Cultural Identity
CLTR 6030	Dynamics of Caribbean Culture
CLTR 6100	Methods of Inquiry in Cultural Studies Electives
CLTR 6200	Language and Culture
CLTR 6230	Caribbean Popular and Creative Culture
CLTR 6250	Caribbean Cultural Diasporas

Research Component

MA students are required to complete a 15,000-word research paper. 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. The Cultural Studies programme engages with the global scholarship in the field while placing emphasis on Caribbean theories and praxis in areas such as :

- Fashion
- Dance
- Theatre
- Popular music
- Cultural history
- Cultural industry
- Ethnomusicology
- Religion and popular culture
- Folklife/folklore
- Festival studies
- Art and the evolution of aesthetics
- Architecture and the environment
- Sport and games
- Caribbean lifestyles and cuisine
- Cultural Tourism

In general, 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.

Programme Duration

Full-time

The minimum period of enrolment for the award of the degree is one (1) year for 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 MA, three (3) years for the MPhil and five (5) years for the PhD. All part-time MPhil candidates are required to submit their thesis for examination within five (5) years of their initial registration; and PhD candidates within seven (7) years.

Supervision

Students enrolled in the MPhil and PhD programmes normally work with one or two supervisors and a two-member Advisory Committee. The ICS does not accept students for whom it is unable to provide adequate supervision. ICS students are usually supervised by UWI faculty members recruited from a wide range of departments, such as History; Language, Linguistics and Philosophy; Literatures in English; Sociology, Psychology and Social Work; Management Studies; the Caribbean Institute of Media and Communication; the Centre for Gender and Development Studies and the Department of Educational Studies.

Seminars

All students in the Cultural Studies programme are required to give two seminar presentations each academic year. Students who do not fulfil this requirement will not be awarded the degree.

Conferences

All graduate students are encouraged to present papers at local and international conferences. Funding is usually available through the Mona Campus Committee for Research & Publications and Graduate Awards to support travel and accommodation.

Departmental Awards

The Institute offers two Departmental academic awards each year to full-time students in the Cultural Studies programme. The Award covers tuition fees and provides a modest quarterly stipend. For further information, contact the Institute of Caribbean Studies located on the ground floor of the New Arts Block, Faculty of Humanities and Education: Tel: 977-1951 or 512-3228

E-mail: icsmona@uwimona.edu.jm
Website: www.mona.uwi.edu/humed/ics/

DEPARTMENT OF HISTORY AND ARCHAEOLOGY

Head: Kathleen Monteith BA, MPhil UWI,
PhD Reading

MISSION STATEMENT

The principal objective of the teaching programme of the Department of History and Archaeology is to provide a thorough understanding of Caribbean history, heritage and culture, as well as the broader currents of world history which have helped shape the region. Accordingly, the Department's courses focus not only on the Caribbean but also on Africa, Asia, Europe, Latin America and North America, and on the methodologies of history, archaeology, and heritage.

In fulfilling this objective, the Department fosters knowledge and understanding of history, heritage, and archaeology at the graduate and undergraduate levels and seeks to develop students' analytical skills and professionalism.

The Department conducts original scholarly research and pursues effective teaching and learning practices. Both address regional and international issues and provide frameworks for demonstrating the relevance of the past to the present.

The Department also promotes links with professional groups and institutions, as well as with the wider community.

MA Heritage Studies Programme

Entry Requirements:

Applicants should normally possess at least a Lower Second Class Honours degree in History, but those

with relevant qualifications in other disciplines may apply.

Seminars

Completing M.A candidates are required to present a paper either in the Staff Postgraduate seminar, or at the Social History Project Symposium held in April of each academic year.

Duration of programme:

two years part-time, & one year full time.

Programme Structure:

Students are required to pass five (5) courses, write a research paper (HIST6700) of 10-15,000 words, and undertake a practicum. Graduate students are required to attend a minimum of fifty percent (50%) of scheduled Departmental Seminars each year.

Five taught courses;

A **practicum** – students will be attached to an appropriate institution for one month. A report on this experience must be presented.

A **research paper** – The research paper maybe related to interests developed from the courses and other studies.

Courses

Course Code	Course Name
HIST6702	Artifacts, Museums & Archives
HIST6701	History & Heritage: Theory & Application
HIST6802	Cultural Resource Management
HIST6704	Oral History: Sources and Methods
HIST6703	Historic Landscapes & Environmental History
HIST6710	Audiovisual History

Department Contact Information:

Historyarch101@yahoo.co.uk

history@uwimona.edu.jm

Programme Coordinator: Professor Patrick Bryan

MA History

Entry Requirements:

Applicants should possess at least a Lower Second Class Honours degree in History with eight good Bs in Level II or III History courses (or four Bs in year-long courses under the pre-semester system).

Seminars:

M.A candidates are required to present a paper either in the Staff/graduate seminar, or at the Social History Project Symposium held in April of each academic year

Duration of programme:

two years part-time, & one year full time.

Programme Structure:

Students are required to read six courses and to write a research paper (HIST6700) of between 10,000 - 15,000 words. Graduate students are required to attend a minimum of 50 % of scheduled Departmental Seminars each year.

Courses

Course Code	Course Name
HIST6001	The Emergence of West Indian History
HIST6712	Theory and Method of History
HIST6705	Family History & Historical Biography
HIST6002	Historiography (with special reference to the West Indies)
HIST6301	State & Society in Africa, 1500-1900
HIST6703	Historic Landscapes & Environmental History

Department Contact Information:

Historyarch101@yahoo.co.uk

history@uwimona.edu.jm

Programme Coordinator: Dr Jonathan Dalby

MPhil History

Entry Requirements

(For the Particular Programme):

An Upper Second or First Class degree is required, with eight B+s in History courses or in four B+s in year-long pre-semester courses. In order to proceed from the M.A. to the MPhil, students who do not possess the normal qualifications for admission to the MPhil programme must present an 'A' grade research paper for the M.A.

Areas of Research

Caribbean Social History
Caribbean Economic History
Caribbean Cultural History
Women's History
Caribbean Migration
Labour History
History of Education in the Caribbean
Crown Colony Government
Post Emancipation Politics
Historical Archaeology

Seminars:

All students are required to make at least two presentations to the Departmental Seminar and or the SHP Symposium, one towards the end of the first year of research and the other when the thesis is about to be written. Seminar papers must be circulated at least seven working days before the scheduled seminar. Graduate students are also required to attend a minimum of 50% of scheduled Departmental Seminars each year.

Duration of programme:

Full-time students can complete the MPhil Programme in two years.

Programme Structure:

MPhil students will be required to read three courses (currently H60A, H60B and H67L). Departmental examinations are held at the end of each semester and

students must pass (50% minimum) in order to proceed. The major component of the MPhil is the writing of an extensive research thesis not exceeding 50,000 words (HU900), under a supervisory committee. Topics may be chosen from the research areas listed or agreed by the Department. Students are required to meet with their supervisors at least once per month. 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.

Courses

HIST 6001	The emergence of West Indian History
HIST 6712	Theory & Method of History
HIST 6002	Historiography (with special reference to the West Indies)

Historyarch101@yahoo.co.uk
history@uwimona.edu.jm

Programme Coordinator: Head of Department & Graduate Committee

PhD History

Entry Requirements:

Admission to this programme is normally via the MPhil. Students registered for the MPhil may in certain circumstances have their registrations upgraded to the PhD. Such students must demonstrate an ability to cope with research at the higher level and a capacity to complete in good time.

Areas of Research

Caribbean Economic History
Caribbean Cultural History
Women's History
Caribbean Migration
Labour History

History of Education in the Caribbean
Crown Colony Government
Post Emancipation Politics
Historical Archaeology

Seminars:

In the PhD programme, students must make annual presentations to the Departmental Seminars, reporting on their research. Seminar papers must be circulated at least seven working days before the scheduled seminar. Graduate students are also required to attend a minimum of 50 percent of scheduled Departmental Seminars each year.

Duration of programme:

Full time students can complete the PhD programme in three calendar years.

Programme Structure:

Presentation of a thesis of suitable standard and length not exceeding 80,000 words on an approved subject in not less than two calendar years after direct admission to the PhD programme. The PhD thesis must be a new and substantial contribution to knowledge that is worthy of publication and shows clear evidence of original research. The PhD candidate must also take an oral examination following submission of the thesis. This examination will cover their general field of study and the subject of the thesis. A candidate for the degree, having submitted the thesis (HU900) 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.

Department Contact Information:

Historyarch101@yahoo.co.uk
history@uwimona.edu.jm
Programme Coordinator: Head of Department & Graduate Committee.

DEPARTMENT OF LANGUAGE, LINGUISTICS & PHILOSOPHY

Head: Kathryn Shields Brodber, BA, PhD,
DipEd UWI

The Department of Language, Linguistics & Philosophy offers the following graduate programmes:

- MA in Linguistics
- MA in English Language (offered by the Jamaican Language Unit)
- MA in Philosophy
- MPhil / PhD in Linguistics
- MPhil / PhD in Philosophy

MA Linguistics

Programme Objectives

The objective of the programme are to provide students with:

- a solid grasp of issues in the core areas of the theories and applications of Linguistics within and without the Caribbean

Entry Requirements

Applicants must have a Bachelors degree from a recognized University with the minimum requirement of a Lower Second Class degree. Applicants who have a limited background in Linguistics will be required to do qualifying courses before entering the graduate programme.

U.W.I. graduates and non U.W.I. applicants, in order to enter the programme are expected to have done the following or its equivalent at the undergraduate level:

- LING1401 (L14A): Introduction to Language & Linguistics
- LING1001 (L10A): Introduction to Phonetics & Phonology



- LING1002 (L10B): Introduction to Morphology and Syntax
- LING2001 (L20A): Phonology
- LING2002 (L20B): Syntax
- LING2301 (L23A): The Sociology of Language
- LING2302 (L23B): Sociolinguistics
- LING3001 (L30A): Advanced Phonology
- LING3002 (L30B): Advanced Syntax
- LING3201 (L32A): Caribbean Dialectology
- LING3202 (L32B): Creole Linguistics

COURSES			
Course Code	Course Name	No. of Credits	Course Weighting
L600 (LING6099)	Issues in Syntax and Phonology	6	CrW = 50% Exam = 50%
L610 (LING6199)	Selected Topics Caribbean Language Structure	6	CrW = 50% Exam = 50%
L620 (LING6299)	Language Variation	6	CrW = 50% Exam = 50%
L640 (LING6499)	Applied Linguistics	6	CrW = 50% Exam = 50%
L650 (LING6599)	Research Paper (alternative to L640)	6	CrW = 100%

Course Description:

L600: Issues in Syntax and Phonology

A selective survey of recent developments in phonological and syntax theory. Topics to be surveyed will be chosen from among the following: Natural generative phonology, psychological reality in phonology, the relationship between phonology and syntax, extended standard theory, Chomsky's theories of filters and binding, relational grammar, case grammar, functional syntax and Montague grammar.

L601: Linguistics Universals and Typology

A study of selected topics in phonology, morphology, syntax and semantics. The emphasis will be cross-linguistics comparison, with data drawn from a wide range of languages. Subjects to be examined will include tonology, implicational universals in pho-

nology, word order, relative clause, animacy, causatives, tense and aspect, definiteness, quantification and modality.

L610: Selected Topics in Caribbean Language Structure

Students will be encouraged to apply the theoretical apparatus acquired in L20A, L20B, L20E and L600 and L601 to Caribbean data. The question of variation will be down played and Caribbean languages will be view as ideal systems. Topics will be selected from:

- Morphophonemic alternation, phonotactic features
- Tense, aspect, modality
- Verb Serialization
- Negatives
- Passive
- Relativisation
- Topicalisation

- Morpheme classes
- Semantic deep structures

L620: Dynamics of Language Variation

The course will discuss various approaches to language variation using Caribbean language phenomena as the main illustrations. It will look at the history of variation studies, beginning briefly with linguistic geography, structural dialectology and the break with monolithic assumptions of generative grammar.

The following major areas will be covered.

- Historical comparative variation as a foundation for current variation
- Variable rules
- Quantitative methods in Sociolinguistics, correlations with non-linguistics data
- Implicational grammar
- Polylectal grammar

L630: The Structure of Caribbean English(es)

The course will focus on the very important but largely unstudied field of acrolectal speech (in continuum situation) and “educated speech” (Trinidad, Barbados). It will study processes and criteria of language standardization and especially of the emergence of variant regional norms of standard language (American English, Canadian French, Indian English etc.) and will then look at the structure of the emerging West Indian norms. Since there is virtually no work on this later area, this part of the course will largely be of the “Workshop” type devoted to the discovery of the structure of the West Indian English.

L640: Theoretical Issues in Applied Linguistics

This course will be concerned with in-depth examination of selected topic from current research on language usage and language acquisition. When-

ever possible, illustrations will be drawn from the Caribbean. Topics will include the study of language in context (e.g. Speech Act Theory, Conversational Implications, Conversational Analysis) as well as the roles of cognitive process, language function and language structure in the linguistics development of young children and issues in second language acquisition theory (e.g. processes involved, the role of particular variables such as age, first language input, effective variables). The relation between the above-mentioned subjects and recent approaches to language teaching will be discussed, with reference to teaching of English and of Foreign Languages in the Caribbean context. Relevant topics in this area will include the teaching of language as communication and the role of grammar in language teaching.

L650: Research Paper

Department Contact Information:

The Department of Language, Linguistics and Philosophy.
Faculty of Humanities and Education
The University of the West Indies
Mona, Jamaica, West Indies

MA in English Language

The objectives of the programme are to provide students with:

1 a solid grasp of the social, political and ideological issues surrounding English and its use within the Caribbean and the world.

2 a sound understanding of the major linguistic features of English, notably its phonology, syntax and discourse structures, and the ability to use data and sources within the literature to extrapolate rules of grammar, spelling, etc.

3 a strong awareness of the linguistic and social context within which English is used in the Ca-

ribbean, in particular the linguistic structures of Caribbean Creole languages and the social issues surrounding their use.

Entry Requirements:

Applicants must have a Bachelors degree from a recognized University with the minimum requirement of a Lower Second Class degree.

U.W.I. graduates and non U.W.I. applicants, in order to enter the programme are expected to have done the following or its equivalent at the undergraduate level:

- L10A (LING1001) – Introduction to Phonetics and Phonology
- L10B (LING1002) – Introduction to Morphology and Syntax
- L23A (LING2301) – Sociology of Language
- L23B (LING2302) – Sociolinguistics

COURSES			
Course Code	Course Name	No. of Credits	Course Weighting
L10A (LING1001)	Introduction to Phonetics and Phonology	3	CrW = 40% Exam = 60%
L10B (LING1002)	Introduction to Morphology and Syntax	3	CrW = 40% Exam = 60%
L23B (LING2301)	Sociology of Language	3	CrW = 40% Exam = 60%
LG600	Advanced Academic English Language Skills	3	CrW = 100%
L63B (LING6302)	The Sociolinguistics of (West Indian) Language and Society	3	CrW = 40% Exam = 60%
L64A (LING6401)	The Grammar of English: An Extrapolatory Approach (new course)	3	CrW = 40% Exam = 60%
L64B (LING6402)	World Englishes	3	CrW = 40%
L62A (LING6201)	Comparative Caribbean English-Lexicon Creole	3	CrW = 40% Exam = 60%
L64F (LING6406)	The Pronunciation and Spelling of English	3	CrW = 40% Exam = 60%
L64G (LING6407)	Discourse Styles of English	3	CrW = 40% Exam = 60%
L61C (LING6103)	Principles and Methods of Language Teaching	3	CrW = 100%
L61F (LING6106)	The Content of Tertiary Level English Language Courses	3	CrW = 40% Exam = 60%

LG 600: Advanced Academic English Language Skills

This course will require intense involvement on the part of the students in activities which include expository writing with focus on research/report writing, interactive/ collaborative sessions such as class presentations, peer critiquing/reviewing and group work. Students will also be afforded the opportunity to enhance their linguistics abilities by processing and evaluating texts with varying types of content and structural organization. Students will be required to maintain a portfolio in which all work/assignments will be kept.

L63B: The Sociolinguistics of (West Indian) Language and Society

Prerequisites: L10A, L10B, L23A, L23B

This course is designed to expose students to a more detailed examination and analysis of basic sociolinguistic concepts, issues and problems that are of theoretical importance and practical relevance to (West Indian) speech communities, given their diverse linguistic backgrounds. This course will address some theoretical issues in Sociolinguistics that have relevance for Caribbean communities.

L64A: The Grammar of English: An Extrapolatory Approach

Prerequisites: L10A, L10B, L23A, L23B

By the end of this course, the student should be able, with reference to any of the major syntactic structures of English, (i) to work out a rough initial rule, (ii) check and refine this against data obtained from corpora of English, notably the International Corpus of English and (iii) test its validity in relation to analyses presented in authoritative sources on the syntax of English, both those which are traditional and prescriptive and those which are modern and descriptive.

L64B: World Englishes

Prerequisites: L10A, L10B, L23A, L23B

At the end of this course, the student should be able to (i) demonstrate knowledge of the spread and distribution of English across the world, (ii) show sensitivity to issues as to what constitutes 'Standard English', 'Internationally Acceptable English', etc. (iii) be able to identify the major phonological, syntactic and lexical features which mark off the various regional standard varieties from each other, (iv) demonstrate a familiarity with the use to which the various international electronic corpora of English, notably those compiled by and available with the ICE (International Corpus of English) project, can be put in addressing the issues raised in (iii).

L62A: Comparative Caribbean English-lexical Creole

Prerequisites: L10A, L10B, L23A, L23B

At the end of the course, students should demonstrate, in relation to Caribbean English-lexicon Creole languages

1 A hands-on ability to use the entire range of sources of real language data, including language corpora, available to do comparative research on these languages,

2 A capacity to use, for comparative purposes, academic and scholarly material which describe particular languages or linguistic features

3 The ability to present simple but linguistically sound descriptions of the major features shared by these languages

4 Knowledge of the range of formal and structural similarities and differences across these languages as well as the areal, dialect cluster and/or socio-historical factors which explain these.

L64F: The Pronunciation and Spelling of English

Prerequisites: L10A, L10B, L23A, L23B

At the end of the course, the student should be able

to (i) identify with reference to specific phonological features the accents of English across the world, (ii) use knowledge of English phonology and English orthographic conventions to demonstrate the details of the relationship between the two, (iii) use dictionaries and related works, inclusive of pronunciation guides, to identify the various other sources of influence on the spelling of English, notably etymology and morphology.

L64G: Discourse Styles of English

Prerequisites: L10A, L10B, L23A, L23B

By the end of this course, students should be able to demonstrate (i) a grasp of major discourse styles of English, as viewed from different theoretical perspectives, (ii) an awareness of Caribbean English discourse styles and how these conform to and/or vary from those of other varieties of English, and (ii) an ability to research some of these using the range of actual language data currently available.

L61C: Principles and Methods of Language Teaching

Prerequisites: L10A, L10B, L23A, L23B

The aim of this course is to have students explore theoretical issues relevant to English language teaching and the principles of selected approaches to the teaching of English. The course will also allow for the exploration of concepts such as: competence and proficiency the distinction between cognitive, academic, language proficiency (CALP)/literacy-related skills and basic interpersonal communication skill (BICS).

L61F: The Content of Tertiary Level English Language Courses

Prerequisites: L10A, L10B, L23A, L23B

At the end of this course, students should be able to (i) show an awareness of the traditions and issues involved in identifying course content for tertiary level English language courses and (ii) demonstrate

the ability to make appropriate and informed choices when decisions have to be made about what constitutes the content of such courses.

Department Contact Information:

The Department of Language, Linguistics and Philosophy
Faculty of Humanities and Education
The University of the West Indies, Mona
Jamaica, West Indies

MA in Philosophy

Entry Requirements:

Applicants must have a Bachelors degree from a recognized University with the minimum requirement of a Lower Second Class degree. Applicants who have a limited background in Philosophy will be required to do qualifying courses before entering the graduate programme.

COURSES

Course Code	Course Name	No. of Credits	Course Weighting
PH60A (PHIL6001)	History of Philosophy	3	CrW = 40% Exam = 60%
PH60B (PHIL6002)	Advanced Epistemology/Theories of Knowledge	3	CrW = 40% Exam = 60%
PH60C (PHIL6003)	Advanced Metaphysics	3	CrW = 40% Exam = 60%
PH60D (PHIL6004)	Advanced African Philosophy	3	CrW = 40% Exam = 60%
PH61A (PHIL6101) OR	Advanced African Diaspora Philosophy	3	CrW = 40% Exam = 60%
PH60E (PHIL6005) OR	Advanced Value Theory- Ethics I	3	CrW = 40% Exam = 60%
PH61B (PHIL6102) OR	Advanced Value Theory- Ethics II	3	CrW = 40% Exam = 60%
PH61C (PHIL6103) OR	Aesthetics	3	CrW = 40% Exam = 60%
PH60F (PHIL6006) OR	Advanced Political Philosophy	3	CrW = 40% Exam = 60%
PH61D (PHIL6104) OR	Philosophy of Science	3	CrW = 40% Exam = 60%
PH650 (PHIL6599)	Research Paper	6	CrW = 100%

Course Description:**PH60A : Advanced History of Philosophy**

The course provides the opportunity to study some of the central problems and some of the central thinkers of a specific period in the History of Philosophy in the broadest sense. In this regard students are

encouraged to read the primary text of the periods under study. Because the specialization and interest of lecturers may vary, the lecturer for the course will determine which period will be studied. The periods include philosophies of the Ancient World – such as Asia (e.g., India, China, Asia Minor and Africa); Socrates, Plato and Aristotle; Post-Aristotelian Philosophy in Greece, Middle East and Africa

– Christianity in the early days, Medieval Philosophy (European Dark Ages and Civilization in Asia Minor and Africa); Modern Philosophy – Bacon, Descartes, Leibnitz, Spinoza, Malebranche, Hobbes, Locke, Hume, Rousseau, Machiavelli, Berkeley, Kant, etc., and Contemporary period – Wittgenstein, Russell, Rorty, Derrida, Ayer, Quine, Wiredu, Sodipo, Nkrumah, Garvey, Malcolm X, Du Bois, Nyerere, Awolowo etc.

PH60B: Advanced Epistemology

The course is intended to provide the forum for the critical interrogation of issues in theories of knowledge. Issues to be discussed will include epistemological and meta-epistemological issues such as Why theory of knowledge? Theories 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; Contending Epistemologies; Knowledge in the various Disciplines – Natural Science, Social Sciences, Humanities, etc.

PH60C: Advanced Metaphysics

Issues to be explored will include: Nature, subject matter and limits of Metaphysics; Controversies surrounding the validity of metaphysical knowledge – Positivism, Neo-positivism and Renaissance of Metaphysics; Aristotle and Metaphysics; Collingwood and Metaphysics; McTarggart and Twentieth Century Metaphysics; The future of Metaphysics; Variations in the Themes of Metaphysics – Foundations of the various Intellectual Disciplines. Participants will understand Metaphysical Theories; the Value of Metaphysics; Quantum Mechanics; Relativity and Post-relativity; Emerging Metaphysics and Vanishing Epistemologies; Realism and Idealism; Particulars and Universals; Causation, Time and Space; Other Minds and Other Worlds; The concepts of Ultimate

Reality, Being and Non-being. Paradoxes of being and nothingness.

PH60E: Advanced Value Theory

This is an advanced course in ethics and ethical theory. It will involve looking critically at Ethics and Traditions. It will involve careful discourse of Ethical Theories and Issues either through a detailed study of some major writers in ethical theory (such as Plato, Aristotle, Nietzsche, Kant) or by way of a systematic examination of some critical issues in ethics (such as amoralism, ethics of truth, power, colonialism, slavery, peace and violence, hunger, race, affirmative action, gender and abortion, animal rights and welfarism). In this regard, the course provides a forum for the discussion of issues as the nature and status of ethical claims: fact value dichotomy the naturalistic fallacy, objectivity and subjectivity controversy in ethics, emotivism. Also attention will be directed at the subject of morality and the self in society, exploring issues such as amoralism, egoism and altruism. Opportunities will also be provided for interrogating the issue of ends of action and practical reason. What are conflicts of values and moral psychology?

PH60F: Advanced Social & Political Philosophy

This course provides a forum for an examination of philosophical theories underlining political organization. To this end, critical social and political issues of 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. We will also examine current conceptual, ontological, epistemological, and methodological issues in philosophy of social science; critically subjecting to philosophical analysis the nature of generalizations and prediction in the social sciences; the place of reasons versus causes, interpretation and

meaning of social phenomena. We will also carefully examine such concepts and issues as intentionality, explanation of action, reductionism, supervenience, individualism versus holism, objectivity, realism, subjectivism, objectivism, relativism, facts vs. values, feminism, postmodernism, sociology of philosophy and knowledge. This course will examine the age of ideology and examine the post-ideology age; as well as the place of education in socio-political engineering, while enabling students to understand the arguments for indoctrination versus coercion in political arena. Special attention will be paid to the contemporary African Diaspora existentialist political philosophy, especially as articulated by Fanon, Rodney, Charles Mills, Gordon R. Lewis, Paget Henry and others.

PH650: Research Paper (Yearlong)

Each student must complete an M. A. Dissertation/ Research Paper, which shall not exceed 20,000 words and be successfully examined before they are awarded the degree of M.A. in Philosophy. It is expected that each student will submit a Proposal to the Department at the beginning of their Second Semester on the Programme (for Full Time Students and Third Semester for Part Time Students) and have it discussed and approved by a Supervisor before the end of the Second Semester. This is to ensure that students who pass the Examinations are facilitated to complete the programme within the stipulated time frame.

Department Contact Information:

The Department of Language, Linguistics and Philosophy
Faculty of Humanities and Education
The University of the West Indies, Mona
Jamaica, West Indies

MPhil / PhD in Linguistics

The objectives of the programme are to provide students with:

- 1 a solid grasp of issues in the core areas of the theories and applications of Linguistics within and without the Caribbean
2. the instruments to develop student research in an area of Linguistic theory or application in relation to the Caribbean

Entry Requirements

Entrants into this programme would be expected as a Departmental requirement to do three (3) of the taught courses designated for the MA programme.

Areas of Research

The research interests within the Department include Creole languages, African Linguistics, sociolinguistics, discourse analysis, language planning, applied linguistics, syntax and phonology.

COURSES

Course Code	Course Name	No. of Credits	Course Weighting
L600 (LING6099)	Issues in Syntax and Phonology	6	CrW = 50% Exam = 50%
L610 (LING6199)	Selected Topics Caribbean Language Structure	6	CrW = 50% Exam = 50%
L620 (LING6299)	Language Variation	6	CrW = 50% Exam = 50%
L640 (LING6499)	Applied Linguistics	6	CrW = 50% Exam = 50%

Course Description:

L600: Issues in Syntax and Phonology

A selective survey of recent developments in phonological and syntax theory. Topics to be surveyed will be chosen from among the following:
Natural generative phonology, psychological reality in phonology, the relationship between phonology and syntax, extended standard theory, Chomsky's theories of filters and binding, relational grammar, case grammar, functional syntax and Montague grammar.

L601: Linguistics Universals and Typology

A study of selected topics in phonology, morphology, syntax and semantics. The emphasis will be cross-linguistics comparison, with data drawn from a wide range of languages. Subjects to be examined will include tonology, implicational universals in phonology, word order, relative cause, animacy, causatives, tense and aspect, definiteness, quantification and modality.

L610: Selected Topics in Caribbean

Language Structure

Students will be encouraged to apply the theoretical apparatus acquired in L20A, L20B, L20E and L600 and L601 to Caribbean data. The question of variation will be down played and Caribbean languages will be view as ideal systems. Topics will be selected from:

- Morphophonemic alternation, phonotactic features
- Tense, aspect, modality
- Verb Serialization
- Negatives
- Passive
- Relativisation
- Topicatisation
- Morpheme classes
- Semantic deep structures

L620: Dynamics of Language Variation

The course will discuss various approaches to language variation using Caribbean language phenomena as the main illustrations. It will look at the history of variation studies, beginning briefly with linguistic geography, structural dialectology and the break with monolithic assumptions of generative grammar.

The following major areas will be covered.

- Historical comparative variation as a foundation for current variation
- Variable rules
- Quantitative methods in Sociolinguistics, correlations with non-linguistics data
- Implicational grammar
- Polylectal grammar

L630: The Structure of Caribbean English(es)

The course will focus on the very important but largely unstudied field of acrolectal speech (in continuum situation) and “educated speech” (Trinidad, Barbados). It will study processes and criteria of language standardization and especially of the emergence of variant regional norms of standard language (American English, Canadian French, Indian English etc.) and will then look at the structure of the emerging West Indian norms. Since there is virtually no work on this later area, this part of the course will largely be of the “Workshop” type devoted to the discovery of the structure of the West Indian English.

L640: Theoretical Issues in Applied Linguistics

This course will be concerned with in-depth examination of selected topic from current research on language usage and language acquisition. Whenever possible, illustrations will be drawn from the Caribbean. Topics will include the study of language in context (e.g. Speech Act Theory, Conversational Implications, Conversational Analysis) as well as the

roles of cognitive process, language function and language structure in the linguistics development of young children and issues in second language acquisition theory (e.g. processes involved, the role of particular variables such as age, first language input, effective variables). The relation between the above-mentioned subjects and recent approaches to language teaching will be discussed, with reference to teaching of English and of Foreign Languages in the Caribbean context. Relevant topics in this area will include the teaching of language as communication and the role of grammar in language teaching.

Department Contact Information:

The Department of Language, Linguistics and Philosophy
Faculty of Humanities and Education
The University of the West Indies, Mona
Jamaica, West Indies

MPhil / PhD in Philosophy**Entry Requirements:**

Entrants into this programme would be expected as a Departmental requirement to do three (3) of the taught courses designated for the MA programme.

Areas of Research

The research interests within the Department include Ethics, Knowledge, Philosophy of Science and Metaphysics/ Religion.

COURSES

Course Code	Course Name	No. of Credits	Course Weighting
PH60A(PHIL6001)	History of Philosophy	3	CrW = 40% Exam = 60%
PH60B (PHIL6002)	Advanced Epistemology/Theories of Knowledge	3	CrW = 40% Exam = 60%
PH60C (PHIL6003)	Advanced Metaphysics	3	CrW = 40% Exam = 60%
PH60D (PHIL6004)	Advanced African Philosophy	3	CrW = 40% Exam = 60%
PH61A (PHIL6101) or	Advanced African Diaspora Philosophy	3	CrW = 40% Exam = 60%
PH60E (PHIL6005) or	Advanced Value Theory-Ethics I	3	CrW = 40% Exam = 60%
PH61B (PHIL6102) or	Advanced Value Theory-Ethics II	3	CrW = 40% Exam = 60%
PH61C (PHIL6103) or	Aesthetics	3	CrW = 40% Exam = 60%
PH60F (PHIL6006) or	Advanced Political Philosophy	3	CrW = 40% Exam = 60%
PH61D (PHIL6104) or	Philosophy of Science	3	CrW = 40% Exam = 60%

Course Description**PH60A: Advanced History of Philosophy**

The course provides the opportunity to study some of the central problems and some of the central thinkers of a specific period in the History of Philosophy in the broadest sense. In this regard students are encour-

aged to read the primary text of the periods under study. Because the specialization and interest of lecturers may vary, the lecturer for the course will determine which period will be studied. The periods include philosophies of the Ancient World – such as Asia (e.g., India, China, Asia Minor and Africa); Socrates, Plato and Aristotle; Post-Aristotelian Philosophy in Greece, Middle East and Africa – Christianity in the early days, Medieval Philosophy

(European Dark Ages and Civilization in Asia Minor and Africa); Modern Philosophy – Bacon, Descartes, Leibnitz, Spinoza, Malebranche, Hobbes, Locke, Hume, Rousseau, Machiavelli, Berkley, Kant, etc., and Contemporary period – Wittgenstein, Russell, Rorty, Derrida, Ayer, Quine, Wiredu, Sodipo, Nkrumah, Garvey, Malcolm X, Du Bois, Nyerere, Awolowo etc.

PH60B : Advanced Epistemology

The course is intended to provide the forum for the critical interrogation of issues in theories of knowledge. Issues to be discussed will include epistemological and meta-epistemological issues such as Why theory of knowledge? Theories 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; Contending Epistemologies; Knowledge in the various Disciplines – Natural Science, Social Sciences, Humanities, etc.

PH60C: Advanced Metaphysics

Issues to be explored will include: Nature, subject matter and limits of Metaphysics; Controversies surrounding the validity of metaphysical knowledge – Positivism, Neo-positivism and Renaissance of Metaphysics; Aristotle and Metaphysics; Collingwood and Metaphysics; McTarggart and Twentieth Century Metaphysics; The future of Metaphysics; Variations in the Themes of Metaphysics – Foundations of the various Intellectual Disciplines. Participants will understand Metaphysical Theories; the Value of Metaphysics; Quantum Mechanics; Relativity and Post-relativity; Emerging Metaphysics and Vanishing Epistemologies; Realism and Idealism; Particulars and Universals; Causation, Time and Space; Other Minds and Other Worlds; The concepts of Ultimate Reality, Being and Non-being. Paradoxes of being

and nothingness.

PH60E: Advanced Value Theory

This is an advanced course in ethics and ethical theory. It will involve looking critically at Ethics and Traditions. It will involve careful discourse of Ethical Theories and Issues 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). In this regard, the course provides a forum for the discussion of issues as the nature and status of ethical claims: fact value dichotomy the naturalistic fallacy, objectivity and subjectivity controversy in ethics, emotivism. Also attention will be directed at the subject of morality and the self in society, exploring issues such as amoralism, egoism and altruism. Opportunities will also be provided for interrogating the issue of ends of action and practical reason. What are conflicts of values and moral psychology?

PH60F: Advanced Social & Political Philosophy

This course provides a forum for an examination of philosophical theories underlining political organization. To this end, critical social and political issues of 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. We will also examine current conceptual, ontological, epistemological, and methodological issues in philosophy of social science; critically subjecting to philosophical analysis the nature of generalizations and prediction in the social sciences; the place of reasons versus causes, interpretation and meaning of social phenomena. We will also carefully

examine such concepts and issues as intentionality, explanation of action, reductionism, supervenience, individualism versus holism, objectivity, realism, subjectivism, objectivism, relativism, facts vs. values, feminism, postmodernism, sociology of philosophy and knowledge. This course will examine the age of ideology and examine the post-ideology age; as well as the place of education in socio-political engineering, while enabling students to understand the arguments for indoctrination versus coercion in political arena. Special attention will be paid to the contemporary African Diaspora existentialist political philosophy, especially as articulated by Fanon, Rodney, Charles Mills, Gordon R. Lewis, Paget Henry and others.

Department Contact Information:

The Department of Language, Linguistics and Philosophy
Faculty of Humanities and Education
The University of the West Indies
Mona, Jamaica, West Indies

DEPARTMENT OF LIBRARY AND INFORMATION STUDIES

Head: Professor Fay Durrant, BA UWI, BLS Tor, MLS Syracuse

MASTERS IN LIBRARY AND INFORMATION

STUDIES - OPTION 1

ADMISSION

To be admitted to the programme, applicants must be graduates of approved universities normally with at least a lower second class honours degree. Previous work experience in libraries is an advantage but it is not essential.

Applicants are required to be computer literate, (i.e. 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 had an introductory course before entering the programme.

DURATION

The formal programme will normally last for four semesters full-time and eight semesters part-time.

PROGRAMME

Students are required to obtain a total of thirty-six credits consisting of:

Ten 3-credit courses (30 credits)

Three months of fieldwork (Pass/Fail only)

A Research Paper of 10,000 - 15,000 words.

In the first semester (August - December), the student will be required to take FOUR (4) compulsory courses and ONE (1) elective.

During the second semester (January - May), the student will take TWO (2) compulsory courses and THREE (3) electives.

During the ensuing three months (June - August) the student will be attached to an approved library for the satisfactory completion of a fieldwork placement.

In the third semester (August - December), the student will return to the University to attend compulsory seminars and to present a research paper which should normally be handed in within eighteen (18) months of initial registration in the programme.

The seminars are intended to bring the group together for discussion of their work and to relate theory and practice after their fieldwork experience.

Students who have previously completed the Diploma in Library Studies and who have demonstrated academic growth, may, on the recommendation of the Department be admitted to complete the Master of Library and Information Studies programme. The



minimum period for such students will be the final semester (i.e. the last semester in the fifteen month designated period).

COURSE OF STUDY

Each candidate for the Masters in Library and Information Studies - Option 1, will be required to pursue a course of study and to sit examinations in ten (10) courses as set out below:

Semester One

For details refer to:

Description of Postgraduate Courses in Library and Information Studies

COMPULSORY COURSES

Course Code	Course Name	No. of Credits
LIBS 6001	Foundations of Library and Information Studies	3
LIBS 6101	Management of Information Units	3
LIBS 6201	Subject Work in Information Retrieval	3
LIBS 6301	Bibliography and Reference Methods and Materials	3

ELECTIVE COURSES

Course Code	Course Name	No. of Credits
LIBS 6501	Information Technology	3
LIBS 6601	Audiovisual Resources and Services	3
LIBS 6701	Comparative and International Information Studies	3
LIBS 6702	History of Books and Printing	3
LIBS 6703	Archive and Records Management	3
LIBS 6801	Copyright Issues affecting Caribbean Libraries and Information Services	3

Semester Two

For details refer to:

Description of Postgraduate Courses in Library and Information Studies.

COMPULSORY COURSES

Course Code	Course Name	No. of Credits
LIBS 6202	Catalogue Creation and Use	3
LIBS 6401	Research in Information Work	3

Note:

Students, who have read a Research Methodology course before may, with the approval of the Head of the Department, take another course chosen from the electives listed below.

ELECTIVE COURSES

Course Code	Course Name	No. of Credits
LIBS 6102	Management of University and Research Libraries	3
LIBS 6103	Management of Special Libraries and Information Centres	3
LIBS 6104	Management of Public Library Services	3
LIBS 6105	Management of School Libraries Centres and Learning Resource	3
LIBS 6302	Information Resources in Science 3 and Technology	3
LIBS 6303	Information Resources in the Humanities	3
LIBS 6304	Information Resources in the Social Sciences	3
LIBS 6305	Contemporary Literature for Children and Young Adults	3
LIBS 6502	Information Technology II	3
LIBS 6602	Audiovisual Resources and Services II	3

OR Any of the elective courses listed at five (5) of the first semester which are offered but not previously taken.

OR Any other course which may be approved from time to time.

Thereafter the student will be required to successfully complete a fieldwork placement in an approved institution during the following three months (June - August). This requirement may be waived by the Department for those students who have already had considerable field experience at a high level of administration.

In the succeeding semester (August - December), students will be required to return to the University campus to attend compulsory seminars and to present a research paper of between 10,000 to 15,000 words.

MASTERS IN LIBRARY AND INFORMATION**STUDIES – OPTION 2****ADMISSION**

To be admitted to the programme, applicants must be graduates of approved universities normally with at least a lower second class honours degree. Previous work experience in libraries is an advantage but is not essential. Applicants are required to be computer literate, (i.e. to have 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 had an introductory course before entering the programme.

DURATION

The formal programme will normally last for four semesters full-time and eight semesters part-time.

PROGRAMME

During the first nine months (August - June) the student will be required to read TEN (10) semester courses.

In the first semester (August - December), the student will be required to take FOUR (4) compulsory courses and ONE (1) elective.

During the second semester (January - May), the student will take TWO (2) compulsory courses and THREE (3) electives.

During the ensuing three months (June - August) the student will be attached to an approved library for the satisfactory completion of a fieldwork placement.

In the third semester (August - December), the student will return to the University to do TWO (2) semester courses including an independent study.

Students who have previously completed the Diploma in Library Studies and who have demonstrated academic growth may, on the recommendation of the Department, be admitted to complete the Master of Library Studies programme. The minimum period for such students will be the final semester (i.e. the last semester in the fifteen month designated period).

COURSE OF STUDY

Each candidate for the Masters in Library and Information Studies - Option 2 will be required to pursue a course of study and to sit examinations in twelve (12) courses as set out below:

SEMESTER ONE

For details refer to:

Description of Postgraduate Courses in Library and Information Studies.

COMPULSORY COURSES

Course Code	Course Name	No. of Credits
LIBS 600	Foundations of Library and Information Studies	3
LIBS 6101	Management of Information Units	3
LIBS 6201	Subject Work in Information Retrieval	3
LIBS 6301	Bibliography and Reference Methods and Materials	3

ELECTIVE COURSES

Course Code	Course Name	No. of Credits
LIBS 6501	Information Technology	3
LIBS 6601	Audiovisual Resources and Services	3
LIBS 6701	Comparative and International Information Studies	3
LIBS 6702	History of Books and Printing	3
LIBS 6703	Archive and Records Management	3

SEMESTER TWO

For details refer to: Description of Postgraduate Courses in Library and Information Studies.

COMPULSORY COURSES

Course Code	Course Name	No. of Credits
LIBS 6202	Catalogue Creation and Use	3
LIBS 6401	Research in Information Work	3

Note:

Students who have read a Research Methodology course before may, with the approval of the Head of the Department, take another course chosen from the electives listed below.

ELECTIVE COURSES

Course Code	Course Name	No. of Credits
LIBS 6102	Management of University and Research Libraries	3
LIBS 6103	Management of Special Libraries and Information Studies	3
LIBS 6104	Management of Public Library Service	3
LIBS 6105	Management of School Libraries and Learning Resource Centres	3
LIBS 6302	Information Resources in Science and Technology	3
LIBS 6303	Information Resources in the Humanities	3
LIBS 6304	Information Resources in the Social Sciences	3
LIBS 6305	Contemporary Literature for Children and Young Adults	3
LIBS 6502	Information Technology II	3
LIBS 6602	Audiovisual Resources and Services II	3
LIBS 6801	Copyright Issues Affecting Caribbean Library and Information Services	3

OR

Any of the elective courses listed at five (5) of the first semester which are offered but not previously taken.

OR

Any other course which may be approved from time to time.

Thereafter the student will be required to successfully complete a fieldwork placement, worth six (6) credits, in an approved institution during the following three months (June- August).

This requirement may be waived by the Department for those students who have already had considerable field experience at a high level of administration.

SEMESTER THREE

For details, refer to: Description of Postgraduate Courses in Library and Information Studies

COURSES

Course Code	Course Name	No. of Credits
LIBS 6901	Trends and Issues in Library and Information Work	3
LIBS 6902	Independent Study	3

An extended essay/concept paper of 5,000 B 8,000 words on a subject previously approved by the department.

Master of Arts in Library and Information Studies

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

ADMISSION

Admission to the programme will normally require:

- ▶ a Lower second class honours degree BA (Library Studies)
- ▶ appropriate work experience

DURATION

The formal programme will normally last for 3 semesters full-time and 6 semesters part-time.

PROGRAMME

The student will be required to read six semester courses, and write a research paper of 10,000-15,000 words.

COURSE OF STUDY

Each candidate for the Master of Arts in Library and Information Studies will be required to pursue a course of study as set out below.

**SEMESTER ONE**

For details refer to: Description of Postgraduate Courses in Library and Information Studies.

COURSES

Course Code	Course Name	No. of Credits
LIBS 6002	Information Communication and Society	3
LIBS 6501	Information Technology I	3
LIBS 6901	Trends and Issues in Library and Information Work	3

SEMESTER TWO

For details refer to: Description of Postgraduate Courses in Library and Information Studies

COURSES

Course Code	Course Name	No. of Credits
LIBS 6401	Research Methodology for Information Specialists	3
LIBS 6502	Information Technology II	3
LIBS 6603	Multimedia Librarianship	3
LIBS 6703	Archives and Records Management	3
LIBS 6801	Copyright Issues Affecting Caribbean Libraries and information Services	3

OR One (1) course from other departments or faculties with the approval of DLIS
Optional courses will be offered as resources permit.

DESCRIPTION OF POSTGRADUATE COURSES IN LIBRARY AND INFORMATION STUDIES

SEMESTER I

LIBS 6001: Foundations of Library and Information Studies (3 Credits)

This course is an introduction to the library and information profession with an overview of the current trends in the field. Included will be: the concept of information and information transfer, the evolution of information units, an introduction to the major services in the field, the various types of libraries and other information units and their role in society.

LIBS 6002: Information Communication and Society (3 Credits)

This course will examine the nature of information and communication processes and the role of information and communication in individual, social and institutional behaviour. Proceeding from an information science perspective, it will place information in a wide social, cultural and economic context and explore issues relating to developments in information and communication technology (ICT) and to the Information Society.

LIBS 6101: Management of Information Units (3 Credits)

This course introduces the student to the basic theories, principles and functions of the management of information units. Emphasis is placed upon the importance of the user as the basis for all management activity as well as on personnel management and budgetary control. The course also aims to cover the unique organizational features that

differentiate the major types of libraries/ information units.

LIBS 6201: Subject Work in Information Retrieval (3 Credits)

This course is designed to provide the student with an understanding of the theories 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.

LIBS 6301: Bibliography and Reference Methods and Materials (3 Credits)

This course introduces the student to the concept of bibliographic control and to types of systematic bibliographies. It also introduces them to evaluation criteria for and the use of other reference materials, both print and non-print, reference negotiation and reference collection policies.

LIBS 6501: Information Technology I (3 Credits)

This course provides an introduction to information technology and its relationship to information units. The foundations of automated information management and applications of data processing to library operations are discussed.

LIBS 6601: Audiovisual Resources and Services (3 credits)

This course introduces the concept of multimedia and explores its importance to and influence on the communication of information in information units. The course familiarises students with the theory and practise of multimedia librarianship and, when appropriate, presents practises and solutions to problems that fit this context. Special emphasis is given to critical evaluation, selection acquisition, bibliographical control, storage, maintenance and use of

audiovisual hardware and software. Innovations and developments in the audiovisual field applicable to various types of information work are covered.

LIBS 6701: Comparative and International Information Studies (3 Credits)

This course covers comparative study of the state of the provision of information services in a number of selected countries, developed and developing, with consideration given to historical, political, economic, educational and other factors of significance in the development of services now provided. The role of national, regional and international organizations and professional associations is covered as well as national, regional and international planning and co-operation.

LIBS 6702: History of Books and Printing (3 Credits)

This course deals with the printing of books and newspapers. Other issues for review include book illustration and decoration and the problems and needs of users of old books. The emphasis is on Caribbean printing and book trade history, conservation and restoration.

LIBS 6703: Archive and Records Management (3 Credits)

This course is intended as an introduction to the subject for librarians and other information specialists. It deals with the nature of archives and records management, the function of Records Offices and Archive Departments, and the basic principles of the physical care and organization of archival material. Given such a foundation, librarians in the region will be able to render useful service to scholarship by assembling and preserving archives and local history material in those countries in which archival institutions do not yet exist.

LIBS 6901: Trends and Issues in Library and Information Work (3 Credits)

Based primarily on the current literature of Library and Information Science, this course is designed to deal with several major trends in library and information work 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.

SEMESTER TWO

LIBS 6102: Management of University and Research Libraries (3 Credits)

This course deals with the management of academic and research libraries. Issues include management in an era of constraints and in the context of technological change. It provides opportunities for the student to develop investigative skills and enhance his potential administrative role.

LIBS 6103: Management of Special Libraries and Information Centres (3 Credits)

This course surveys the management, organisation and services within special libraries and information centres. It includes topics on marketing, cost-effectiveness and cost-benefits of special library services. Attention is given to the study of current trends in documentation and information technology as well as that of facilities, finances and problems of these units.

LIBS 6104: Management of Public Library Services (3 Credits)

This course is designed to enable the student to apply general management theory and practice to public library administration. It presents an historical overview of the public library and its mission as well

as its role in social and economic development.

The public library's environment, its services and user groups are examined as well as some current trends and issues in public library management.

LIBS 6105: Management of School Libraries and Learning Resource Centres (3 Credits)

This course introduces the student to the modern concept of the school library/LRC, their role and functions in the educational institution. The education, role and responsibilities of the school librarian are examined and emphasis is placed on strategies for effectively managing the various programme components- resources, staff, physical facilities, finances and services. The integration of the school library/LRC into the curriculum is also emphasized.

LIBS 6201: Catalogue Creation and Use (3 Credits)

This course is designed to provide students with an understanding of the theories associated with the creation and use of catalogues. Emphasis will be placed on the construction of the catalogue entry, the design of the catalogue, its various inner and outer formats and the integration of subject work in the catalogue. Also included are the management of technical services and catalogue support systems and services.

LIBS 6302: Information Resources in Science and Technology (3 Credits)

This course is intended to acquaint students with the information needs in science and technology within the framework of the communication patterns in these areas. It examines the characteristics of the literature and acquaints students with primary, secondary and tertiary information sources.

LIBS 6303: Information Resources in the Humanities (3 Credits)

This course defines the nature, structure and bibliographical organisation of the literature of religion, philosophy, the visual and performing arts, (music and theatre), languages and literatures. Emphasis is placed on the characteristics of the users of this material. It introduces students to the special aspects of reference service in these subjects and also familiarises them with manual resources and automated services.

LIBS 6304: Information Resources in the Social Sciences (3 Credits)

This course is intended to acquaint students with the nature of social science literature. It describes communication in the social sciences and examines the literature and bibliography of the major disciplines: anthropology, history, economics, education, political science, law and sociology. It seeks to acquaint students with the characteristics of the users of this literature, the nature of social science research and the multi-disciplinary problems associated with social science information. It also familiarises them with manual resources and automated services.

LIBS 6305: Contemporary Literature for Children and Young Adults (3 Credits)

This course gives an introduction to the wide variety of multimedia materials currently available for young people. The different categories of the literature are identified along with the criteria for their selection and the techniques for using them with children and young adults. The characteristics, interests and developmental needs of young people and how these affect their responses to literature are discussed, as well as the trends and issues in the field.

LIBS 6401: Research in Information Work (3 Credits)

This course is intended to provide the student with knowledge of the theories, tools and techniques of research methodology, its terminology and processes. Also treated are the concept of evaluation of research results and dissemination techniques including repackaging of information. Special emphasis will be placed on its application to and in information work.

LIBS 6502: Information Technology 11 (3 Credits)

This course is designed to familiarise students with some of the advanced aspects of information technology. It includes the operation and use of telecommunications in information work and with system development of automated resources and units. Theories of change management and strategic planning as well as commercial and other automated support services are examined. Selected trends in this dynamic field are also included.

LIBS 6602: Audiovisual Resources and Services 11 (3 Credits)

This course is designed to enable students to plan, produce and present audio-visual productions and to manage effectively audio-visual materials, physical facilities and services.

LIBS 6603: Multimedia Librarianship (3 Credits)

This course introduces the concept of multimedia and explores its importance to and influence on communication of information. It familiarises students with a trend in which increasing provision and use is being made of multimedia technology for the generation, storage and dissemination of information. It provides an overview of the various formats in which information is packaged with special emphasis on

computer multimedia technology. Attention is paid to the evaluation, acquisition, bibliographic control and management of these materials as well as to the planning, production and delivery of multimedia presentations.

Please note

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

Examination Regulations:

1. Students will be required to pass all ten (10) courses and to complete satisfactorily their field work placement before proceeding to the final semester, i.e. the semester in which they register to commence their Research Paper.
2. A student who does not pass at least three (3) courses by the end of the first semester and six (6) by the end of the second semester
3. A student who fails any course but is not required to withdraw under Regulation 2 above will be required to repeat the failed course, or with the approval of the Board for Graduate Studies, be permitted to read a substitute course, provided that the examination in the substitute will be counted in the same way as a second attempt at the failed course.
4. A student who is repeating one or two courses in the second semester may be required by the Department to postpone one or two courses until the first or second semester of the following academic year. Such a student may proceed on fieldwork assignment in the interim but not with registration for the final semester.
5. Students will be allowed no more than one (1) re-sit/ substitution for any course.
6. Students who fail to satisfactorily complete the

fieldwork during July - September will be permitted one further opportunity to complete this requirement during the ensuing year. They will not be permitted to proceed to the final semester until and unless they have complied with this requirement. Students repeating fieldwork will be required to register for the final semester at the beginning of the academic year following that repeat.

7. Students will be expected to complete and present the research paper at the end of the final semester. Students may however, with the recommendation of the Department obtain an extension for the submission in accordance with Faculty Regulations.

8. Students who fail to satisfy the examiners in respect of the research paper will be given one opportunity to revise the paper in accordance with faculty regulations but should this revision also fail, they will have been deemed to have failed the whole programme.

9. Students who are required to withdraw will not be readmitted into the programme within two years.

Master of Philosophy in Library and Information Studies

INTRODUCTION

The Department of Library and Information Studies can accept graduate students to read for the Master of Philosophy (Library and Information Studies) Degree by thesis. As a norm, only students with Upper Second Class Honours and above are admitted into this programme. The Department will only accept applicants for whom it can provide adequate supervision and for whom adequate resources for research exist. Thus the Department is not required to accept all suitably qualified applicants.

All such applicants must be approved by the Board for Graduate Studies and Research on the recom-

mendation of the Faculty of Arts and Education Sub-Committee for Higher Degrees. The application should include a proposal of the topic to be investigated. This proposal should be discussed with the Department of Library and Information in the first instance.

QUALIFICATIONS FOR ADMISSION

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

A Graduates of any University holding the MLS, or equivalent degree, a Postgraduate Diploma in Library Studies, or a B.A. (Library Studies) Degree, having obtained no lower than an Upper Second Class Honours Degree.

A Students who have obtained other suitable academic and or professional qualifications and experience.

Acceptance into the M.Phil. (Library Studies) programme shall depend on assessment of the students past education, performance and experience.

REQUIREMENTS FOR THE M.PHIL. LIBRARY AND INFORMATION STUDIES (FULL -TIME)

a) Where in the view of the Faculty, a student lacks adequate preparation in the area in which the thesis is to be written, such a student shall be required to pursue a reading course and to write two long papers, or to complete successfully two additional courses by teaching and examination.

b) A full-time student shall be assigned a supervisor to whom the student shall report in person as required.

A student shall be required to present a thesis on an approved subject within FOUR (4) calendar years of their registration.

A student shall be required to take an oral examina-

tion on the general field of study of the thesis.

REQUIREMENTS FOR THE M.PHIL. LIBRARY AND INFORMATION STUDIES (PART-TIME)

a) Applications for registration for part-time study towards the MPhil (Library Studies) Degree must meet the requirements for admission to the full-time M.Phil Library and Information Studies programme.

B A part-time student shall be assigned a supervisor to whom the student shall report in person or in writing not less than once every term.

c) A part-time student shall present a thesis and be orally examined for the Degree within FIVE (5) calendar years of their initial registration.

ALL MPhil STUDENTS SHALL BE REQUIRED TO ATTEND THE POSTGRADUATE SEMINARS ARRANGED BY THE STAFF OF THE DEPARTMENT DURING THE ACADEMIC YEAR.

DEPARTMENT OF LITERATURES IN ENGLISH

Head: Norval Edwards, BA UWI, MA, PhD York, Ontario

Department of Literatures in English offers the following Graduate programmes:

- MA in Literatures in English
- MPhil in Literatures in English (By research - a thesis of up to 40,00 words - and 3 taught semester courses)
- PhD in Literatures in English (By research – a thesis of up to 100,000 words)

MA in Literatures in English

The objectives of the programme are as follows: To provide students with an understanding of twentieth century literary theory and of the application of

the theories studied to the analysis of literary texts.

1 To offer a range of specialized courses in literature, which presently include courses on the literature of the Caribbean, Africa and the African diaspora, women's writing, Shakespeare criticism and comparative literature.

2 To initiate the candidates into the research and writing practices necessary for literary scholarship.

Entry Requirements (For the MA):

(a) Candidates must satisfy normal University and Faculty Regulations governing admission to Higher Degree Studies.

b) Candidates must have at least a Lower second class degree, passes not lower than B in at least eight courses in English in Level II and Level III of the BA programme. Please note that satisfaction of these criteria is not a guarantee of admission.

(c) Candidates who do not satisfy (b) above may be allowed to take qualifying examinations.

Duration of programme:

The programme may be completed in fifteen (15) months by full-time students, and twenty-four (24) months by part-time students.

Programme Structure:

Year 1/ Years 1-2

Candidates for the MA are required to complete six taught postgraduate courses, three per semester in the case of full-time students.

The following course is compulsory:

- LITS 6001 (E60A) – Twentieth Century Literary Theory

In addition, it is recommended that all students doing postgraduate studies in Literatures in English register for the course LITS 6026 (E60Z) - Research and

Year 2

Candidates are required to complete a 10-credit Research paper of 10-15,000 words

COURSES (CORE)

Course Code	Course Name	No. of Credits
LITS 6001 (E60A)	Twentieth Century Literary Theory	4
LITS 6026 (E60Z)	Research and Writing for Publication (compulsory for students beginning in 2010-2011)	4

COURSES(ELECTIVES)

Course Code	Course Name	No. of Credits
LITS 6026 (E60Z)	Research and Writing for Publication	4
LITS 6105 (E61E)	Postcolonial Literatures and Theories I	4
LITS 6203 (E62C)	Women, Poetry and Gender	4

Course Description

LITS 6001 (E60A) **Twentieth Century Literary Theory**

This course examines the development and range of literary theory in the 20th century, with consideration of the nature and function of theory, and the ways in which theories define themselves in relation and contradistinction to other theories. There will be close attention to a selection of topics from the following: New Criticism, Marxist theory, Structuralism, Northrop Frye, Mikhail Bakhtin, Deconstruction, New Historicism, Feminist theory, African-American theory, Postcolonial theory, Caribbean theory.

LITS 6026 (E60Z) **Research and Writing for Publication**

The purpose of this course is to provide students with information and skills to ensure a basic and necessary competence in both general and subject-specific research practice, and a sound foundation in the documentation and writing practices necessary for literary scholarship. The course will seek to meet those needs, and will be compulsory for all new graduate students.

LITS6105(E61E) **Postcolonial Literatures and Theories I**

This course will discuss selected postcolonial authors and theorists. Imaginative and theoretical works will be read alongside each other as 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. 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?

LITS 6203 (E62C) **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.

Additional Information/Notes:

The Department will admit new MPhil and PhD students for the academic year 2009-2010, but no new MA students will be admitted into the programme for this year. Continuing MA students will complete their courses and/or Research Paper.

Department Contact Information:

Phone: (876) 927-2217

Fax: (876) 970-4232

E-mail: litsengmona@gmail.com

Programme Coordinator: Dr Victor Chang

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

Head: Marie-José Nzengou-Tayo, CAPES (Haiti), BA, MA (Besançon), PhD (Lille III), D.E.A (Antilles-Guyane), Palmes académiques (Chev.).

Departmental Preamble:

The Department accepts postgraduate students to read for MA, MPhil, and PhD degrees in Spanish or French. The MA is a degree by course work and a research project. The MPhil. and PhD are degrees by thesis only. The following areas are available for thesis research:

French

- French-Lexicon Creole Language Studies
- The French Language in the Caribbean
- Modern Language Teaching in a Creole-speaking region
- Caribbean Literature in French with special reference to the poetry and prose of Haiti, Martinique and Guadeloupe.
- African Literature in French

Spanish

- 20th Century Spanish Novel
- Spanish Caribbean Literature
- Central American Literature
- Selected Spanish American authors
- Comparative study of Caribbean Literatures in Spanish, French and English.
- Women writers from the French Caribbean and Francophone West Africa

MPhil and PhD candidates are required to take 9 credits of taught Graduate courses offered by the Department of Literatures in English.

MA in Translation Studies

Specializations/Options (If Applicable):

- French Major, Spanish Minor
- Spanish Major, French Minor

Programme Objectives:

The objective of the programme is:

- to prepare qualified professionals to meet the translation needs in Jamaica and the region

Entry Requirements:

Applicants must have a Bachelors degree from a recognized university with at least Upper Second Class Honours

French Major, Spanish Minor

A University Degree in French and Spanish with a minimum of B+ in French Language and B in Spanish at Level III or equivalent qualification.

Spanish Major, French Minor

A University Degree in Spanish and French, with a minimum of B+ in Spanish Language and B in French at Level III or equivalent qualification

Duration of programme:

4 semesters Part-Time plus seven months for research paper.

Programme Structure:

The MA in Translation Studies is offered as two-year part-time programme.

Courses

French Major, Spanish Minor

1. ECON10 Introduction to Macro- Economics
2. GOVT26 International and Regional Organizations
3. FREN6501 General Translation

Year 1 Semester 2

1. FREN6020 - Theories of Translation
2. FREN6605 - Economic Translation
- FREN6403 - Literary Translation

Year 2 Semester 1

1. FREN6704 - Terminology and Documentary Research
2. FREN6107 - Institutional Translation

Year 2 Semester 2

1. FREN6213 - Research Methods in Translation
2. FREN6601 - Legal/Technical Translation

Spanish Major, French Minor

1. ECON10 Introduction to Macro-Economics
2. GOVT26 International and Regional Organizations
3. SPAN6501 General Translation

Year 1 Semester 2

1. SPAN6020 - Theories of Translation
2. SPAN6605 - Economic Translation
3. SPAN6403 - Literary Translation

Year 2 Semester

1. SPAN6704 - Terminology and Documentary Research
2. SPAN6107 - Institutional Translation

Year 2 Semester

1. SPAN6213 - Research Methods in Translation
2. SPAN6804 - Legal/Technical Translation

COURSES

Course Code	Course Name	No. of Credits	Course Weighting
FREN6020 SPAN6020	Theories of Translation	3	60% Exam 40% Coursework
FREN6213 SPAN6213	Research Methods in Translation	3	60% Exam 40% Coursework
FREN6704 SPAN6704	Terminology and Documentary Research	3	60% Exam 40% Coursework
FREN6501 SPAN6501	General Translation	3	70% Exam 30% Coursework
FREN6107 SPAN6107	Institutional Translation	3	30% Coursework 70% Exam
FREN6403 SPAN6403	Literary Translation	3	70% Exam 30% Coursework
FREN6605 SPAN6605	Economic Translation	3	70% Exam 30% Coursework
FREN6601 SPAN6804	Legal/Technical Translation	3	30% Coursework 70% Exam

RESEARCH PAPER (F/S670)

The research paper of about 10,000 words will be written on a subject chosen by the candidate in consultation with the supervisor. The research paper is to be submitted by March 31 of the year following the candidates completion of the course work.

Evaluation

- Theory courses will be assessed by an in-course test (40%) and an end-of-semester exam (60%)
- Practical courses will be assessed by an in-course test (30%) and an end-of-semester exam (70%)
- To be awarded the M.A. in Translation Studies the candidate must be successful in all courses and the research paper. Failure is limited to three courses which may be repeated only once.
- Candidates who fail more than 3 courses will normally be required to withdraw.
- A successful candidate whose average mark in the courses examined, and the research paper, does not fall below 70% shall be awarded an M.A. with distinction.

Department Contact Information:

The Department of Modern Languages & Literatures
Faculty of Humanities and Education
The University of the West Indies
Mona
Jamaica, West Indies

SCHOOL OF EDUCATION

Director: Professor Zellynne Jennings-Craig,
BA(Hons) Hull, MA Leeds, MEd
Birm, PhD UWI

The School of Education strives for excellence in the preparation of professional educators, managers of educational institutions and leaders of the process for the transformation of education systems through the delivery of a range of high quality graduate degree programmes which are responsive to students' interests and to market demands locally and internationally. Our courses and programmes are systematically reviewed and revised in order to enhance relevance and responsiveness. We use innovative teaching strategies and new technology—advanced learning modalities and support systems to create stimulating, healthy, intellectual and student-centred learning environments that foster growth in scholarship, professionalism and expertise.

Master of Education

Specializations/Options:

Curriculum Development
Educational Administration##
Educational Measurement##
Educational Psychology
Geography/Social Studies
Language Education
*Leadership in Early Childhood Development#
*Literacy Studies
Mathematics Education
Modern Language (Spanish) Education
Primary Education
Science Education

Teacher Education##

Offered via the online modality ONLY.

Offered face-to-face and online.

Programme Objectives:**CURRICULUM DEVELOPMENT**

This programme targets professionals involved in curriculum development at the national, institutional and classroom levels. It is designed to enable participants to explore issues relevant to curriculum development, implementation, institutionalisation 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. Some courses are offered both on-line and face to face.

EDUCATIONAL ADMINISTRATION

The programme in Educational Administration is designed to enable persons who undertake school management to understand the nature of organizations and of leadership, the administrative processes necessary for the effective management of the physical plant, financial resources, staff and students, the factors influencing educational planning and the management of curriculum and instruction. Administrative theories are explored and discussed as the basis for practice and research relevant to the Jamaican and Caribbean context is reviewed.

Target Group

The MEd in Educational Administration is designed to meet the needs of school leaders such as:

- ▶ Principals
- ▶ Vice-principals
- ▶ Senior Teachers
- ▶ Education Officers
- ▶ Training/staff development officers

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.

Aims and Objectives of the Programme

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 question 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.

GEOGRAPHY/SOCIAL STUDIES EDUCATION**LANGUAGE EDUCATION****LEADERSHIP IN EARLY CHILDHOOD****DEVELOPMENT**

Empirical evidence points to the severely limited capacity at the leadership level of Early Childhood

development systems in the Caribbean region. Consequently, the Master in Education Leadership in Early Childhood Development (MELECD) is a web-based programme specifically designed for professionals in the Early Childhood development Sector throughout the Caribbean, especially potential participants in the non-campus territories. Participants in other parts of the world should also find this programme quite useful.

Target Group

- ▶ Day Care Supervisors
- ▶ Pre-School Directors/Nurses
- ▶ Social Workers
- ▶ Teachers
- ▶ E.C. Education Officers
- ▶ Training/Staff Development Officers
- ▶ Community Leaders

LITERACY STUDIES

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

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

MATHEMATICS EDUCATION

MODERN LANGUAGE (SPANISH) EDUCATION

PRIMARY EDUCATION

SCIENCE EDUCATION

TEACHER EDUCATION

THE MASTER OF ARTS IN HIGHER EDUCATION – STUDENT PERSONNEL ADMINISTRATION

This programme aims at preparing student services personnel administrators and practitioners to function effectively as transformative educators. The philosophical basis of the Masters programme is that out-of-classroom programmes, services and policies are developed based on related student learning and development theories, to support in a seamless manner, the institution's distinct education mission and the behavioural, cultural and social goals it has for its graduates.

Target Group

The Masters of Arts in Higher Education – Student Personnel Administration is designed to meet the needs of

- Incumbent student personnel administrators requiring formal academic qualification
- Students seeking careers in university/college student services and administration.

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 professional qualification in teaching such as a postgraduate diploma or certificate or an approved equivalent.

Duration of programme:
2 years and 1 semester

Programme Structure:

Candidates are required to complete eight* or nine taught courses and a research project.

*Literacy Studies Specialists and those candidates reading for the M.Ed. in Leadership in Early Childhood Development are required to do eight courses along with the research paper.

MPhil / PhD

(Areas of Research)

Curriculum Development
Educational Administration
Educational Psychology
Language Education
Literacy Studies
Mathematics Education
Modern Language (Spanish) Education
Science Education
Teacher Education

Seminars:

At least one

The Master of Philosophy

This is a research degree and may be terminal, but is also the normal route to the PhD programme. Candidates will be given the opportunity to demonstrate knowledge of research methodology and a capacity for independent research. The criteria for transfer to the PhD are specified in the Higher Degrees Manual, and are based on research done at UWI, and written work presented at departmental

seminars.

Notwithstanding the fact that the MPhil Programme does not normally require courses, it may include a Research Methods and/or other qualifying courses. In addition, the candidate is encouraged to give an oral presentation of the research proposal before embarking on the research.

The Doctoral Programme

The PhD degree is awarded solely on the basis of a thesis that should be a record of independent research into an original problem, showing an original approach to a problem or an original approach to a problem previously studied. An oral examination of the dissertation is required.

Before being allowed to register for the PhD, the candidate must independently prepare a research proposal and participate in the graduate level seminars. Aspects of this participation include presentations by the student, indicating an understanding of the relevant bodies of knowledge relating to the research area. If the proposal is judged by the Faculty Sub-Committee as acceptable, a recommendation for the registration of the candidate will be made to the Board for Graduate Studies.

Candidates are required to register every year until the thesis examination is completed. Candidates are responsible for keeping in touch with their supervisors, and maintaining a satisfactory rate of progress. Candidates who fail to do so will be recommended for removal from the register of graduate students.

IMPORTANT NOTE

The candidate is reminded that he/she must assume responsibility for seeing that all requirements are met. A thesis/project may be rejected through failure to observe University regulations in the Thesis Guide: A guide for the preparation of theses and research papers.

When the candidate and the supervisor(s) are satisfied that the thesis/project is nearing completion, at least three (3) months before final completion, application should be made for examination.

CURRICULUM DEVELOPMENT(CORE COURSES)

Course Code	Course Name	No. of Credits
ED60Q	Philosophical, Psychological and Sociological Foundations of Curriculum	3
ED60R	Principles of Curriculum Development, Implementation and Evaluation	3
ED60Z	Curriculum Evaluation	3

EDUCATIONAL ADMINISTRATION (CORE COURSES)

Course Code	Course Name	No. of Credits
ED63A	Introduction to Educational Administration	3
ED63B	School Personnel Management	3
ED63D	Educational Leadership	3
ED63E	Educational Planning & Management	3
ED63H	Educational Supervision	3

EDUCATIONAL MEASUREMENT (CORE COURSES)

Course Code	Course Name	No. of Credits
ED67W/ EDEM 6723	Educational & Psychological Measurement	3
ED67P/ EDEM E6716	Issues in Internal Assessment	3
ED67Z/ EDRS 6726	Quantitative Research Methods	3
ED67F/ EDEM 6706	Advanced Educational & Psychological Measurement	3

EDUCATIONAL PSYCHOLOGY (CORE COURSE)

Course Code	Course Name	No. of Credit
ED60J	Cognition and Learning	3
ED60K	Human Growth and Development	3
ED60L	Social Psychology and its Implications for Education	
ED60M	Measurement of Psychological and Educational Constructs	3
ED67K	New Directions in Educational Testing	3

LANGUAGE EDUCATION (CORE COURSES)

Course Code	Course Name	No. of Credits
ED61D	Language and Cognitive Processes	3
ED61E	Language Teaching and Learning in a Creole-Speaking Environment	3
ED61F	The Teaching of Writing	3
ED61G	The Teaching of Literature at the Primary Level	3
ED61H	The Teaching of Literature at the Secondary Level	3
ED61I	Literature and Education for Sustainable Development	3
ED61J	Children and Narrative	3

LEADERSHIP IN EARLY CHILDHOOD DEVELOPMENT (CORE COURSES)

Course Code	Course Name	No. of Credits
ED60B	Issues and Trends in Early Childhood Development in the Caribbean	3
ED60E	Programme Management	3
ED68D	Early Childhood Development in Caribbean Context	3
ED68E	Team Leadership, Interpersonal Skill and Communication	3
ED68G/ EDEC6807	Strategic Management	3

LITERACY STUDIES (CORE COURSES)

Course Code	Course Name	No. of Credits
ED66K	Assessment of Literacy Performance	3
ED66L	Advanced Research Seminar in Literacy	3
ED66M	The Teaching of Writing as Literacy	3

MATHEMATICS EDUCATION (CORE COURSES)

Course Code	Course Name	No. of Credits
ED62A	Mathematics Thinking and Learning	3
ED62B	Mathematics Curriculum	3
ED62C	Selected Topics in Mathematics Education	3
ED62D	Research in Mathematics	3
ED62E	Selected Topics in Advanced Mathematics	3
ED62F	Technology and the Teaching and Learning of Mathematics	3

MODERN LANGUAGE EDUCATION 9 (CORE COURSES)

Course Code	Course Name	No. of Credits
ED65A	The Foreign Language Curriculum	3
ED65B	Early Foreign Language Learning (EFILL)	3
ED65D	Trends, Issues and Research in Modern/World Language Education	4

PRIMARY EDUCATION (CORE COURSES)

Course Code	Course Name	No. of Credits
ED61F	The Teaching of Writing	3
ED61G	The Teaching of Literature at the Primary Level	3
ED68A	Literacy Theory, Policy and Practice at the Primary Level	3
ED68B	Language Arts and Literacy Across the Primary Curriculum	3

SCIENCE EDUCATION (CORE COURSES)

Course Code	Course Name	No. of Credits
ED64A	Trends in Curriculum Development in Science	3
ED64B	Learning and Teaching in Science	3
ED64C	Measurement and Assessment in Science	3
ED64D	Environmental Education	3
ED64E	Issues, Readings and Research in Science Education	3
ED64F	Teaching Methodologies in Chemistry for the Post-Secondary Level	4

TEACHER EDUCATION (CORE COURSES)

Course Code	Course Name	No. of Credits
ED60J	Cognition and Learning	3
ED60P	Adult Learning Methods and Teaching Strategies	3
ED60S	Teaching at the Primary and Secondary Levels	3
ED60T	Inside Classrooms	3
ED62A	Mathematical Thinking and Learning	3
ED60Y	Theory and Practice of Teacher Education	3
ED67D	Research Policy and Practice in Teacher Education	3
ED60U/ EDTE6021	Supervision & Students' Development	3

MASTER OF ARTS IN HIGHER EDUCATION: STUDENT PERSONNEL ADMINISTRATION

CORE COURSES

Course Code	Course Name	No. of Credits
ED69A/ EDR 6901	Issues and Trends in Higher Education	3
ED69B/ EDFA6902	Comparative Higher Education	3
ED69C/EDTK6903	Technology in Higher Education	4
ED69D	Action Research for Higher Education	3
ED63K/ EDEA6311	Introduction to University and College Student Development Theories	4
ED63L/ EDEA 6312	Interpersonal Skills for Student Personnel Administrators	3
ED63M/EDEA6313	Managing Career Development and Planning	4
ED63N/ EDEA6314	Managing Student Personnel Units and Facilities - Core Competencies and Techniques	4
ED63P/ EDEA6316	Research-based Internship Organization and Administration of Student Personnel in Caribbean Higher Educational Institutions	6
ED63Q/ EDEA6315		3

Programme Structure:

Candidates are required to complete eight* or nine taught courses and a research project.

*Literacy Studies Specialists and those candidates reading for the MEd in Leadership in Early Childhood Development are required to do eight courses along with the research paper.

ELECTIVES

Course Code	Course Name	No. of Credits
ED60V	Fundamental of Data Analysis	3
ED60N	Research Methods	3
ED60P	Adult Learning Methods and Teaching Strategies	3
ED60U	Measurement and Evaluation 2: Test Theory	3
ED60W	Introduction to Qualitative Research	3
ED60X	Qualitative Research in Education	3
ED63G	Administration of Technical Vocational Programmes	3
ED64D	Environmental Education	3
ED67A	Learning Disabilities	3
ED67B	Special Topics in Adaptive Instruction Research	3
ED67E	An Advanced Course in Psychological and Educational Testing: Test Construction I	3
ED67F	An Advanced Course in Psychological and Educational Testing: Test Construction II	3
ED67G	Seminar in Educational Research	3
ED67J	Seminar on Issues in the Caribbean	3
ED70A	History Education: The Teaching of History	3
ED67H	Critical Studies in Philosophy of Education	3

(ED60Q/ EDCU6017) PHILOSOPHICAL, PSYCHOLOGICAL AND SOCIOLOGICAL FOUNDATIONS OF CURRICULUM

CREDITS: 3
 DURATION: 39 Hours
 LENGTH OF COURSE: 1 Semester
 PREREQUISITE: ED20M Introduction to Curriculum Studies
 OR Equivalent course.

Course Description:

This course is designed for professionals working at various levels of the educational system. It will expose participants to philosophical, psychological and sociological theories, principles and ideas relevant to the curriculum field and will therefore provide a conceptual framework within which to analyze curriculum theory and practice at the national, institutional and classroom levels.

PRINCIPLES OF CURRICULUM DEVELOPMENT, IMPLEMENTATION AND EVALUATION

COURSE CODE: ED60R
 CREDITS: 3
 DURATION: 39 Hours
 LENGTH OF COURSE: 1 Semester
 PREREQUISITE: ED60Q: Philosophical, Psychological and Sociological Foundations of Curriculum

Rationale

This course is targeted at professionals involved in curriculum development at the national, institutional and classroom levels. It is designed to enable participants to explore issues relevant to curriculum development, implementation, institutionalisation and evaluation with a view to developing a framework that can be used for 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.

CURRICULUM EVALUATION

Course Code: ED60Z
 CREDITS: 3
 DURATION: 39 Hours
 LENGTH OF COURSE: 1 Semester

The course is designed to develop an understanding of the curriculum evaluation process, alternative approaches to curriculum evaluation and the practical issues involved in conducting an evaluation of a school curriculum or a programme evaluation. This course also provides an opportunity for participants to critically examine evaluation studies using alternative approaches with a view to informing their own experiences.

Educational Administration**INTRODUCTION TO EDUCATIONAL ADMINISTRATION**

COURSE CODE: ED63A
 DURATION: 39 Hours -1 Semester
 CREDITS: 3

Rationale

The administration of the education system needs innovative approaches in order to make a difference. Criticisms and concerns are raised both inside and outside of the education system regarding the management of schools and the other areas of the education system. Issues related to productivity, effectiveness and the overall performance of the education system have become priority focus. The training of principals, vice principals, department heads and the others who play a significant role in the management of education system must bear relevance to the needs of the system. The course will provide the competencies to prepare administrators of the education who has to manage in the age of trans-

formation. Emphasis will be placed on the practical needs of the administrator, but the theoretical underpinnings which guide action will be the cornerstone of the course.

SCHOOL PERSONNEL MANAGEMENT COURSE CODE: ED63B

DURATION: 39 Hours -1 Semester
 CREDITS: 3

Rationale:

The management of human resources is probably the most important tasks in any organization, for whether the purpose is to produce goods or services such productivity is made possible through the human elements.

Many organization have a separate Human Resource (Personnel) department with an assigned manager who is responsible for its personnel functions, but in the school, the principal assumes the important role of Human Resource or Manager. The success of any school programme depends to a large extent, on the efficiency of the principal in selecting and deploying, developing and supervising human resources so as to maximize achievement of the goals of the school.

This module on personnel management (Human Resources Management/Personnel) introduces you to the various personnel roles in the school, and the skills and techniques employed in the performance of such roles.

EDUCATIONAL LEADERSHIP

COURSE CODE: ED63D
 DURATION: 39 Hours -1 Semester
 CREDITS: 3

Rationale:

Educational institutions today are forced to change programmes in order to prepare workers for an international economy and citizens for a turbulent and pluralistic culture. Educational leaders therefore need to keep abreast of the changing demands of society and develop the knowledge and skills necessary to effectively guide their organization towards meeting these demands.

This course is designed to assist participants in acquiring an in depth understanding of the nature, scope and purpose of leadership as it relates to educational administration and to acquire skills for effective leadership.

EDUCATIONAL PLANNING AND MANAGEMENT

COURSE CODE: ED63E
 DURATION: 39 Hours -1 Semester
 CREDITS: 3

Rationale:

This is an introductory course in the area of Educational Planning aimed at enabling participants to develop an understanding of the functions, principles, processes and strategies of educational planning.

In the context of developing countries where resources are scarce, those who manage educational systems and organizations can benefit greatly from the study of this course as they seek to deal with some of the dilemmas that confront them.

EDUCATIONAL SUPERVISION

COURSE CODE: ED63H
 DURATION: 39 Hours -1 Semester
 CREDITS: 3

Rationale:

Supervision and administration are correlative, complementary and mutually shared functions in the

management of educational systems. It is inconceivable that a specialization in Educational Administration could be considered exclusive of supervision. Further, in our school systems the Educational Officer, the Principal, the Vice Principal, Department Head among others perform the role of supervisor. As supervisory leaders these individuals must be educated and trained so that they can better coordinate and facilitate the work of teachers in their efforts to improve the learning of pupils and the work of the school.

EDUCATIONAL PSYCHOLOGY COGNITION AND LEARNING

COURSE CODE: ED60J
DURATION: 39 Hours - 1 Semester
CREDITS: 3

Rationale:

The nature of thinking and learning and the creation of meaning have been central concerns of educators for many years, generating a number of theories and considerable research work. Those responsible for structuring and determining learning experiences should not only be well informed about the processes of cognition and concept learning, but should also have a lively interest in contemporary research in this field and the applicability of both theory and research findings to the practical teaching situation. For teachers to be effective in the classroom they need to have knowledge of concept teaching and learning, as every subject matter is built around concepts. Concepts also serve to organize the experiences of the learners, as well as order how they reflect on these experiences.

HUMAN GROWTH AND DEVELOPMENT

COURSE CODE: ED60K
DURATION: 39 Hours - 1 Semester
CREDITS: 3

Rationale:

Knowledge of human growth and development is of great importance to educators, parents and the individuals themselves. While an understanding of growth and development up to early adulthood can enhance one's understanding of the school aged child, an appreciation of development beyond the school years sheds light on the adult learner and on oneself. How humans develop a sense of self, their personality and their value system all impinge on the individual in the learning situation.

SOCIAL PSYCHOLOGY AND ITS IMPLICATIONS FOR EDUCATION

COURSE CODE: ED60L
DURATION: 39 Hours - 1 Semester
CREDITS: 3

Rationale:

Over the last three decades, there have been several transformations in the social context in which children and young adults grow and develop. While such changes have brought opportunities for the individual's personal growth and increased choices in terms of life-goals, they have also caused stresses of their own. Individuals preparing students for life in the 21st century, ought to be familiar with these ongoing changes and their psychological effects.

This course is designed to sensitize participants to the social influences and issues which impact on psychological development and the likely implications for education.

MEASUREMENT OF PSYCHOLOGICAL AND EDUCATIONAL CONSTRUCTS

COURSE CODE: ED60M/EDPS6014
DURATION: 1 Semester
CREDITS: 3

Description

This course covers the fundamentals of educational and psychological research with an emphasis on constructs and how to measure them. The goal of this course is to provide students with the necessary knowledge so they can make informed and critical evaluations of assessment methods used in the field of psychology and education. Students will be shown how to examine these measurements for validity and reliability. Additionally, they will be given the fundamental of constructing their own simple self-report measuring instruments of psychological and educational constructs, such as beliefs, attitudes, values, behaviours, learning and skills.

GEOGRAPHY/SOCIAL STUDIES EDUCATION AND CITIZENSHIP

COURSE CODE: ED66A
LENGTH OF COURSE: 1 Semester
NUMBER OF CREDITS: 3
DURATION: 39 Hours
PRE-REQUISITES: None

Description of Course

This is one of the elective courses in the M.Ed. in Teacher Education Programme. It is designed for teachers, college lecturers and other administrators in Education. The course consists of five themes:

1. Historical development of citizenship education
2. Schools as social organizations for character building
3. New thrust for citizenship education
4. The active citizen
5. Planning for citizenship education in the curriculum
 - i. The formal citizenship curriculum
 - ii. The informal citizenship curriculum
6. Challenges in planning and implementation

GEORGAPHY EDUCATION

COURSE CODE: ED 66B
CREDITS: 3
SEMESTER: 1
DURATION: 39 Hours - 1 Semester
Prerequisite: 1st degree in Geography or Undergraduate courses in Social Studies/Geography.

Rationale:

Geography as a school subject in the Commonwealth Caribbean is taught by both Geography and Social Studies teachers. Social Studies teachers, college lecturers and educators have to be equipped with geographical knowledge and skills to advance Geography, particularly, at the lower levels of the Secondary school. The dearth of geography teachers in schools and the need for training in Geography Education in the teachers' colleges have fostered the need for programmes to train the teacher trainees. Thus the course is designed for teacher educators, education officers responsible for supervision of teachers of geography and other educational practitioners working at various levels of the educational establishment in the discipline of geography. The overall purpose is to assist in fostering a new awakening in geographical ideas and to stimulate a 'renaissance' in geographical education, teaching and learning in the Commonwealth Caribbean. The course will assist participants to scrutinise their understanding of underpinning theories in geography. It aims to foster and develop the ability to formulate policies. It seeks also to advance Geography as a school subject and as an academic discipline in the Commonwealth Caribbean through research in geography education. It will encourage participants to remedy a shortage of appropriate geography texts for schools by developing skills in evaluating and writing geography text books.

URBAN PLACE AND EDUCATION

COURSE CODE:	ED66C
CREDITS:	3
DURATION:	39 Hours - 1 Semester
SEMESTER:	II
Prerequisite:	A first degree in geography, social studies, sociology or any related discipline in education or the social sciences

Rationale

This course is designed for professionals: teachers, college lecturers and administrators working in the education system of Jamaica and the wider Caribbean. It aims to provide participants with in-depth knowledge, both theoretical and practical, of the urban environment. The study or knowledge of urban places is an important aspect of Geography and Social Studies at both the CSEC and CAPE levels of the Caribbean Examination Council (CXC). Knowledge of urban places is also important in both the primary and secondary schools' curriculum. Urban places, cities and towns, have greatly but silently influenced social, economic and educational developments of countries. However, not much emphasis is placed on this geographic, spatial and demographic phenomenon. This course will enable participants to better understand the urban environment. It also examines the role urban places have had on social life and on the advancement, practice and development of education.

THE SOCIAL THEORETICAL FOUNDATIONS OF GEOGRAPHY AND SOCIAL STUDIES

COURSE CODE:	ED66D
CREDITS:	3
SEMESTER:	2
DURATION:	39 Hours - 1 Semester
PREREQUISITE:	Geography/Social Studies/ Geology 1st degree

Rationale

The course aims to provide practitioners: administrators, teachers and college lecturers of Geography and/or Social Studies Education with the background of theoretical perspectives which underpin their respective disciplines and shape social thinking. Both Geography and Social Studies have borrowed substantially from Social Theory to develop their own theoretical base. The course examines the eclectic nature of both disciplines and expounds on some common areas borrowed from classical as well as contemporary social theory. It particularly considers the upsurge and development of feminist theory in both Geography and Social Studies.

SOCIAL AND CULTURAL GEOGRAPHY

COURSE CODE:	ED66E
CREDITS:	3
DURATION:	39 Hours - 1 Semester
SEMESTER:	II
PREREQUISITE:	1st degree in Geography or Social Studies

Rationale

A gap exists in Education for the teaching of Social and Cultural geography at the Higher Education level. Geography at this level in the Caribbean is still steeped in positivism. This course which is designed for teachers, administrators and college lecturers aims to provide a more humanistic approach to the study of geography in a Caribbean context. It aims to make the study of geography more relevant to the Jamaican/Caribbean social and cultural experiences. It examines areas of social and public concern and explores some of the new directions which have occurred in human geography. It adopts alternative theorisation of culture from one limited to text and artefacts to one more amenable to social life. It addresses sensitive issues, ever present in Jamaican and the wider Caribbean society, such as colour, ethnicity, race, crime, poverty. It examines the cultural in a Caribbean context drawing on the new dimensions of culture developed by Stuart Hall.

RURAL SETTLEMENTS, SOCIETY AND EDUCATION

COURSE CODE:	ED 66F
CREDITS:	3
SEMESTER:	II
DURATION:	39 Hours - 1 Semester

Rationale

Rural settlements dominate much of the world despite the increase of the urban population. The majority of the world's population still lives in rural areas with the land and rural life continuing to be important to the culture of the society. In the developing or Third World much of the world's land is used for agricultural activities. Jamaica and many of the other countries in the wider Caribbean are essentially rural with agriculture still forming an important part of the economy. Yet the study of the countryside is one of the neglected areas of social, geographical and educational studies. The course aims to bring the study of the rural to the fore. It will enable educational practitioners to ponder the importance of rural areas to social, economic and educational development. It aims to enhance knowledge of the rural both from a contemporary and historical perspective. Examination is made of the continuity and dominance of the rural. Although emphasis is placed on the Caribbean, the course also places rurality in a global context. The course is both theoretical and practical.

SOCIAL STUDIES EDUCATION

COURSE CODE:	ED 66G
CREDITS:	3
SEMESTER:	1
DURATION:	39 Hours - 1 Semester
PREREQUISITE:	1st degree in Social Studies/Geography

Rationale

Social Studies in a Commonwealth Caribbean context has gone through several changes since its introduction into the educational system in the 1950's. Controversy surrounds its very existence. This course provides a forum for crucial issues to be explored, discussed and debated. The course, by its very nature, reinforces the importance of Social Studies as a school subject as well as an academic discipline in the Commonwealth Caribbean. It advances and develops a platform for Social Studies continuing growth and development in the Commonwealth Caribbean. The course which is designed for educational practitioners: teachers, college lecturers and administrators in Social Studies will provide a base where ideas could be developed and theory and practice explored. The course will examine new areas of content, methodologies, and resources being incorporated into Social Studies to reflect present day experiences of a global world and the realities of living in the 21st century. The course will be theoretical, practical and topical.

LANGUAGE EDUCATION**THE TEACHING OF LITERATURE AT THE PRIMARY LEVEL**

COURSE CODE:	ED61G
DURATION:	39 Hours – 1 Semester
CREDIT:	3

Course Description:

An in-depth examination of the literature written for children with a particular emphasis on West Indian literature. An overview of literary theory as it applies to children's literature will lead to an exploration of reader-response theory as practiced in the primary school. Research related to children's literature and activities to promote the use of such literature to further cross-curricular aims will be considered.

THE TEACHING OF LITERATURE AT THE SECONDARY LEVEL

Course Code: ED61 H
Duration: 39 hours
Credits: 3 credits
Length of course: 1 Semester

Rationale

This course will enable teachers to impart an appreciation of literature to students, to develop an insight into novel approaches to the teaching of different literary genres and to foster in-depth and relevant research in the teaching of literature at the secondary level.

LEADERSHIP IN EARLY CHILDHOOD DEVELOPMENT

ISSUES AND TRENDS IN EARLY CHILDHOOD DEVELOPMENT IN THE CARIBBEAN

COURSE CODE: ED60B
DURATION: 39 Hours – 1 Semester
CREDITS: 3

Rationale

In the Caribbean context, early childhood professionals at the Masters' degree level frequently work in senior administrative positions providing leaderships in a designated programming area such as managing a day-care centre, training staff or implementing parent programmes. Leadership responsibilities in the ECD field require a broad base of knowledge and skills to effectively support growth and development of ECD systems. Such skills might include project or programme development and implementation, monitoring and assessment of personnel and of programmes, budgeting and financial management, training and human resource development, curriculum development, teaching, advocacy, among others. To hone these skills, the ECD leader must keep abreast of related current issues, trends

and developments as these emerge in the fields of early childhood development and leadership. The purpose of this course is to increase the Masters' degree students' knowledge and understanding of the critical issues and influences at the local, regional and international levels, that impact their performance as leaders in child development early childhood programming and implementation and other related areas in the field. Emphasis is placed on new and emerging research especially from the Caribbean and implications for practice in local and regional contexts.

PROGRAMME MANAGEMENT

COURSE CODE: ED60E
DURATION: 39 Hours – 1 Semester
CREDITS: 3

Rationale

Many of the persons who operate in Early Childhood leadership positions graduate to the position because of experience at the field level – caregiver, teacher, nurse and the like – or because they have received advanced training in one of the technical areas related to Early Childhood Development. They have not been exposed to and, for the most part, have limited, unstructured knowledge of the basic concepts and skills required to function as an effective and efficient programme manager.

This course is intended to introduce them to the range of applicable concepts and skills and to provide an opportunity to apply these concepts and skills to practical solutions.

EARLY CHILDHOOD DEVELOPMENT IN THE CARIBBEAN CONTEXT

COURSE CODE: ED68D
DURATION: 39 Hours – 1 Semester
CREDITS: 3

Rationale

Recent research has highlighted the importance of

child development to social and economic development of countries. For developing countries, including Caribbean nations, promotion of child development at all levels of society is integral to future development. Promotion of child development requires sound knowledge of theoretical perspectives and the impact that theory, knowledge and practice have made internationally. Promotion of child development in the Caribbean region, however, also requires detailed knowledge of the Caribbean, its culture, its people and their lives and the impact of these on the development of Caribbean children. This course provides future early childhood leaders with the knowledge and skills required to promote and advocate for child development in the Caribbean region.

TEAM LEADERSHIP, INTERPERSONAL SKILLS AND COMMUNICATION

COURSE CODE: ED68E
DURATION: 39 Hours – 1 Semester
CREDITS: 3

Course Rationale and Description

The Master of Education, Leadership in Early Childhood development (MELECD) Programme is one component of a capacity building strategy to strengthen the leadership base of the Early Childhood Development (ECD) sector within the Caribbean region. The need for leadership and management training for the ECD sector has been established for some time now. How to meet the challenges of making an effective transition from practising educator or caregiver to institutional leadership can no longer be left to individuals called upon to assume positions of leadership. Increasing attention to the need for effective leadership of the education and day care sectors has converged with growing agreement on the critical importance of the early childhood period in providing the foundation for all subsequent levels of the developmental process. The convergence of these two trends means that leadership of the Early Childhood Development Sector is an acknowledged

priority. This course in interpersonal skills, communication and advocacy in which leaders will be required to mobilize internal and external resources and engage them in the team approach to the management of the sector.

STRATEGIC MANAGEMENT

COURSE CODE: ED68G/EDEC6807
DURATION: 39 Hours – 1 Semester
CREDITS: 3

Rationale

Many practitioners in Early Childhood leadership positions have not been exposed to and for the most part have limited knowledge of management principles and practice, especially in the area of strategic management and structured leadership. This area is especially important given that the Early Childhood sector is an emerging sector, whose eventual fate within the Caribbean socio-economic framework will be determined by the extent to which it can be appropriately positioned in these early years.

Literacy Studies

ASSESSMENT OF LITERACY PERFORMANCE

COURSE CODE: ED66K
DURATION: 39 Hours – 1 Semester
CREDITS: 3
Pre-requisites: ED26E or equivalent

Description of Course

This course examines different framework for assessing literacy and develops a particular framework with the view of guiding participants to integrate literacy assessment and instruction. Given the diversity in the classrooms, different methodologies will be used to assess individuals and small groups. In addition, the course will critically explore Language Arts curricular and national literacy assessment programmes, which are currently being used in Jamaican schools.

Overall, the experience will provide guidance towards developing participants' skill and confidence to manage assessment-based literacy classrooms and assessment issues beyond the classroom.

Rationale

This course will facilitate Language Arts/Literacy educators, at different levels of the education system, who have not done advance training in the assessment of literacy. These educators need to have a firm grounding of theories, principles and strategies for integrating instruction and assessment of literacy.

ADVANCED RESEARCH SEMINAR IN LITERACY

COURSE CODE: ED66L
DURATION: 39 Hours - 1 Semester
CREDITS: 3
Pre-requisites: ED60N

Description of Course

The literature on supervising research projects and theses in education (eg. Brause and Mayher, 1991) shows that students greatly benefit from support and individual attention. This course is designed to provide adequate time skill development and for supporting individual and collaborative student projects. It is expected to serve as a culminating course, which prepares students for conducting a carefully designed research project.

Rationale

This course is designed to guide students towards the final project in their areas of specialization – Literacy Studies. Students ought to be given the type of support that will help them to produce quality work in minimum time.

THE TEACHING OF WRITING AS LITERACY DEVELOPMENT II

COURSE CODE: ED66M

DURATION: 39 Hours – 1 Semester
CREDITS: 3
Pre-requisites: ED26E or equivalent

Rationale:

This course is designed for classroom teachers, teacher trainers and curriculum developers who have leading roles in literacy development. It focuses on theory, research and practice relevant to the teaching of writing. Much emphasis is placed on reading writing connections and it is expected that this emphasis will propel participants to use literacy genres as models in the development of their students' writing skills.

The writing strand of literacy was usually given little attention but it has now become very important for literacy professionals to investigate how writing develops and to develop ways of teaching writing effectively. This course explores distinguished research on the development of writing and the teaching and assessment of writing, which will deepen the participants' understanding and enrich their practices. An important aspect of this course is that participants will get the opportunity to practice in a clinical setting.

MATHEMATICS EDUCATION

MATHEMATICAL THINKING AND LEARNING

COURSE CODE: ED62
DURATION: 39 Hours
SEMESTER: 1
CREDITS: 3
Prerequisites: None

Rationale:

Mathematics offers distinctive modes of thought and as such an understanding of the nature of mathematical thinking is central to an understanding of how children learn mathematics. In order to be ef-

fective in their respective roles, teachers and teacher educators need to be familiar with classroom practices that provide learners with exciting and meaningful learning experiences that engage the learners in mathematical thinking and facilitate the development of mathematical understanding.

THE MATHEMATICS CURRICULUM

COURSE CODE: ED62B
DURATION: 39 Hours
SEMESTER: 1
CREDITS: 3
Prerequisites: ED62A Mathematical Thinking and Learning

Rationale:

The need for new approaches to curriculum and instruction in Mathematics has become increasingly clear over the last two decades. The Principles and Standards of School Mathematics (2000) emanating from the United States of America, the United Kingdom's National Curriculum: and South Africa's Curriculum 2005, are but three of the international initiatives which have emphasized more student-centred and inquiry based learning in Mathematics. In Jamaica, the Revised Primary Curriculum and the Reform of Secondary Education (ROSE) Mathematics Curriculum, Grades 7-9, are also initiatives which demonstrate recognition of the need for change in the way mathematics is both perceived and taught. The impact on society of various technologies, and in particular the calculator and the computer, has also created a need for mathematics curricula to respond so that their benefit to the overall mathematical development of learners is realized. In the midst of these reforms, the mathematics educator needs to be aware of the forces that shape and guide curriculum reform, be cognizant of the issues which facilitate or impede the school change process with respect to the mathematics curriculum and must also be able to apply those understandings to the process of curriculum selection or adoption and implementation.

SELECTED TOPICS IN MATHEMATICS EDUCATION

COURSE CODE: ED62C
DURATION: 39 Hours
SEMESTER: 1
CREDITS: 3
Prerequisites: ED62A Mathematical Thinking and Learning
ED62B The Mathematics Curriculum

Rationale:

For mathematics educators to be truly effective, it is important that they become critically aware of the issues which surround the teaching and learning of the subject, so that these insights may be used to inform their own practice and the practice of others in the case of teacher educators.

This course is designed so that opportunities are given for participants to address topics of significance and interest to them. The flexible nature of the course will allow participants to study specially selected topics, in depth. In so doing, the course enables students to keep abreast with some of the (sometimes) rapid movement in thinking with respect to philosophical, psychological, sociological and/or pedagogical aspects of the topics considered.

RESEARCH IN MATHEMATICS EDUCATION

COURSE CODE: ED62D
DURATION: 39 Hours
SEMESTER: 1
CREDITS: 3
Prerequisites: ED60N Research Methods
ED62A Mathematical Thinking and Learning
ED62B The Mathematics Curriculum

Rationale:

The process of continuous research in Mathematics Education is central to our understanding of how children learn mathematics. Teachers and Teacher Educators should be familiar with the various techniques and methodologies that facilitate original research in Mathematics Education and should also be equipped to utilize research findings to enhance their teaching. This course is therefore designed to allow teachers to review substantially the current research literature in Mathematics Education.

TECHNOLOGY AND THE TEACHING AND LEARNING OF MATHEMATICS

COURSE CODE:	ED62F
DURATION:	39 Hours
SEMESTER:	2
CREDITS:	3

Rationale:

The availability of increasingly powerful calculators and the ever increasing influence of and access to computers are providing both challenges and exciting opportunities for mathematics education. While aids to computation have long been accepted, the power of the calculator raises issues about the skills which are needed by citizens, employees and students at the start of the 21st century. The more recent graphical calculator is now an integral part of many A-level programmes and in some countries there are signs of them being used at the pre-CXC stage. Clarity of thinking about the role of calculators and the implications of their use need to precede the development of clear policies to guide teachers and to inform students, parents and others.

Computers offer many possible contributions for the mathematical education of students. Primarily they are a tool for exploring mathematics. With the power to calculate and display which they offer, together with the potential for student control, they can stimulate and challenge thinking. Computers can be used as a teaching aid and increasingly comprehensive software resources allow students to work with mini-

mal input from teachers. However, it is too easy to be seduced by the technology without a thorough examination of the implications of the technology for the curriculum, for the students and for the teacher.

Interest in this field throughout the world has generated a considerable amount of development and research. It is important to consider the issues in a Caribbean context, while benefiting from the experience and lessons learned elsewhere. It is vital that there are professionals in the region who have relevant skills and who are able to take an informed and critical stance towards developments in this fast changing field.

MODERN LANGUAGE (SPANISH) EDUCATION

THE FOREIGN LANGUAGE CURRICULUM

COURSE CODE:	ED65A
CREDITS:	3
DURATION:	39 Hours
SEMESTER:	1

Rationale

It is important that foreign language educators who obtain training at the graduate level be equipped to make informed decisions concerning second language curricula as well as methodology. They should be able to apply the theoretical knowledge they have acquired to course design and to the evaluation and selection of course materials.

This course highlights the increasing importance of foreign language study in education and aims to identify essential ways of effectively managing the foreign language programme. Critical study of the professional literature will provide the necessary knowledge base.

The course has as its aim to equip foreign language educators with the necessary skills to carry out the objectives mentioned above. It also examines principles and issues in second language teaching methodology, factors affecting second language learning

and approaches to language assessment.

EARLY FOREIGN LANGUAGE LEARNING (EFLL)

COURSE CODE:	ED65B
SEMESTER:	2
DURATION:	39 Hours

Rationale

Given the stated intention of the Jamaican government and governments in other CARICOM countries, to introduce the teaching of Spanish in primary schools, foreign language educators who obtain training at the graduate level should be equipped to contribute to this endeavour. These educators should be knowledgeable about the theoretical aspects of early foreign language learning and have as well, knowledge of the practical aspects of implementing such a programme.

This course is designed to engage participants in the study of selected aspects of EFLL, to stimulate their interest in the field and to equip them to contribute to the implementation of foreign language study at the primary levels of the education system.

TRENDS, ISSUES AND RESEARCH IN MODERN/WORLD LANGUAGE EDUCATION

COURSE CODE:	ED65D/EDML6504
CREDITS:	4
DURATION:	52 Hours
SEMESTER:	1

Rationale

The purpose of this course is to make participants aware of research that has been undertaken into modern language teaching and learning, both internationally and locally. The course will also sensitise participants to the issues that affect modern language education and the current trends that hold sway in this discipline. Participants will lead seminars on topics they have selected and will independently use the Internet and library facilities to

access the required information. It is expected that the research activities and the knowledge acquired will motivate participants to pursue further research into areas of interest.

PRIMARY EDUCATION

LITERACY THEORY, POLICY & PRACTICE AT THE PRIMARY LEVEL

COURSE CODE:	ED68A
DURATION:	39 Hours 1 Semester
CREDITS:	3

Overview

This course focuses on literacy perspectives and theory, literacy processes and effective instruction within those processes and the literacy/reading curriculum. Three dimensions of literacy are considered: a) theoretical perspectives on the reading process, b) national policies influencing literacy programmes, and c) the teaching of literacy. There is a particular emphasis on pedagogy and research on literacy in Jamaica.

LANGUAGE ARTS AND LITERACY ACROSS THE PRIMARY CURRICULUM

COURSE CODE:	ED68B
DURATION:	39 Hours 1 Semester
CREDITS:	3

Overview

In this course we will explore the relationship between language and learning with the goal of developing teaching practices that involve students with diverse linguistic backgrounds in using language as both a symbolic system and a tool for understanding and construction meaning about a topic of study in a meaningful context. As well, we will explore how language/literacy may take on different forms and functions in different social contexts or academic disciplines where students engage in reading and writing. These socially influenced ways of using lan-

guage (reading, writing, talking) reflect valued ways of knowing within a given academic discipline or school subject. The kinds of reading and writing activities that the classroom teacher provides the students communicates to them a clear message about the type and quality of thinking that is valued and that they are encouraged to practice.

Our inquiry will provide insight into how to develop supportive instructional practices designed to meet the needs of readers and writers and which will enable students to develop positive identities in connection with reading and writing.

ED61G See course description under Language Education course listing above.

SCIENCE EDUCATION

TRENDS IN CURRICULUM DEVELOPMENT IN SCIENCE EDUCATION

COURSE CODE:	ED64A
CREDITS:	3
DURATION:	39 Hours
SEMESTER:	1

Rationale

Prior to the “golden-age” of the worldwide science curriculum reform, which started in the USA and Britain in the late 1950s and continued till the early 1970s, secondary science education in the western world emphasized knowledge acquisition. On the other hand, most of the secondary science curricula developed during this reform period - and up till today - also prioritized conceptual learning of abstract system of scientific knowledge cushioned with laboratory/science process skills.

About the end of the 1960s, there was increasing evidence that many secondary science students had a bad image of science. Moreover, partly, because of its social, esoteric and academic flavours, many students were not doing well in science and were

turning away from the subject.

In order to make science more relevant to societal needs and encourage more students to study it, attempts have been made since the 1970s to introduce science curricula targeted on social concerns into schools in many parts of the world. The efforts being made have led to a movement towards “science for all” curriculum, a re-emphasis of integration and interdisciplinarity in science teaching, science, technology and society (STS) curricula, as well as a focus on the issues of values in science education. One of the dominant goals of the STS curricula is the development of critical thinking skills in students to enable them to engage in decision-making process in school and out-of-school activities. Despite the lessons learnt from the gaps in the science curriculum reform efforts of the 1960s, there are still recurrent dilemmas amidst the current/new directions in science education.

As in other parts of the world, efforts are being made in the Caribbean to make science education relevant to societal needs. Hence, science teachers in the region - especially the teacher trainers – need to be conversant with and knowledgeable about the major global trends and dilemmas in science education and how these have impacted science curriculum development in the Caribbean.

LEARNING AND TEACHING IN SCIENCE

COURSE CODE:	ED64B
CREDITS:	3
DURATION:	39 hours
SEMESTER:	2

Rationale

Research in recent years has demonstrated the connections between the philosophies of science, learning theories and teaching methodologies. The central importance of the scientist in the creation of scientific theories has been widely recognized. There has also been an adoption of cognitive perspectives

in many educational research programmes concerning learning and the importance of the learner in the teaching of science has been highlighted.

There is now also widespread international interest in the possible uses of the history and philosophy of science in science teaching in order to promote greater appreciation of the nature of science, improve comprehension of science concepts and to demonstrate the cultural and humanistic aspects of science amongst other aims. Some appreciation of these trends is evidenced by the introduction of aspects of the history of physics in the Caribbean Examinations Council (CXC) physics syllabus (although there is anecdotal evidence that its worth is not accepted by many teachers).

MEASUREMENT AND ASSESSMENT IN SCIENCE EDUCATION

COURSE CODE:	ED64C
DURATION:	39 Hours
CREDITS:	3

Rationale

Kempa (1986) points out that examinations and assessments serve a range of different functions. These may include the:

- ▶ evaluation of the attainment of students at the end of a course of study
- ▶ diagnosis of student’s learning difficulties
- ▶ monitoring student progress, including SBA
- ▶ estimation of student’s aptitudes
- ▶ selection of students for further education
- ▶ maintenance of educational standards

Examinations and assessment thus exert a considerable influence on both the content and methodology of the teaching/learning experiences in the classroom.

Regionally the Caribbean Examinations Council has opted for criterion referenced modes of assessment, profiles and a range of examination formats including school based assessment in most subjects. These examinations are significant as they are used to evaluate students’ performance at the end of a course of study and are used for selection to higher education.

More recently, a body of research into the issue of assessment for learning has taken on substantial prominence. Assessment for learning is now considered to be critical to classroom practice as it focuses on using assessment as a tool for helping students to learn and enabling teachers to more closely monitor students’ progress in the classroom. Research in this area points to the fact that significant learning gains can be made by students when the principles of assessment for learning strategies are incorporated into classroom practice.

Science educators in the region need to be aware of the trends of assessment in science education, to understand the bases for reliable and valid assessment and to be able to relate such issues to classroom strategies and methodologies and prepare students for high-stakes examinations.

ENVIRONMENTAL EDUCATION

COURSE CODE:	ED64D
CREDITS:	3
DURATION:	39 Hours - 1 Semester
PRE-REQUISITES:	None

Description of the Course

This is one of the specialist courses in the MEd. Science Education Programme and can be taken as an elective by students in any other MEd Programme since environmental education has cross-disciplinary application.

The course consists of the following themes: Definitions, history and development of Environmental Education (EE)

Theory and research in EE
The Jamaican environment
Structure and practice in EE
Teaching and learning in EE
Rationale for the Course

At a very pragmatic level, the combination of a limited and fragile marine ecosystem, and the heavy resource demand of our main means of livelihood – tourism, agriculture, fishing, mining – make it particularly important that the people of the region become committed to the care and protection of the resource base.

The intention of Environmental Education (EE) is to revolutionize the human concept of development and growth through the cultivation of an ethic that regards the environment as a charge to be cared and protected, even as human beings seek to satisfy their need for food, shelter, clothing, economic and recreational and intellectual advancement.

Fostering such an ethic can only be accomplished through education, since value systems cannot be imposed but have to evolve from within. This puts a special onus on all teachers, but especially on education administrators and those who have to prepare other teachers for spreading the tenets of environmental education by fostering knowledge, skills, attitudes and values required for environmental responsibility.

ISSUES, READINGS AND RESEARCH IN SCIENCE EDUCATION

COURSE CODE: ED64E
DURATION: 52 Hours - 1 Semester
CREDITS: 4
PREQUISITES: ED60N or ED60X

Rationale:

The purpose of this course is to expose participants to research related to the teaching and learning of

science in order that they develop critical awareness and a comprehensive understanding of the research being conducted in science education and the issues that arise from these research efforts. This exposure to research done regionally and internationally will help participants to develop an awareness of the gaps in science education research. Participants should therefore be able to identify suitable areas of interest and need for further research and they contemplate the M.Ed. research project.

The course is designed so that participants will draw from knowledge obtained in previous courses in research methodologies to analyze and critically appraise research being examined. There will be some amount of flexibility to allow participants to address issues that are of interest to them.

TEACHER EDUCATION

INSIDE CLASSROOMS

COURSE CODE: ED60T
DURATION: 39 Hours
LENGTH OF COURSE: 1 Semester
CREDIT: 2

Description of Course

This course is designed to get experienced teachers reacquainted with classrooms from new and different perspectives, and to allow them to develop new concepts for examining and understanding classrooms as places for teaching and learning. Participants will discuss these concepts, gaining insight into the teacher's and students' perspectives, the complexities of classroom life, and features of learning oriented classrooms. The course is organized around three main topics/issues/questions related to teaching and creating learning oriented classroom. These are:
What meaning does teaching have for teachers?
What are some current theoretical perspectives on teaching and learning?

How do we create good classroom environments?
Participants will be expected to draw on and share their experiences of teaching and of being a teacher/teacher educator and to draw on their theoretical knowledge related to teaching, learning and curriculum. The course draws on various accounts of and theoretical perspectives on teaching, each of which places teaching in a social/cultural and historical perspective.

This is not a course on how to teach, on alternative teaching methods, on learning theories or on principles of teaching, though the origins and effects of all these may form part of the inquiry. Participants will be expected to draw on and share their experiences of teaching and of being a teacher / teacher educator and to draw on their theoretical knowledge related to teaching, learning and curriculum. Collaborative learning will be an important part of the course.

THEORY AND PRACTICE OF TEACHER EDUCATION

COURSE CODE: ED60Y
DURATION: 39 hours
CREDIT: 3

Description of Course

This is one of three required courses in The M.Ed in Teacher Education Programme – a programme designed for teachers colleges lecturers and other teachers at the tertiary level. The course is organized around four topics/issues/questions in teacher education. These are:

1. What makes for effectiveness in teaching (what do we prepare teachers to do?)
2. How do teachers learn to teach to teach?
3. How should you prepare teachers? (what should be included in the curriculum of teacher education)
4. How do teachers develop and maintain expertise in teaching (how do we maintain teaching quality af-

ter teachers have graduated from initial teacher education)

Participants will be expected to draw on and share their experiences of teaching and of being a teacher/teacher educator and to draw on their theoretical knowledge related to teaching, learning and curriculum. They will also compare existing programmes with what can be implied from theory and research. Collaborative learning will be a strategy used in the course.

Rationale for the course

This course is intended for teachers' college lecturers who typically have not received preparation for their role as teacher educators. The course is offered on the assumption that college lecturers ought to be guided by theories, research or principles which can inform their practice or shape their ideals.

ADULT LEARNING METHODS AND TEACHING STRATEGIES

COURSE CODE: ED 60P
DURATION: 39 Hours
LENGTH OF COURSE: 1 Semester
CREDIT: 3

Rationale:

The current directions in the demand for education derive primarily from the impact of globalization, of access to the sophistications of an ever-developing technology, and of the call for sustainable development. They require the preparation of educators who can be effective in the less traditional settings of the educational enterprise. Further, the educational enterprise of these times is required to target a wide range of clients.

ADULT LEARNING METHODS AND TEACHING STRATEGIES

COURSE CODE: ED 60P
 DURATION: 39 Hours
 LENGTH OF COURSE: 1 Semester
 CREDIT: 3

Rationale:

The current directions in the demand for education derive primarily from the impact of globalization, of access to the sophistications of an ever-developing technology, and of the call for sustainable development. They require the preparation of educators who can be effective in the less traditional settings of the educational enterprise. Further, the educational enterprise of these times is required to target a wide range of clients.

This course is designed to help participants examine from the perspective of their own context, the current definitions of the newer clients, relevant concepts of learning, and the principles of engaging the learning process and mechanism in the needed development of these newer clients.

Course description:

The Course is described in terms of the answers it explores in the following areas of focus:

- ▶ Clients of the modern educational enterprise – possible definitions, dimensions relevant to the definitions/ descriptions, relevance and implications of cultural differences and variations to the definitions.
- ▶ Process of learning and attendant mechanism – the nature and function of learning and routes in learning.
- ▶ The clients, the process of learning, and the educational enterprise in the context of globalization, technological development, and sustainable development, local, regional and international expressions of these interactions.

- ▶ Strategies and approaches as routes to meeting the demands of the interactions – principles of structure and selection, assessment of achievement, and information from 'best practice'.

ELECTIVES

LITERATURE AND EDUCATION FOR SUSTAINABLE DEVELOPMENT

COURSE CODE: ED611
 CREDITS: 3
 DURATION: 39 Hours
 Pre-requisites: None [A background in Literature would be useful]

Rationale

Given the urgency and necessity for students to become more aware of our social, ecological and economic inter-dependence and to develop attitudes and values needed to sustain our world, this course helps students engage critically with sustainable development issues. It also provides an opportunity for students to reflect on and clarify for themselves the concept of 'sustainability' as various definitions of sustainable development are examined. The course, itself a model for integrating sustainable development issues into major disciplines, allows students to understand how ESD may be introduced across the curriculum.

Moreover, literature with its emphasis on the study of human behaviour in various contexts and on ethics/morals gives students a window for examining ways in which their lives contribute to a sustainable world. Additionally, the course provides a basis for students' critical reflection on and development of an ethics of environment, economic and social responsibility for their individual and professional lives.

INTRODUCTION TO QUALITATIVE RESEARCH IN EDUCATION

COURSE CODE - ED60W/EDRS6023
 DURATION: 39 Hours - 1 Semester
 CREDITS: 3
 Pre-requisite: None

Rationale for Course

Students in the MEd program are required to conduct research on some aspect of education or schooling. Since students have a wide range of research interests and research goals and may wish to conduct their research in a variety of settings, it is important that they be equipped with the methods appropriate for their research goals and topic. This course presents an introduction to research methods within the qualitative research paradigm. It is a pre-requisite to the course Qualitative Research Methods in Education.

Course Description

This course introduces students to the theory and methods of conducting qualitative research in schools and other educational settings. Qualitative research includes a variety of approaches such as ethnography, case study, life history, grounded theory, phenomenology. Students will also be introduced to Action Research. This course will introduce students to the assumptions underlying research methods and the research techniques used in the qualitative tradition. It will equip students to design, implement and report on a small scale qualitative research project.

Additional Information/Notes

EXAMINATION

All coursework assignments must be handed in within the deadlines approved by the Faculty Subcommittee on Graduate Studies. Extensions may be granted in exceptional circumstances subject to the clause below.

All coursework assignments, must be submitted before the first day of the written, invigilated examinations.

The grading scheme is as follows:

Grade A	70% – 100%	Distinction
Grade B+	60% – 69%	Pass
Grade B--	50% – 59%	Pass
Below 50%		Fail

In order to be successful in a course in which coursework is required, a candidate is required at the first attempt to earn a passing grade (B) on the coursework, and also in the written papers. Candidates failing to get a B grade in only one part of the examination, EITHER coursework OR the written papers, need only repeat at the second attempt the portion of the examination failed.

In all courses with a coursework component, final grades will be arrived at as follows:

The average obtained on coursework will count as 40 percent of the final mark, and the written papers as 60 percent, unless otherwise approved by the Board for Graduate Studies.

Candidates registered in a course to be examined by coursework and/or written papers may not withdraw from the course later than the date specified except by special permission from the Board of Graduate Studies. Candidates who are absent from any part of the examination, or who fail to submit coursework by the deadline without written permission from the Examination Co-ordinator, will be recorded as failed.

No candidate will be permitted to repeat the examination in any one course on more than one occasion.

Coursework is internally examined by two (2) examiners. The end of semester examinations, theses and projects are marked both internally and exter-

nally. To be successful in a course, you are required to pass both the coursework and end of semester examinations.

A candidate who fails 50 percent or more than 50 percent of the courses taken during the academic year or who fails a course twice will be asked to withdraw from the Master's programme.

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Master of Arts in Teaching (M.A.T.)

STRUCTURE OF PROGRAMME

1.0 Rationale for the Master of Arts in Teaching (M.A.T.)

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

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

For the preparation of teachers in post-secondary institutions, Teachers Colleges and Universities.

TRACK 3

This caters to persons who are desirous of obtaining a general teaching qualification. These persons should normally have responsibilities for training in their places. 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.

2.0 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.

OR

have a Diploma or Certificate from an approved university which is deemed to be equivalent to a First degree as in (i).

Satisfy whatever special Faculty requirements may exist for entry to certain specialisations and courses.

Candidates with a first degree and a Minor in Education may apply for this programme and may seek exemptions and credit.

3.0 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.

4.0 Length of programme

The M.A.T. is a flexible delivery programme offered by part time and full time study.

Full Time

This programme shall normally extend 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

This programme shall normally extend over a minimum of four 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 in either case begins in June.

The programme is designed so that on successful completion of PART 1, participants who wish to terminate may be awarded a 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 may apply for the following:

The MAT Part 1 by full time study. Candidates are advised to check the website of the Ministry of Education to see if any scholarships are available.

ii. The MAT by full time or part time study.

iii. The MAT Part 2 by full time or part time study. Applicants must already have the Postgraduate Diploma in Education and have satisfied the conditions in 6.1.

All part time programmes are self-financed.

Candidates must state the track for which they are applying and the area of the specialisation.

5.0 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:

A. 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.

B. Practice of Education (Internship (3 credits)

C. Research into Teaching (9 credits) comprising:

a) Enquiry into teaching (3 credits)

b) Research Project in Teaching (6 credits)

A professional option may specify a required combination of courses in the Theory of Education.

6.0 Programme Structure

Programme Structure (Part time): Track 1 (T1), Track 2 (T2), Track3 (T3) Leading to Award of Postgraduate Diploma in Education

<u>Courses</u>	<u>Credits</u>
EDTL5000: Principles and Methods	3
Summer of Teaching and Assessment in Secondary Schools (T1)	

ED60P/EDAE6016 Adult Learning methods and Teaching Strategies (T1,T3)	3		
EDPH5001: Overview of the Foundations of Education (T1)	4		
ED67J/EDPH6710: Seminar on Issues in Caribbean Education (T2/3)	4		
<u>Semester 1</u>			
2 Courses in Area of Specialisation (T1, T2) Or	6	1 Course in Area of Specialisation (T1, T2) Or 1 General Course (T3) EDME6022: The Assessment of Teaching and Learning (T1, T2, T3)	3
<u>Semester 2</u>			
2 General Courses (T3) 2 Courses in Area of Specialisation (T1, T2) or 2 General courses (T3)	6	1 Course in Area of Specialisation (T1, T2) Or 1 General Course (T3) EDTL6002: Research Project in Teaching (T1, T2, T3)	3
		Total	21/22
EDTL5001 Internship	3		
EDTL5002 Enquiry into Teaching	3		
Total	25		
Programme Structure (part time): Track 1(T1), Track 2 (T2), Track 3 (T3) Leading to award of MA Teaching.			
Courses	Credits		
<u>Summer 2</u>			
ED69A/EDRS6901: Action Research in Higher Education Or ED60N/EDRS6014: Research Methods #(T1, T2, T3)	3		
ED69C/EDFA/6903: Trends and Issues in Higher Education (T1, T2, T3)	3		
		6.1 Specialisations offered for Tracks 1 & 2 are:	
		▶ Language Education	
		▶ Science Education	
		▶ History Education	
		▶ Mathematics Education	
		▶ Computer Science / Information Technology	
		▶ Modern Foreign Language (Spanish)	
		6.2 On successful completion of 25 credits as stipulated in (6), a candidate may opt to terminate with the award of the Post Graduate Diploma in Education. To proceed to the M.A in Teaching, a candidate must normally have attained at least a B+ average.	
		6.3 Candidates with a first degree and a Minor in Education with no course below a B grade will be granted exemption and credit for three courses (9 credits). Candidates must provide proof of grades received and apply for exemption. To qualify for the award of the Post Graduate Diploma in Education, they will need to do the Internship and Enquiry into Teaching, Principles and Methods in Teaching in the Secondary School, Seminar on issues in education and one (1) course in the area of specialisation	

(a total of 16 credits).

6.4 Candidates who have successfully completed the M.A. 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.

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.

Summer 1 (7 credits)

ED50Z/EDTL5000: Principles and Methods of Teaching and Assessment in Secondary Schools (3 credits)
ED50X/EDPH5001: Overview of Foundations of Education (4 credits)

Semester 1 – Specialisation (6 credits)

ED59E/EDHE5905: Understanding the Process of Historical Inquiry (3 credits)
ED59G/EDHE5907: Learning to Teach History in the Secondary School (3 credits)

Semester 2 – Specialisation (9 credits)

ED59F/EDHE5906: Curriculum Development in History (3 credits)
ED59L/EDHE5912: Selecting Methods and Resources for Instruction in Caribbean and World History (3 credits)
ED59P/EDTL5001: Internship (3 credits)

Summer 2 (3 credits)

EDTL5002: Enquiry into Teaching (3 credits)

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. 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 1 (7 credits)

ED50Z/EDTL5000: Principles and Methods of Teaching and Assessment in Secondary Schools (3 credits)
ED50X/EDPH5001: Overview of Foundations of Education (4 credits).

Semester 1 – Specialisation (6 credits)

ED52M/EDME5213: Understanding How Children Learn Mathematics (3 credits).
ED52N/EDME5214: Investigating the Nature of Mathematics (3 credits).

Semester 2 – Specialisation (9 credits)

ED52E/EDME5205: Teaching Mathematics in Grades 10-13 (3 credits).
ED52Q/EDME5217: The Teaching of Mathematics (3 credits).
ED52P/EDTL5001: Internship (3 credits)

Summer 2 (3 credits)

ED52S/EDTL5002: Enquiry into Teaching (3 credits)

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 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.

Summer 1 (7 credits)

ED50Z/EDTL5000: Principles and Methods of Teaching and Assessment in Secondary Schools (3 credits).

ED50X/EDPH5001: Overview of Foundations of Education (4 credits).

Semester 1 – Specialisation (6 credits)

ED51F/EDLA5106: Language Use Content of the Teaching of English (3 credits).

ED51C/EDLA5103: Literature Content & Pedagogy at the Secondary and Post-Secondary Levels (3 credits).

Semester 2 – Specialisation (9 credits)

ED51J/EDLA5110: Writing in the Secondary School (3 credits).

OR

ED511/EDLA5109: Key Factors in English Lan-

guage Curriculum in the Caribbean (6 credits – Year Long). (It is recommended that candidates do both courses)

ED51P/EDTL5001: Internship (3 credits)
Summer 2: (3 credits)

ED51S/EDTL5002: Enquiry into Teaching (3 credits)

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.

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 1 (7 credits)

ED50Z/EDTL5000: Principles and Methods of Teaching and Assessment in Secondary Schools (3 credits)

ED50X/EDPH5001: Overview of Foundations of Education (4 credits).

Semester 1 – Specialisation (6 credits)

ED55D/EDML5504: Theories & Skills in Modern Language Teaching (3 credits).

ED55J/EDML5510: Teaching the CSEC Spanish Syllabus (3 credits).

Semester 2 – Specialisation (9 credits)

ED55K/EDML5509: Technologies in Foreign Language Education (3 credits).

ED55M/EDML5513: Culture in Modern Language Teaching/ Learning (3 credits).

ED55P/EDTL5001: Internship (3 credits).

Summer 2 (3 credits)

ED55S/EDTL5002: Enquiry into Teaching (3 credits)

SCIENCE EDUCATION

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 1 (7 credits)

ED50Z/EDTL5000: Principles and Methods of Teaching and Assessment in Secondary Schools (3 credits)

ED50X/EDPH5001: Overview of Foundations of Education (4 credits).

Semester 1 – Specialisation (6 credits)

ED54J/EDSC5410: The Sociology of Science Teaching (3 credits)

ED54E/EDSC5405: Psychology of Science Teaching (3 credits)

Semester 2 – Specialisation (9 credits)

ED54C/EDSC5403: Curriculum Development in Science (3 credits)

ED54K/EDSC5411: History of Science & Science Teaching. (3 credits)

ED54P/EDTL5001: Internship (3 credits)

Summer 2

ED54S/EDTL5002: Enquiry into Teaching (3 credits)

INFORMATION TECHNOLOGY

No. of Credits: 25

Rationale

The programme is designed for graduates who have earned a non-education Bachelors' of Science degree in Computer Science or Computer studies 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 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 1 (7 credits)

ED50Z/EDTL5000: Principles and Methods of Teaching and Assessment in Secondary Schools (3 credits)

ED50X/EDPH5001: Overview of Foundations of Education (4 credits)

Semester 1 – Specialisation (6 credits)

ED58Y/EDIT5003: Coursework Assessment in Information Technology Programmes (3 credits).

ED58Z/EDIT5004: Approaches to Teaching and Learning Information Technology (3 credits).

Semester 2 – Specialisation (9 credits)

ED58W/EDIT5823: Networks and Education (3 credits).

ED58X/EDIT5824: Information Technology in Education (3 credits)

ED50P/EDTL5001: Internship (3 credits)

Summer 2, (3 credits)

ED50S/EDTL5002: Enquiry into Teaching

PART 2 – LEADING TO THE AWARD OF MASTER OF ARTS IN TEACHING

Courses

Summer 2 (7 credits)

ED69A/EDRS6901: Action Research in Higher Education (4 credits)

Or
ED60N/ EDRS6014: Research Methods (T1, T2, T3) (3 credits)

ED69C/EDFA6903: Trends and Issues in Higher Education (T1, T2, T3) (3 credits)

Semester 1

1 Course in Area of Specialisation (T1, T2) (3 credits)

Or
1 General course (T3)
EDME6022: The Assessment of Teaching and Learning (T1, T2, T3) (3 credits)

Semester 2

1 Course in Area of Specialisation (T1, T2) (3 credits)

Or
1 General course (T3)
EDTL6002: Research Project in Teaching (T1, T2, T3) (3 credits)

Courses in Areas of Specialisation leading to the Award of the Master of Arts in Teaching – Part 2

Language Education: English	Credits
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ED61K/EDLA6111 Approaches to Language Learning and Teaching in a Creole Context	4
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And

ED61H/EDLA6108 The Teaching of Literature at the Secondary level	3
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Or
ED61F/EDLA6106
Teaching of Writing 3

Language Education: Modern Foreign Language

TWO of the following:

Language Education: English	Credits	Language Education: English	Credits
ED65A/EDML6501 The Foreign Language Curriculum	3	EDIT 6001 Courseware Design	3
ED65B/EDML6502 Early Foreign Language Learning	3	EDIT6002 Implications of IT in Education History Education	3
ED65D/EDML6504 Trends, Issues and Research in Modern/ World Language Education Science Education	4	EDHE6901 Issues in and approaches to the Teaching of History	3
ED64E/EDSC6405 Issues, Readings and Research in Science Education and one of the following:	4	ED66A/EDSS6608 Education and Citizenship	3
ED64C/EDSC6403 Measurement and Assessment in Science Education	3	CONTENT OF COURSES	
ED64B/EDSC6402 Learning and Teaching in Science	3	Title:	Principles and Methods of Teaching and Assessment in Secondary Schools
ED64A/EDSC6401 Trends in Curriculum Development in Education Mathematics Education	3	Code:	EDTL 5000
ED62A/EDME6201 Mathematical Thinking and Learning	3	Level:	6
ED62B/EDME6202 Mathematics Curriculum Information Technology	3	Credits:	3
			This course examines general principles in teaching and explores a variety of methods appropriate for use with children of varying levels of ability at the secondary level. It also provides an introduction to the assessment of learning at the secondary level.
		Title:	Overview of the Foundations of Education
		Code:	EDPH5001
		Level:	6
		Credits:	4
			This course examines the philosophical, psychological and sociological foundations of education.
		Title:	The Assessment of Teaching and Learning
		Code:	EDTL 6022

Level: 6
Credits: 3

This course develops skills in the construction of tests and the use of various assessment techniques appropriate for different disciplines. It also examines different approaches to the assessment of teaching.

Title: Adult Learning Methods and Teaching Strategies
Code: ED60P/EDAE6016
Level: 6
Credits: 3

This course examines appropriate methods, strategies and processes for use in the teaching of adolescents and adults. It includes the development of skills in incorporating the use of technology in teaching.

Title: Action Research in Higher Education
Code: ED69A/EDRS6901
Level: 6
Credits: 4

This course provides an introduction to research undertaken by practitioners to solve problems in their own local practical problems with a view to improving their practice.

Title: Trends and Issues in Higher Education
Code: ED69C/EDFA6903
Level: 6
Credits: 3

This course explores the dynamic interplay of forces which shape education at the tertiary level as well as the various institutions and organisations which influence decision-making and moral, ethical and quality issues which face tertiary level institutions globally.

Title: Seminar on Issues in Caribbean Education
Code: ED67J/EDPH6710
Level: 6

Credits: 4

This course provides an opportunity for students to study selected major issues in education. Emphasis will be on theoretical understanding. The course will cover areas including the following:

- ▶ inclusive education
- ▶ children at risk
- ▶ gender and education
- ▶ globalization and education
- ▶ HIV/AIDS and its impact on education
- ▶ conflict resolution

COURSES IN AREA OF SPECIALISATION

A total of 18 credits in an area of specialisation will be done. Twelve (12) credits will be required for the diploma phase and the remaining 6 credits for those who wish to proceed to the MA in Teaching. The courses will focus on methods of teaching appropriate for the area of specialisation. It will also focus on the use of appropriate assessment techniques and the integration of technology in teaching and learning.

Title: Internship
Code: EDTL 5001
Level: 6
Credits: 3

This course is flexibly designed to cater to the training needs of students who enter with no teaching experience at all and to those who may have been teaching for several years without formal training. Depending on the training need, modalities employed will include conducting workshops for trainees, evaluation of a learning intervention developed by the student, to a master teacher/trainee apprentice model involving internship in an educational/training institution. Participants in Track 1 will be required to be observed over 10-12 weeks in a secondary school and those in tracks 2 and 3 will be observed over the same period in an educational/training institution. In all cases periodic demonstration of teaching ability will be required, so that continuous

placement in an institution may not be necessary.

Title: Enquiry into teaching
Code: EDTL5002
Level: 6
Credits: 3

This is an outgrowth of the internship, and is reflective in nature. It provides an opportunity for the teacher to reflect on his/her actions, to examine critically strongly held beliefs, assumptions and ideas about teaching and learning and to deliberate the learners' perspectives on the teaching/ learning experience. This process of reflection and self evaluation empowers the teacher to take responsibility for improving his/her practice as well as to enhance theoretical understanding. A variety of ways of representing the experience is encouraged; for example in the form of a reflective journal, a log or portfolio with video, or a written study.

Title: Research Project in Teaching
Code: EDRS 6001
Level: 6
Credits: 6

Participants will be required to conduct a systematic enquiry into some aspect of teaching which demonstrates knowledge of the literature related to the problem or aspect and an ability to analyse and critically comment on the literature. Action research or an experiment in teaching which includes an assessment of the effectiveness of the method, technique or programme are encouraged, but participants may also do survey research, case studies and evaluation of curricula. The maximum length of the Research Project is 18,000 words, (approx. 75 pages).

POSTGRADUATE DIPLOMA IN EDUCATIONAL ADMINISTRATION

Rationale

The current thrust across the Caribbean is to transform the education system and raise achievement at all levels. The upgrading of teachers has been one

part of that process. Another important area in the transformation process is the quality of leadership in schools. It requires attention to the effective management and leadership for school improvement. This has been confirmed by the Task Force in Jamaica (2004) which also identified school improvement through effective leadership as a major component. The competence of principals, vice principals, and other types and levels of administrators must therefore be upgraded in order to respond to the new needs of the system. In addition, new administrators must be trained in accordance with the requirements of the transformed education system.

The Ministry of Education in Jamaica has requested this programme for training its secondary school principals. Other Ministries of Education in the Caribbean are seeking a programme like this as a key mechanism to train their principals.

Overview of Programme

It is designed as an introduction to the world of Educational Administration for those who are embarking on the professional route of school management without the necessary theoretical and practical support. This programme is designed to equip school administrators with the knowledge, skills and dispositions to meet the challenges of the Caribbean, and particularly, the Jamaican education system

Programme Requirements

The programme requires eight courses of three credits each to include a Practicum and a research project. This diploma allows for easy transfer to the Educational Administration specialisation of the Master of Education.

AIMS AND OBJECTIVES OF THE PROGRAMME

The underlying assumption of the programme is that the effectiveness of any organization is dependent on the quality of its management team and that training is essential for quality.

The aims of the programme include the following:

1. To enhance the current thrust to transform the education system in Jamaica, by providing quality leadership to lead the transformation;
2. To widen the vision and experience of administrators in order that they can better understand their management and leadership roles in improving school performance;
3. To provide a theoretical and philosophical framework for the practice of effective administration;
4. To develop competencies consistent with participants' administrative roles and acquire knowledge and understanding relevant to the local, regional and global environment;
5. To bring a critical focus to a study of the legal and professional framework of relevant educational systems;
6. To provide the opportunity to undertake research relating directly to their own professional working environment.

Qualifications for Admission

1. To be eligible for admission, applicants must: (i) have a first class or a second class degree (at least lower second or its equivalent) from an approved university;
OR
2. have a Diploma or Certificate from an approved university which is deemed to be equivalent to a First Degree as in (i);
3. satisfy whatever special Faculty requirements may exist for entry to certain specialisations and courses;
OR

4. have a Certificate in Training in School Leadership from the UWI. Candidates in (iv) will be given exemption and credit for four (iv) courses
5. Candidates in (iv) will be given exemption and credit for four (4) courses

Mode of Delivery

The programme will be offered face-to-face in the first instance on the Mona Campus with the possibility for delivery on the Western Campus. After the first cycle, the programme may be considered for online delivery where at least one of the courses has already been piloted. The Main Library of the Mona Campus and the Documentation Centre of the School of Education, Mona have sufficient resources to support this programme as they have supported it in the past.

COURSES OF STUDY AND FACULTY

Programme Structure and Content

The programme takes account of the re-structuring of the post-graduate diploma, now delivered through the Master of Arts in Teaching (MAT) programme. The four (4) sections will be Specialisation, Core Education, Practicum and Study.

The programme outline is as follows:

Professional Courses [including one (1)] compulsory	1 2 credits
Core Education Courses	6 credits
Study	3 credits
Practicum	3 credits
Total	2 4 credits

Three (3) Professional Courses must be completed:

EDEA5313
Leadership for School Improvement 3 credits

EDEA5302
Legal and Professional Competencies for Educational Administration 3 credits

EDEA5311
Human, Facilities and Financial Management in Schools 3 credits

EDEA5310
Organisational Behaviour in Elucidation 3 credits

EDEA5317
Educational Supervision and Evaluation 3 credits

Core Education (2) may be chosen from:

EDCU5013
Curriculum Theory, Planning and Development 3 credits

EDTK5005
Integrating Information and Communication Technology in Education 3 credits

EDPH5005:
Issues in Jamaican Education 3 credits

Compulsory courses are:

EDEA5316
Practicum 3 credits

EDEA5305
Action Research in Educational Administration 3 credits

EDEA5319
Study 3 credits

FULL-TIME PROGRAMME SEQUENCE

Semester I

Twelve credits must be completed:

EDEA5313
Leadership for School Improvement 3 credits

EDEA5305
Action Research in Educational Administration 3 credits

EDEA5311
Human, Facilities and Financial Management in Schools 3 credits

EDPH5005
Issues in Jamaican Education 3 credits

Semester II

Twelve credits must be completed

EDCU5013
Curriculum Theory, Planning and Development 3 credits

EDEA5302
Legal and Professional Competencies for Educational Administration 3 credits

EDEA5316
Practicum (3 credits)

EDEA5319
Study (3 credits)

PART-TIME PROGRAMME SEQUENCE

Year I

<u>Semester I</u>		Year 2
Six credits must be completed		
EDEA5313		<u>Semester I</u>
Leadership for School Improvement	3 credits	Six credits must be completed
EDEA5317		EDEA5316
Educational Supervision and Evaluation	3 credits	Practicum
EDEA5311		EDEA5319
Human, Facilities and Financial Management in Schools	3 credits	Study
		3 credits
<u>COURSE DESCRIPTIONS</u>		
<u>Semester II</u>		EDEA5302: Legal and Professional Competencies for Educational Administration
Six credits must be completed		
EDTK5005		
Integrating Information and Communication Technology in Education	3 credits	This course is designed to prepare administrators to act with due consideration for the legal, regulatory and professional requirements needed to function in the school and education system. Special attention will be paid to the code of regulations and cases that have been addressed by different levels of the court system.
EDEA5302		EDEA5313: Leadership for School Improvement
Legal and Professional Competencies for Educational Administrators	3 credits	This course is designed to assist principals in developing the skills that relate to effective leadership, and to enable them to participate in shared decision-making. It should help them to sustain a system of high collegiality and sharing within their school environment.
EDEA5310		EDEA5311: Human, Financial and Facilities Management
Organisational Behaviour in Education	3 credits	This course is designed to assist principals in developing competencies which relate to placement, induction, mentoring, staff development and appraisal. It is also intended to enable participants to develop skills related to the management of school personnel, finance, equipment and facilities.
<u>Summer</u>		
Six credits must be completed		
EDCU5013		
Curriculum Theory, Planning and Development	3 credits	
EDPH5005		
Issues in Jamaican Education	3 credits	
EDEA5305		
Action Research in Educational Administration	3 credits	

EDEA5310: Organisational Behaviour in Education	EDCU5013: Curriculum Theory, Planning and Development
This course is designed to assist school administrators in developing the necessary skills, experience and learning opportunities related to understanding and managing behaviour in organisations. Schools are complex organisations which function like any private entity. It therefore requires that administrators are given the tools to manage these organisations in order to achieve both efficiency and effectiveness.	Through the curriculum, educational goals and objectives can be realized but this depends on the teachers' interpretations of curriculum and the extent to which they understand and use principles which guide curriculum decision-making. Teachers have to interpret curriculum guides or CXC syllabuses and adapt the national curriculum to suit their unique situations. To be most effective they need the support of their principals. This course is designed to enhance the knowledge of principals in curriculum theory and planning and improve their skills in curriculum development with a view to enabling them to provide the quality of leadership in curriculum needed to give their teachers a greater sense of empowerment and a more rational approach to teaching.
EDEA5317: Educational Evaluation and Supervision	EDTK5005: Integrating Information and Communication Technology in Education
One of the central functions of the school is to impart to the learner knowledge, skills and attitude that are required for effective living in society. Evaluation provides feedback regarding teaching and learning, because throughout the teaching process, students are evaluated to find out how well they have attained the objectives of instruction, and teachers are informed concerning how far instructional programmes used have aided in achieving instructional goals. This course is designed to assist principals in playing the supervisory role through adoption of the collegial model of supervision. It should also help them to identify aspects of good supervision and to understand that supervision is critical to leadership and management.	The purpose of the course is to provide students and administrators with the training to acquire ICT skills that will enable them to integrate application tools into teaching and administration. In addition, the students will be able to use computer skills to manage classroom administrative activities such as frequent communication with students and parents, report writing, calculation of students' grades, analysis of student scores and organisation of teaching. Administrators will be able to apply use of the tools to their planning, accounting and development processes.
EDEA5305: Action Research in Educational Administration	EDPH5005: Issues in Jamaican Education
The purpose of the course is to equip students with the competencies to conduct research which is pertinent to solving the immediate problems faced in teaching and learning, administration and other aspects of schooling.	The target group for this course is principals of secondary schools and other school administrators. The course seeks to enable them to explore issues related to teaching and learning in secondary schools as well as management issues. These issues cannot be explored from the perspective of

a single discipline but requires an inter-disciplinary approach to explore them fully. Consequently this course draws on educational philosophy, psychology and sociology. The course is responsive to the fact that social, political, economic and other changes in society will give rise to new issues from time to time, and focuses on key issues which have significance for the roles and responsibilities of secondary school principals. It seeks to develop the participants' understanding of the dynamic interplay of forces which affect their policies and practices and enables them to appreciate the critical role they play in shaping the professional lives of their staff as well as the lives of the citizens of tomorrow.

EDEA5316: Practicum

The Practicum entails a study of the organization and administration of either an effective private sector organisation or an effective school, in order to obtain ideas, which can be implemented to improve identified aspects of the participants' schools.

EDEA5319: Study

The purpose of the study is to provide students with an opportunity to conduct research that is pertinent to the education and the school system. This study may be derived from the practicum or it may be based on any other school-related problem, the study of which is likely to make a difference to the school or classroom situation. An administrative approach or solution is expected. The students will be able to combine the techniques and methodology learned in the research course with their own experience as educators to conduct the investigation into specific problems faced in the classroom, school and education system.

Master of Arts – Leadership in Technical Vocational Education and Training (TVET) and Workforce Development

Programme 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.

Entry Requirements:

- i) A first or second class degree, preferably upper second in any Science, TVET, WFD and Technology-related fields.
- ii) 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.

- iii) A minimum of five years work experience in required. a technical or vocational area is normally
- iv) Proof of computer literacy, which includes information systems, and participate in the ability to access and use web-based online learning.

Areas of Research

Technical and Vocational Education and Training, Workforce Preparation.

Seminars:

Numbers of Seminars required or to be presented – 2

- | | | |
|---|--|----------------|
| - | Current Trends and Issues Impacting TVET | Implementation |
| - | Current Trends and Issues in Workforce Development | |
| - | Work & Ethics: Implications for National | Development |

Duration of programme:

Normally 2 Years

Programme Structure:

- | | | |
|----|------------------------------|--------------|
| A) | TVET and WFD core courses | (15 Credits) |
| B) | Applied science courses | (6 Credits) |
| C) | Optional courses (Electives) | (6 Credits) |
| D) | Research | (9 Credits) |
| E) | Field experience | (3 Credits) |
| F) | Seminar | (2 Credits) |

Enrollment Option:

Part-time or Full-Time

Courses(Core): Five of the following

Course Code	Course Name	No. of Credits
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COURSES (CORE)

Course Code	Course Name	No. of Credits
EDTV6000	Philosophical Foundations of TVET & WFD	3
EDEA6309	Leadership in Educational Administration and Training	3
EDTV6002	Workforce Occupational Analysis	3
EDTV6003	Management of TVET & WFD Programmes	3
EDTV6004	Designing TVET & WFD Systems	3
EDTV6005	Comparative studies of TVET & WFD in Developed and Developing Countries	3

Two of the following

COURSES (APPLIED SCIENCES - TWO OF THE FOLLOWING)

Course Code	Course Name	No. of Credits
EDPS6013	Educational and Psychological Measurement	3
EDEA6321	Educational Resources Management	3
EDTV6012	Budget Planning and Financial Management	3
EDRS6115	Research Methods	3
EDRS6116	Fundamentals of Data Analysis	3

COURSES (ELECTIVES - TWO OF THE FOLLOWING)

Course Code	Course Name	No. of Credits
EDEA6306	Planning for the Education and Training System	3
EDTK6903	Technology in Higher Education	3
EDTV6023	Distance and Online Learning Design and Delivery	3
EDTV6024	Curriculum Development for TVET & WFD	3

TOTAL NUMBER OF CREDITS FOR DEGREE /
DIPLOMA ____41
Course Description:

COURSE TITLE: Philosophical Foundations of
TVET and Workforce Development

COURSE CODE: EDTV6000
COURSE LEVEL: 6
CREDITS: 3
PRE-REQUISITES: None
DURATION: 39 Hours

Over the past 30 years, attempts have been made to integrate technical and vocational education into the formal education system. As society recognizes that individuals must be educated either to face the world of work after public schooling or proceed to acquire higher levels of education, the importance of Technical Vocational Educational and Training (TVET) is being heralded as a necessary component of the education process. It is now recognized that TVET can play a vital role in improving the performance in general education while at the same time provide worthwhile competencies that will benefit both the individual and the workplace. However, with concerns about the purpose of technical education coming from various constituents, it becomes necessary to provide the historical, philosophical and conceptual

underpinnings for TVET in preparing the workforce.

This course will provide participants with a clear grounding in the philosophy of TVET and workforce development from a local, regional and international perspective.

COURSE TITLE: Leadership in Educational
Administration and Training

COURSE CODE: EDEA6309
COURSE LEVEL: 6
CREDITS: 3
PRE-REQUISITES: None
DURATION: 39 Hours

This course is intended to introduce Technical Vocational Educational and Training (TVET) administrators and practitioners as well as workforce development practitioners to the theories and principles of educational leadership. The emphasis of the course will be on providing the skills and knowledge to operate as leaders in a collegial, cooperative and mentoring model. The knowledge of leaders in the age of change, transformation and uncertainties has to be a complex array of theories, ideologies, skills, ethical principles, paradigms and practices which are applied to a diverse set of issues in educational leadership. TVET administrators and teachers/instructors are expected to understand

these theories and principles and then use them to inform practice so as to enhance the effectiveness and productivity of their schools or training organizations.

COURSE TITLE: Workforce Occupational Analysis

COURSE CODE: EDTV6002
 COURSE LEVEL: 6
 CREDITS: 3
 PRE-REQUISITES: None
 DURATION: 39 Hours

This course familiarizes participants with the type of data and information provided by occupational analysis which are central for planning, curriculum development and the overall implementation of Technical Vocational Educational and Training (TVET) programmes. The relevant analysis techniques will be explored by this course and participants will be able to conduct analysis to fulfill pertinent information needs related to curriculum development, workplace skills requirements, and occupational standards among others.

COURSE TITLE: Management of TVET & WFD Programmes

COURSE CODE: EDTV6003
 COURSE LEVEL: 6
 CREDITS: 3
 PRE-REQUISITES: EDTV6002
 DURATION: 39 Hours

This course will engage practitioners in the rudiments of management and how to apply the various principles to Technical Vocational Educational and Training (TVET) and Workforce Development (WFD). The evolution of management will be addressed - traditional, behavioral, systems and contingency view points. Emphasis will be placed on the function and roles of managers and the importance of management in an organization.

COURSE TITLE: Designing TVET & WFD Systems

COURSE CODE: EDTV6004
 COURSE LEVEL: 6
 NO CREDITS: 3
 PRE-REQUISITES: None
 DURATION: 39 Hours

This course will expose participants to the art and craft of designing TVET and Workforce Development Systems (e.g. instructional; performance management; performance appraisal; and performance improvement systems). The course will employ a practical and experiential approach to systems design that involves the use of essential tools, techniques and procedures in designing or enhancing systems for new or existing training and workforce development systems across a variety of contexts, and a range of occupations. The course will focus on critical systems design competencies for instructional leaders and workforce managers.

COURSE TITLE: Comparative Studies of TVET & WFD in Developed and Developing Countries

COURSE CODE: EDTV6005
 COURSE LEVEL: 6
 NO CREDITS: 3
 PRE-REQUISITES: None
 DURATION: 39 Hours

Comparative study of Technical Vocational Educational and Training (TVET) in both developed and developing countries will provide the learner with a broad perspective of its impact on the training, education and the production of goods and services. Countries implement their version of TVET based on the contextual factors (a) support of TVET by key stakeholders in society, (b) the policy framework driving its implementation, (c) the benefits derived from TVET, and (d) approach that is taken

to the delivery of TVET. Students will be required to examine the factors which are the drivers of TVET in different types of countries and the different approaches being used in its implementation. Attention will be given to the direction being taken to the implementation of TVET in countries such as Australia, England, Germany, South Africa, among others. However, a special focus will be placed on examining the implementation of TVET in the countries and regions of Americas which are increasingly giving more attention to this aspect of workplace preparation.

Course Title: Measurement of Educational and Psychological Constructs

Course Code: EDPS6013 (Existing Course)
 COURSE LEVEL: 6
 Credits: 3
 PRE-REQUISITES: None
 DURATION: 39 Hours

This course is designed to provide skills essential for measurement in educational activities conducted on a small scale, for example, those of the classroom, the school and the school community. Participants will develop the theoretical foundations and skills to design measurement instruments, analyze the data collected from them and use the results to inform or advise on decision in a sustainable educational settings.

COURSE TITLE: Educational Resource Management

COURSE CODE: EDEA6321
 COURSE LEVEL: 6
 CREDITS: 3
 PRE-REQUISITES: None
 DURATION: 39 Hours

The course explores the educational resources that are required to provide a sustainable educational programme that is effective, responsive and comparable to those of similar institutions, internationally. With the many educational institutions being required to take on greater responsibility for their funding or to demonstrate value for resources provided by governments, administrators must have the requisite skills to manage their resources. This course will take into consideration the differences which exist between and among universities, colleges and other governmental institutions which are involved in the management of education resources while at the same time addressing those similarities.

COURSE TITLE: Budget Planning and Financial Management

COURSE CODE: EDTV6012
 COURSE LEVEL: 6
 CREDITS: 3
 PRE-REQUISITES: None
 DURATION: 39 Hours

This course will provide participants with the skills required to interpret the budgeting and financial management process. The acquisition of these skills becomes increasingly important because schools and other learning institutions are required to give full account of their financial activities. In fact the ability of the school system to improve the performance of the schools will depend in part on how well the finances are managed in order to maximize effective output. Participants will also be exposed to policies, regulations and rules which should be used by administrators to guide their actions as stipulated by the government.

COURSE TITLE: Research Methods
 COURSE CODE: EDRS6115
 COURSE LEVEL: 6
 CREDITS: 3
 PRE-REQUISITES: None
 DURATION: 39 Hours

This course will provide participants with 'hands-on' exposure to knowledge, skills and insights for conducting relevant research. Participants will be required to use research tools, and strategies to resolve human performance problems. Participants will develop competencies to generate, interpret and use research data.

COURSE TITLE: Fundamentals of Data Analysis
 COURSE CODE: EDRS6116
 COURSE LEVEL: 6
 CREDITS: 3
 PRE-REQUISITES: EDRS6115
 DURATION: 39 Hours

The course is designed to expand students' knowledge of statistical analysis and to develop a sophisticated approach to dealing with research questions. It provides an introduction to the basic concepts and practices of data analysis and inferential statistics. It will provide an understanding of several techniques including testing one or more means from sampled populations (t-Tests and ANOVAs), relationships between scale variables (correlations and regression), and contingency table analysis (Chi-square tests).

COURSE TITLE: Planning for Education and Training Systems
 COURSE CODE: EDEA6306
 COURSE LEVEL: 6
 CREDITS: 3
 PRE-REQUISITES: None
 DURATION: 39 Hours

This course will first examine concepts and theories related to educational planning, especially in relationship to the Caribbean and other developing countries. There will also be an examination for examining how developed countries have been able to improve the functioning of education systems through effective planning. Various models of educational planning will be explored in order to determine how the functions, principles, processes and strategies are developed, implemented and evaluated.

COURSE TITLE: Technology in Higher Education
 COURSE CODE: EDTK6903
 COURSE LEVEL: 6
 CREDITS: 3
 PRE-REQUISITES: None
 DURATION: 39 Hours

This course is designed to expose participants to critical strategies and processes for effective infusion of technologies in higher education, with emphasis on utility and implications for users. This exposure will focus on: i) principles, practices and the potentials of technology; ii) technology productivity tools and integration strategies; iii) trends & issues of technology in higher education; iv) evaluation of technology resources for use in education; and v) the design and support systems for technology-based projects, programmes, or interventions. While this course will involve some technical aspects of available technologies, it will not directly provide hands-on practice in developing related skills, or competencies in the use of these technologies. In fact, it is assumed that participants will come to this course with at least basic skills in the use of modern information and communication technologies.

COURSE TITLE: Distance and Online Learning Design and Delivery

COURSE CODE: EDTV6023
 COURSE LEVEL: 6
 CREDITS: 3
 PRE-REQUISITES: None
 DURATION: 39 Hours

This course will focus on critical elements and requirements for the design and delivery of effective distance and online learning programmes. Participants will be given opportunities to develop specific skills and competencies in designing instructional programmes for target learners, that are customized for, or can be easily adopted to a variety of distance and online learning delivery systems/platforms. Special emphasis will be placed on solving challenges faced in designing for these systems.

COURSE TITLE: Curriculum Development for TVET & WFD
 COURSE CODE: EDTV6024
 COURSE LEVEL: 6
 CREDITS: 3
 PRE-REQUISITES: None
 DURATION: 39 Hours

This course is designed to enhance the knowledge of Technical Vocational Educational and Training (TVET) and Workforce Development (WFD) administrators in curriculum theory and planning, and improve their skills in curriculum development. In addition, TVET and WFD leaders and practitioners will acquire the skills and competencies to evaluate the relevance, responsiveness and appropriateness of their curriculum. Further, administrators of these programmes will also be prepared to provide the quality of leadership in curriculum needed to give their instructors and teachers a greater sense of empowerment and a more rational approach to teaching.

Department Contact Information:
 School of Education, UWI, Mona Kingston 7
 Tel: (876)927-0221 or (876)970-4958
 E-mail: medonline_soe@yahoo.com

UNITED THEOLOGICAL COLLEGE OF THE WEST INDIES

Coordinator: Rev. David Kuck, PhD, STM, MDiv, BA

The Faculty of Humanities and Education, through the United Theological College of the West Indies, offers programmes leading to the MA, MPhil and PhD degree in Theology.

Entry Requirements:

MA Theology – A bachelor's degree from a recognized university with at least a lower second class honours.

MPhil Theology – A bachelor's degree from a recognized University with at least an upper second class honours.

PhD Theology – MPhil degree from a recognized University.

For Research Degrees:

MPhil and PhD students are required to take nine credits of course work from the courses offered for the MA Theology programme.

Seminars

Approximately 24 seminars are held annually. Students are required to be present at at least half of these seminars.

Duration of Programme:

MA Theology:	Full-Time – One Year Part-Time – Two Years
MPhil Theology:	Full-Time – Two Years Part-Time – Three Years
PhD Theology:	Five Years

Programme Structure:

MA Theology (Full-time) - 2 semesters and not more than 3 part-time – 6 semester

Preliminary to entering programme:

Qualifying courses (where necessary) to be admitted fully to programme

Year 1:

- ▶ Complete Taught courses (2 semesters 18 credits)
- ▶ Attend bi-monthly seminars
- ▶ Normally complete a research methods course in semester 1

Year 2: Proceed to research paper

- ▶ One presentation at the graduate bi-monthly seminars

MPhil Theology

Preliminary to entering programme:

Qualifying courses (where necessary) to be admitted fully to programme

Year 1:

- ▶ Complete 9 credits of taught courses
- ▶ Submit thesis proposal

Year 2:

- ▶ Proceed to research paper
- ▶ Two presentation at the graduate bi-monthly seminars

PhD Theology

(NB: The MPhil is the normal route to the PhD)

Students who have not done Theology will have to do 24 credits of qualifying courses as recommended by the graduate sub-Committee

Year 1

Complete one additional course in required (to 9 credits of taught courses in MPhil)

- ▶ Prepare to sit examination for one modern language (French, Spanish or German)
- ▶ Submit Thesis Proposal

Year 2

- ▶ Three Presentations at the Graduate bi-monthly seminars

Year 3 and following

NB: Full-Time students – Minimum of 3 years and a Maximum of 5 years for completion
Part-Time - A Maximum of 7 years for completion



COURSES

Course Code	Course Name	No. of Credits	Course Weighting
T61A	The Critical Study of the O.T.	3	60/40
T61B	The Critical Study of the N.T.	3	60/40
T61C	Biblical Seminar	3	
T61D	Biblical Hermeneutics	3	60/40
T62A, B	History of the Church in the W.I.	3	60/40
T63A	Methodological Issues in Christian Theology	3	60/40
T63B	Doctrine of God	3	60/40
T63C, D	African Religious Influence in the Caribbean	3	60/40
T63E	Contemporary Trends in Christian Theology	3	60/40
T63F	Christian Theology in the Caribbean	3	60/40
T64A, B	Christian Worship and Religious Experience	3	60/40
T64H, I	Pastoral Counselling	3	60/40

Additional Information

TAUGHT PROGRAMME: MASTER OF ARTS

1. Admission Regulations and Qualifications

- All applications for graduate study in Theology must go before the University Board for Higher Degrees through the Faculty Sub-Committee.
- Candidates must satisfy normal University and

Faculty regulations governing admission to graduate studies. In deciding whether or not to recommend a candidate for admission to the MA programme, the theological college may take into consideration both the quality and scope of the person's academic history and his or her non-academic experience.

- Candidates must have attained the BA degree in theology with at least Lower Second Class Honours from UWI or its equivalent from an approved institution.
- Candidates must normally have completed at least 24 credits in second and third level undergraduate

courses in theology at or above a grade of B.

e. An applicant may be

- admitted without a Qualifying Examination
- required to pass a Qualifying Examination before being fully registered for postgraduate studies
- refused admission.

f. The nature of the Qualifying Examination shall be determined by the Theological College but shall be subject to approval by the Faculty Sub-Committee on Higher Degrees.

g. A candidate who has not passed the Qualifying Examination at or above a grade of B will not normally be admitted to the MA Programme or allowed to re-sit the Examination.

h. Students admitted to the MA programme in theology must pay their tuition fees at UTCWI and their affiliation fees at UWI.

2. Programme of Study

a. The duration of the programme of study shall be at least two semesters and not more than three semesters for full-time students. No student shall be registered as 'full-time' who spends an average of more than 12 hours per week in paid employment.

b. The duration of the programme of study for part-time students shall normally be six semesters. Permission to do the programme in four semesters may be granted by special request.

c. The Theological College shall propose to the Faculty Sub-Committee for Higher Degrees a Supervisor or Supervisors of experience appropriate to the proposed field of study of each candidate.

d. Each candidate shall be required to complete 18 credits from the prescribed areas of study, selecting one area of specialization. Of the six courses, at least one and not more than two shall be done outside the area of specialization. The standard assess-

ment will be one semester paper of 3,500 to 4,000 words, for 40% of the course grade, plus a two-hour final examination, for 60%. To pass a course students must attain a mark of at least 50% in both the coursework and the examination. In some cases, up to two graduate courses may be taken in other UWI departments, as long as not more than two courses in total are taken from outside of the student's area of specialization.

e. In addition, each candidate shall prepare a research paper of 15,000 to 20,000 words which relates to his or her area of specialization. Students writing their research papers are required to consult with their Supervisor(s) in person, at intervals to be specified by the Supervisor(s), but normally at least once a month. The research paper in the area of specialization is to be completed within three semesters of beginning the programme for full-time students and within six semesters of beginning the programme for part-time students.

f. A pass mark of 50% or above in each course and the research paper is required for the award of the degree.

g. Courses will normally meet for 24 contact hours in a semester. Courses may be developed and taught in other formats, such as reading courses, courses in intensive modules, or distance-taught courses.

h. All candidates are required to participate actively in postgraduate seminars.

i. Candidates who fail two or more courses in one academic year shall be required to withdraw.

3. Areas of Study

The areas from which a student may choose a specialization are:

- a. Bible
 - Old Testament
 - New Testament
- b. Historical and Ecumenical Studies

c. Theology, Philosophy and Ethics

d. Christian Formation

- Religious Education
- Christian Worship
- Spirituality
- Pastoral Care and Counseling

RESEARCH DEGREE: MASTER OF PHILOSOPHY

1. Candidates for admission to the MPhil programme in theology must have attained a BA Theology degree with at least Upper Second Class Honours, or an equivalent degree from an approved institution.

2. Candidates who do not possess this qualification may be allowed to do qualifying courses in theology as a means of gaining admission.

3. A candidate who is registered for the MA degree may apply after a period of one semester for transfer of registration to the MPhil, subject to the approval of the Department.

4. Candidates for the MPhil degree will specify when applying which area of study will be her or his focus. The areas of study are: Bible (Old Testament or New Testament); Historical and Ecumenical Studies; Theology, Philosophy and Ethics; Christian Formation (Religious Education, Christian Worship, Spirituality, or Pastoral Care and Counseling).

5. Candidates who are focusing on the Bible will normally be required to have completed two semesters of Hebrew (for Old Testament) or Greek (for New Testament). Students who have not completed these language requirements before entering the MPhil programme may be allowed to do them concurrently with their MPhil coursework.

6. Students in the MPhil programme will be required to complete nine credits of coursework (a one-semester course counts for three credits). The Depart-

ment may require a student to do specific courses in the chosen area of research.

7. The major component of the MPhil is the writing of an extensive research thesis (40,000 – 50,000 words), working with a Supervisor and Committee of Advisors. Students are required to meet with their Supervisors at least once per month.

8. All students are required to make at least two presentations to the departmental seminar, one by the end of the first year of research and the other when the thesis is about to be written. Students are also required to attend a minimum of half of scheduled departmental seminars each year.

9. MPhil 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.

10. The time limitation for completion of the programme for a full-time MPhil student is a minimum of two years and a maximum of three years. For a part-time student the maximum is five years.

11. Students admitted to the MPhil programme in theology must pay their tuition fees at UTCWI and their affiliation fees at UWI..

RESEARCH DEGREE: DOCTOR OF PHILOSOPHY

1. Candidates for this programme are carefully selected and admitted on the basis of academic strength, a high sense of purpose, and maturity.

2. 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.

3. 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. 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.

4. 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.

5. 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 in #6 and #7 will apply.

6. 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.

7. Candidates for the PhD are also required to complete one additional course (three credits) related to the topic of research.

8. The doctoral thesis must meet the approval of a Committee of Advisors to be appointed by the Department. The oral defense of the thesis will be in the presence of this Committee of Advisors. The

thesis must also meet the approval of an external examiner.

9. 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.

10. 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.

11. 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.

12. Students admitted to the PhD programme in theology must pay their tuition fees at UTCWI and their affiliation fees at UWI.

The above regulations are to be used along with the fuller regulations for Graduate Studies and Research of the University of the West Indies, Mona Campus.

Department Contact information
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Kingston 7
Programme Coordinator: Dr. David Kuck