Faculty of Humanities and Education

Dean: **Professor Waibinte Wariboko**

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, Educational Measurement and Educational Planning and Policy (self-financed).

Taught Master of Arts Programmes: The School of Education
There are five 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. The School also offers the Master of Arts in Technical Vocational Education and Training and Workforce Development (self-financed), Master of Arts in Teacher Education and Teacher Development and the Master of Arts in Higher Education Management (self-financed).

"**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 SCHOOL OF MEDIA AND COMMUNICATION (CARIMAC)

Director: Dr. Livingston White

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
- A taught masters in Integrated Marketing Communication 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 September of year 1 to May of year 2. In year 1 there is also a summer semester of 6 weeks between June and July.

Courses

Course Code	Course Name	No. of Credits	Course Weighting
COMM6002	Caribbean Media, Communication and Society	4	50% Coursework 50% Exam
COMM6602	Behaviour Change and Communication Theories	4	60% Coursework 40% Exam
COMM6700	Graduate Seminars: Contemporary Issues in Communication for Behaviour and Social Change	1	100% Coursework
COMM6701	Communication Analysis and Planning	4	60% Coursework 40% Exam
COMM6702	Academic Reading and Writing in the Study and Analysis of Communication	3	100% Coursework
COMM6801	Social Change and Development Communication	4	100% Coursework
COMM6802	Research Methods in Communication for Social and Behaviour Change	4	50% Coursework 50% Exam
COMM6803	Disasters, Media and Communication	4	100% Coursework

COMM6901	Intervention Design	4	60% Coursework
			40% Exam
COMM6600	Final Research Paper	6	100% Coursework

Course Description:

COMM6802 - Research Methods in Communication for Social and Behaviour Change

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 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.

COMM6702 - 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.

COMM6602 - Behaviour Change and Communication Theories

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 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 course provides the foundation for the courses that follow in the program, including Intervention Design and Communication Analysis and Planning.

COMM6002 - 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.

COMM6801 - 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.

COMM6701 - 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.

COMM6803 - 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.

COMM6901 - 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.

COMM6700 - 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.

COMM6600 - 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.

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
COMM6002	Caribbean Media, Communication and Society	4	50% Coursework 50% Exam
COMM6102	Design and Methods in Communication Research	4	50% Coursework 50% Exam
COMM6201	Communication and Media Management	4	60% Coursework 40% Exam
COMM6301	Communication Policy and Technology in the Caribbean	4	60% Coursework 40% Exam
COMM6402	Socio-Cultural Issues in Caribbean Communication	3	60% Coursework 40% Exam
COMM6502	Mass Communication Theories and Models	4	55% Coursework 45% Exam
COMM6700	Graduate Seminar: Contemporary Issues in Communication and Change	1	100% Coursework
COMM6702	Academic Reading and Writing in the Study and Analysis of Communication	4	100% Coursework

COMM6902	Communication and Persuasion	4	50% Coursework
			50% Exam
COMM6800	Final Research Project Paper	6	100% Coursework

COMM6102 - 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.

COMM6502 - 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.

COMM6702 - 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.

COMM6301 - 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.

COMM6402 - 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 these concepts in the context of Caribbean communicative practice. The course explores relevant contemporary regional research on these issues. The course seeks to enable students to demonstrate practical methods and strategies for "subverting" dominant representations of race, class, gender and ethnicity in Caribbean communicative practice.

COMM6002 - 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.

COMM6201 - 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. 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.

COMM6902 - 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.

COMM6700 - Graduate Seminar: Contemporary Issues in Communication and 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.

COMM6800 - Final Research Project Paper

The goal of the final project 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. Livingston White

MA in Integrated Marketing Communication

Entry Requirements:

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 Masters will be awarded upon the successful completion of 36 credit hours. All students are required to take: seven (7) core courses (worth 3 credits each) and three (3) electives (worth 3 credits each), and then a capstone course regarding a final IMC campaign (worth 6 credits). The programme will be delivered using a face-to-face mode, supplemented by University and open source online platforms, as required.

Enrollment Option: Part-Time

Core Courses:

Course Code	Course Name	No. of Credits
IMCC6110	Statistical Methods in Marketing Research and Analysis	**3**

		3
IMCC6120	Brand Equity Management	
IMCC6150	Integrated Marketing Communication: Theory and Practice	3
IMCC6160	Advertising, Media Analysis and Planning	3
IMCC6200	Social Media Marketing	3
IMCC6210	Event Management and Sales Promotion	3
IMCC6290	Managing Relationships in IMC	3
IMCC7000	Final IMC Campaign	**6**

Electives: Any CARIMAC graduate course can be used as an elective. The following are highly recommended:

Course Code	**Course Name**	**No. of Credits**
COMM6602	Behaviour Change and Communication Theories	**3**
COMM6002	Caribbean Media, Communication and Society	**4**
COMM6201	Communication and Media Management	**4**
COMM6902	Communication and Persuasion	**4**
COMM6801	Social Change and Development Communication	**3**
COMM6402	Socio-cultural Issues in Caribbean Communication	**4**

TOTAL NUMBER OF CREDITS FOR DEGREE: 36

IMCC6110 - Statistical Methods in Marketing Research and Analysis
This course looks at the various methods of securing marketing intelligence and its importance in the marketing process; examines research techniques, how data is gathered, analyzed and reported. The purpose is to explore how research may be used in an IMC campaign: identify marketing problems, distinguish what can and cannot be learned from marketing research, gather and analyze marketing data and make business decisions based on the data. It focuses on data analysis in marketing research; emphasizes core statistical techniques, the application of statistical software and the interpretation of statistical outputs. Ethical issues in marketing research are also discussed. SPSS software is required.

IMCC6120 - Brand Equity Management
This course explores strategies and tactics that are used to build, measure and manage brands and brand equity, including the introduction of new products. It also covers creative decisions in branding. The course is designed to improve students' comprehension and appreciation of the importance of brand equity and the management process associated with it. Topics will include

building brand equity, measuring brand equity, understanding brands from the customer's perspective, conducting brand audits, managing brand portfolios and managing brands over time.

IMCC6150 - Integrated Marketing Communication: Theory and Practice

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

IMCC6160 - Advertising, Media Analysis and Planning

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

IMCC6210 - Event Management and Sales Promotions

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

IMCC6200 - Social Media Marketing

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

IMCC6290 - Managing Relationships in IMC

This course provides practical knowledge and hands-on experience in managing relationships between an organization and its various publics. Students develop and produce programmes using traditional public relations tools and tactics including press releases, public service announcements, crisis communication plans, speeches, newsletters and special events for a

chosen client. Effective management of relationships is crucial to much of the success in private and public entities. The principles of best practice in public relations are best learned through examining how real organizations have decided to establish and maintain their relationships in a variety of industries, locations, and settings. This course explores issues in applying traditional public relations theory to the practice of IMC.

IMCC7000 - Final IMC Campaign

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

Department Contact Information:

Caribbean Institute of Media and Communication
University of the West Indies, Mona,
Kingston 7, Jamaica
Tel: (876) 977-2111 or 977-0898
Email: postgrad@carimac.com

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

Course Code	Course Name	No. of Credits	Course Weighting
MC 61B	Design and Methods in Communication Research	4	50% Coursework 50% Exam
MC 65B	Mass Communication Theories and Models	4	55% Coursework 45% Final Paper

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.

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

NSTITUTE OF CARIBBEAN STUDIES

Director: **Dr. Sonjah Stanley Niaah**

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: Professor Matthew Smith

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 Seminar**s 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 <u>with</u> eight *good* Bs in Level II or III History courses (or four Bs in yearlong courses under the <u>pre-semester system</u>).

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: <u>Students are required to read **six courses** and to write a **research paper (HIST6700)** of between 10,000 - 15,000 words.</u> 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:

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: Dr. Ingrid McLaren

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

- MA/Diploma 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

Programme Structure: The programme was completely revised and, as of 2013/2014, comprises 12 credits in required courses (Research Ethics, Research Methodology, Professionalism in Linguistics, Advanced Academic English) and an additional 24 credits in postgraduate linguistics courses. This may be inclusive of a Research Paper worth 6 credits.

Courses

Course Code	Course Name	No. of Credits
L600 (LING6099	Issues in Syntax and Phonology	6
L610 (LING6199)	Selected Topics Caribbean Language Structure	6
L620 (LING6299)	Language Variation	6
L640 (LING6499)	Applied Linguistics	6
L650 (LING6599)	Research Paper (alternative to L640)	6
LANG6099	Advanced Academic English Skills	3
LING6611	Workshop Series on Professionalism in Linguistics	2 3
ETHI6010	Research Ethics	
LING6705	Research Methods in Linguistics	4

Electives
Either: 8 postgraduate Linguistics courses Or: 6 postgraduate Linguistics courses (18 credits) and a Research Paper (6 credits)

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
- Topicatlisation
- 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.

L650 – Research Paper

Additional Information/Notes:

Required courses for the M.A. in Linguistics comprise 12 credits. They provide a research and ethical basis for graduate study, and prepare students to contribute successfully to scholarly and academic life in the broad sense, thus providing them with generic transferable and professional skills. The M.A. student must minimally complete an additional 24 coursework credits, totaling 36. This may be inclusive of a Research Paper worth 6 credits.

Some of the additional coursework credits cover what have traditionally been considered to be core areas, including formal theoretical issues as well as content related to Creole linguistics, discourse and language variation. In addition, electives in a wide range of specialization clusters are offered, responding to students' interests in fields such as Second Language Acquisition & Pedagogy, Forensic Linguistics, Interpersonal Communication, Vernacular Language Development and Field Linguistics.

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

Postgraduate Diploma in Linguistics

For students with a first degree wishing to pursue linguistic research at the postgraduate level, the Postgraduate Diploma in Linguistics forms the basis for entry into the M.Phil. Linguistics programme. The programme consists of an Advanced Academic English course, a workshop series on Professionalism in Linguistics, and a Research Ethics course alongside fifteen credits obtained over five postgraduate Linguistics courses, selected on the basis of prior qualifications and research interests.

Programme Objectives: By combining linguistics courses with courses which prepare students for the pursuit of academic goals, this programme provides the basis for entry into the M.Phil Linguistics. It allows students both to expand their knowledge base in linguistic subfields and to hone their academic skills as it regards writing, teaching, conference presentation and the like, and to develop an understanding of professional ethics.

Entry Requirements: An undergraduate degree with at least Second Class Honours (Upper Division) or equivalent.

Duration of programme: 2-3 semesters

Programme Structure:

Full-time: 3 courses in first semester, 3 courses in second semester. Professionalism workshops will be distributed over two semesters. Research Ethics is available online and can be completed at the student's convenience.

Part-time: 2 courses in first semester, 2 courses in second semester, 2 courses in third semester. Professionalism workshops will be distributed over two semesters. Research Ethics is available online and can be completed at the student's convenience.

Enrollment Option: Part-Time and Full-Time

Courses (Core)

Course Code	Course Name	No. of Credits
LANG6099	Advanced Academic English Skills	3
LING6611	Workshop Series on Professionalism in Linguistics	2
ETHI6010	Research Ethics	3

Electives
At least 15 additional credits obtained in five postgraduate linguistics courses, selected on the basis of prior qualifications and research interests

TOTAL NUMBER OF CREDITS FOR DEGREE / DIPLOMA   23

The required courses (Research Ethics, Professionalism, Advanced Academic English) provide a research and ethical basis for graduate study, and prepare students to contribute successfully to scholarly and academic life in the broad sense, thus providing them with generic transferable and

professional skills. In keeping with the inter-disciplinary nature of the field of Linguistics, exposure to a broad base of knowledge is achieved in the requirement that students complete an additional 15 credits in five postgraduate Linguistics courses. The selection of courses will be determined on a case-by-case basis, taking into account the student's prior qualifications, research interests, as well as the staff available to offer courses.

Additional Information/Notes: At least two and where possible three postgraduate linguistics courses are offered each semester. The duration of the taught programme may vary, depending on availability of staff to teach the requisite courses, and on the student's needs for specific courses.

Department Contact Information:
Department of Language, Linguistics & Philosophy
Room 25, Sir Roy Augier Building
Faculty of Humanities & Education
University of the West Indies
ph: 970-2950 / 927-1641 / 035-8364
fax: 970-2949
email: dllp@uwimona.edu.jm

MA in English Language

Specializations/Options*:* Technical and Professional, Education

Programme Objectives:

The academic **purpose** of this programme is to create professionals in both the teaching of English and in the actual practice of English Language Communication. The gap being filled with the introduction of this programme involves the provision to such professionals of a formal qualification in the English Language. Very few such programmes, targeting this area, exist internationally.
The **goals and objectives** are that, on successful completion of the programme, students should:

i.   Have a solid grasp of social, political and ideological issues surrounding English and its use within contexts in which it is widely spoken as a native language, those where it is widely used as a second language and those in which it functions as a lingua and/or international language.

ii.   Have a sound understanding of the major linguistic features of English, notably its phonology, syntax and discourse structures, and the ability to use digital corpora of English, reference sources and the relevant academic literature to extrapolate rules of grammar, spelling, etc.

iii. Have a strong awareness of the linguistic context within which English is used in the Caribbean, in particular the linguistic structures of Caribbean Creole languages and the social issues surrounding their use.

iv.   Demonstrate knowledge of the linguistic and social context within which English is used globally, in particular English as an international lingua franca.

v. Display a solid understanding of the issues surrounding the design and content of post-secondary level English language courses, i.e. courses with titles such as 'Use of English', 'Communication Studies', English for Academic Purposes', etc.
vi. Be able to apply the knowledge of content and the skills as presented in parts (i) to (iv) above to develop, design, teach and examine successfully post-secondary English Language courses.
vii. Function as technical and professional communicators in the English Language, and as trainers in the use of the English language, both spoken and written, in technical, professional and digital domains.
viii. Demonstrate practical skills in the use of digital tools for editing, proof reading and generating communication in English, both in written and spoken forms.

Entry Requirements: Any undergraduate degree with at least lower second class honours.

Duration of programme: 2 academic years, inclusive of summer semesters (6 semesters in total)

Enrollment Option: Part-Time

Core Courses

Course Code	Course Name	No. of Credits
LANG6099	Advanced Academic English Language Skills	3
LING6106	The Content of Tertiary Level English language Courses	3
LING6201	Comparative Caribbean English-Lexicon Creole	3
	Or	
LANG6100	Professional and Technical Writing in English: Theory and Practice	3
LING6302	The Sociolinguistics of West Indian Language and Society	3
LING6401	The Grammar of English: An Extrapolatory Approach	3
LING6402	World Englishes	3
LING6406	Pronunciation and Spelling of English	3
LANG6100	Professional and Technical Writing in English: theory and Practice	3
LANG6221	Principles of Editing Professional texts	3
	Or	
LING6103	Principles and Methods of English Language Teaching	3
LING6014	Research Skills in the English Language	1
LING6007	Phonetics and Phonology for graduate Students	3

LING6008	Morphology and Syntax for Graduate Students	3
LING6304	English on the Digital Environment	3
LING6307	Sociology for Graduate Students	3

TOTAL NUMBER OF CREDITS FOR DEGREE – 37

LING6007 – Phonetics and Phonology for Graduate Students

This course introduces the study of articulation, including the details of the vocal apparatus and its use in speech. It also introduces the International Phonetic Alphabet and how its symbols represent the sounds of language. We study how languages group sounds into categories called 'phonemes', and discover how phonemes are combined to produce syllables, and how stress and tone may be used in languages.

LING6008 – Morphology and Syntax for Graduate Students

This course introduces the study of morphemes, the smallest parts of words that contribute to meaning, and how they combine through processes such as inflection, compounding and reduplication. The course also considers the rules of by which words are combined into phrases, forming the hierarchical structures which produce sentences. Students learn to apply tests such as replacement and movement, and to recognize the application of syntactic processes such as passivization and question formation.

LING6307 Sociology for Graduate Students

This course exposes students the varying types of language situations found across the Caribbean and throughout the world. The course will cover a series of issues related to the Sociology of Language, notably, language variation, language attitudes, the function of particular languages in a speech community, the maintenance and/or loss of language varieties, eco-linguistics and language planning.

LING6302 – The Sociolinguistics of (West Indian) Language and Society

This course is designed to expose students to a detailed examination and analysis of basic sociolinguistic concepts and theoretical issues. It will address issues of practical relevance to (West Indian) speech communities, given their diverse linguistic backgrounds.

LING6401 – The Grammar of English: An Extrapolatory Approach

This course develops the ability to research the major syntactic structures of English, using data obtained from corpora of English as well analyses presented in authoritative sources on the syntax of English, both those which are traditional and prescriptive and those which are modern and descriptive.

LING6402 -World Englishes

This course studies the spread and distribution of English across the world and the issues surrounding notions such as 'Standard', 'Internationally Acceptable English', etc. It considers the major phonological, syntactic and lexical features which mark off the various regional standard varieties from each other, and exposes students to the use of the various international

electronic corpora of English, notably those compiled by and available within the ICE (International Corpus of English) project.

LING6201- Comparative Caribbean English-lexicon Creole

This course develop a hands-on ability to use the entire range of sources of real language data in the comparative study of Caribbean English-lexicon Creoles, including language corpora, academic and scholarly material. Students should develop the ability to present simple but linguistically sound descriptions of the major features shared by these languages, as well as the areal, dialect cluster and/or socio-historical factors which explain the formal and structural similarities and differences across these languages.

LING6406 -The Pronunciation and Spelling of English

The course examines the specific phonological features of accents of English across the world. It also considers how knowledge of English phonology and English orthographic conventions allows for an understanding of the relationship between the two, and uses dictionaries, pronunciation guides, and related works, to identify the various sources of influence on the spelling of English, notably etymology and morphology.

LING6106 – The Content of Tertiary Level English Language Courses

At the end of this course, students should be able (i) to show an awareness of the traditions and issues involved in identifying course content for tertiary level English Language courses and (ii) to demonstrate the ability to make appropriate and informed choices when decisions have to be made about what constitutes the content of such courses.

LANG6099 – Advanced Academic English Language Skills

This course will require intense involvement on the part of students in activities which include expository writing with focus on research/report writing, class presentations, peer critiquing/reviewing and group work. Students will also be afforded the opportunity to enhance their linguistic abilities by processing and evaluating texts with varying types of content and structural organization.

LING6014 – Research Skills in English Language
This course outlines the fundamentals of research methods and demystifying the research writing process. Students will gain an understanding of research approaches and skills, and will be able to use them effectively and appropriately. The parts of the research paper and how to put it all together will also be explored.

LING6103 – Principles & Methods of English Language Teaching

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

LING6304 – English in the Digital Environment

This course introduces students to the varying digital contexts in which English is used, e.g. texting, computer generated speech, etc. and the ways in which these new media affect form, function and meaning within the language and the use of English globally and within the Caribbean. The language of "chat" platforms will be investigated. Students will also be introduced to the phonological variation of accents and the practicality of linguistics in this area.

LANG6100– Professional and Technical Writing in English: Theory and Practice

This course in professional and technical writing in English will provide an introduction to the field of technical writing. Students will gain 1) an understanding of the style, jargon and communicative techniques of professionals producing texts in English and 2) the knowledge, skill and techniques required to produce English Language texts understandable to non-professionals who need the information generated by the experts.

LANG6221– Principles of Editing Professional Texts

The role of the Editor is a crucial one as he or she functions as arbiter on style, intelligibility and referencing conventions. This course will cover the identification and application of stylistic norms for specific types of text, the role of the editor, ethical considerations and publication. It will also familiarise students with the digital tools necessary to aid in the entire range of editorial functions.

Department Contact Information:
The Jamaican Language Unit

Department of Language, Linguistics and Philosophy

Faculty of Humanities and Education

Tel: (876) 935-8952 or (876)970-2953

Website: www.mona.uwi.edu/dllp/jlu

Email: jlu@uwimona.edu.jm

Programme Coordinator: Hubert Devonish

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.

Enrollment Option: Part-Time, Full Time

Courses

Course Code	Course Name	No. of Credits	Course Weighting
PH60A (PHIL6001)	History of Philosophy	3	CrW = 40% Exam = 60%

Course Code	Course Name	No. of Credits	Course Weighting
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%

Electives

Course Code	Course Name	No. of Credits	Course Weighting
GEND 6101	The Foundations of Feminist Methodology and Epistemology	4	100% in course assessment
GEND 6601	Key Theories and Debates in Gender and Development	4	50% course work/ 50% examination
GEND 6105	Gender in Conflict Situations	4	50% course work/ 50% examination

TOTAL NUMBER OF CREDITS FOR DEGREE: 36

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, 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 metho- dological 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.

GEND 6101: The Foundations of Feminist Methodology and Epistemology

This course examines the challenge of feminist methodology and epistemology to traditional research methodology and epistemology. It exposes the myth of objectivity and clarifies concepts of feminist epistemology. This leads to an engagement of alternative perspectives in relation to the social sciences. It involves an analysis of social science research to evaluate sexist and ethnocentric bias in research design, data collection and analysis and reporting. It also addresses the differential female and male experiences as data sources.

GEND 6601: Key Theories and Debates in Gender and Development

This course is designed to expose students to various gender related developmental issues in the Caribbean. A gender based analysis of developmental paradigms, governance, the labour market and health care is done with the aim of ascertaining ways in which these sectors are being (or can be) transformed to entities that greater exhibit gender equality, social justice and sustainable Caribbean development. It critically assesses the major social institutions in the Caribbean from a feminist perspective to ascertain the extent to which these institutions currently reinforce or reproduce an unequal gender system in the wider Caribbean society. Strategies for action are also suggested.

GEND 6105: Gender and Conflict Situations

This course explores key theories and issues of gender and conflict situations in global as well as regional contexts. It also investigates how gender, violence and war impact upon development. The course conceptualizes various forms of conflict situations in relation to gender ranging from total war and genocide to gender based violence in the private sphere. The course makes the link between prevailing gender inequalities and gender based violence, and also facilitates a gendered approach to the study of peace and justice initiatives.

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.

Programme Coordinator: Professor John Bewaji

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

Programme Structure (MPhil): The programme was completely revised and, as of 2013/2014, requires that students enter the research programme with either an M.A Linguistics, a Postgraduate Diploma in Linguistics, or an equivalent postgraduate qualification. If not taken previously, students may be required to complete courses in Research Ethics, Research Methodology, Professionalism in Linguistics, or Advanced Academic English. Students may also be required to take postgraduate linguistics courses in areas where their background needs to be strengthened.

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.
Course

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
• Topicatlisation
• 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	Advanced Value Theory-Ethics II	3	CrW = 40%
(PHIL6102) *or*			Exam = 60%
PH61C	Aesthetics	3	CrW = 40%
(PHIL6103) *or*			Exam = 60%
PH60F	Advanced Political Philosophy	3	CrW = 40%
(PHIL6006) *or*			Exam = 60%
PH61D	Philosophy of Science	3	CrW = 40%
(PHIL6104) *or*			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 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, 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 methodo- logical 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: Dr. Paulette Stewart

- o **MASTER OF LIBRARY AND INFORMATION STUDIES (Options 1 & 2)** *(face to face & online)*
- o **MASTER OF ARTS IN LIBRARY AND INFORMATION STUDIES** *(face to face & online)*
- o **MASTER OF ARTS IN ARCHIVES AND RECORDS MANAGEMENT** *(face to face & online)*
- o **MASTER OF PHILOSOPHY IN LIBRARY AND INFORMATION STUDIES**

MASTER IN LIBRARY AND INFORMATION STUDIES (MLIS) *(face to face & online)*

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

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

DURATION
All full-time students will take <u>ONE </u>(1) academic year (Aug.-May) to complete all the required courses, and if they choose to pursue Option 1, they will take an additional academic year (Aug.-Sept.) part-time to complete the Research Paper.

Part-time students will take <u>TWO</u> (2) academic years to complete all required courses and <u>ONE</u> (1) year part-time to complete the Research Paper, making a total of 3 years.

PROGRAMME
The student will be required to read <u>TEN</u> (10) semester courses, write a research paper of 10,000—15,000 words, and earn an additional 3 credits from Practicum, making a total of **39** credits as shown below.
Students are required to obtain a minimum of thirty-nine (39) credits consisting of:

Ten 3-credit courses	30 credits
Six weeks practicum (fieldwork)	3 credits
Research Paper 10,000—15,000 words	6 credits (Option 1)
Independent Study	3 credits (Option 2)

Trends & Issues in the Library & Information Environment   3 credits (Option 2)

Semester I Year I
Core Courses: (3 credits each)
LIBS6001 - Foundations of Library and Information Studies
LIBS6106 - Management of Libraries & Information Units
LIBS6301 - Bibliography and Reference Methods and Materials
LIBS6501 - Information Technology I
Electives
LIBS6901 - Trends & Issues in the Library & Information Work
LIBS6203 - Metadata & Resources Discovery
LIBS6801 - Copyright Issues Affecting Caribbean Libraries and Information Services

Semester II Year I
Core Courses: (3 credits each)
LIBS6401 - Research Methods in Library and Information Studies
Electives
LIBS6003 - Information Literacy Instruction
LIBS6307- Information Sources in the Humanities, Social Sciences and Science and
          Technology
LIBS6503 - Introduction to Digital Libraries
LIBS6306 – Legal Information Resource Management

Semester III Face-to-Face (possibly online delivery in 2017)
LIBS6504 – Catalogue Creation and Metadata

LIBS6202 - Subject Analysis and Indexing in Information Retrieval
LIBS6504 - Integrated Library Systems

Elective (3 credits each)
MGMT6015 - Basic Statistics

Semester I Year II
LIBS6899 - Research Paper (6 credits) **OPTION 1**
                          OR
LIBS6902 - Independent Study (3 credits) **OPTION 2**
Students opting for this should do LIBS6901 in semester 1 year 1

Semester II Year II
LIBS6899 - Research Paper (6 credits) **OPTION 1**

Semester III Year II
LIBS6904 - PRACTICUM IN LIBRARY AND INFORMATION STUDIES – SIX WEEKS (3 CREDITS)

MASTER OF ARTS IN LIBRARY AND INFORMATION STUDIES (MALIS)
(face to face & online)

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

PROGRAMME
Students will be required to read <u>TEN</u> (10) semester courses, and write a research paper of 10,000—15,000 words. They are required to do a minimum of **36** credits.

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 I Year I
Core Courses: (3 credits each)
 LIBS6501 - Information Technology I
 LIBS6901 - Trends & Issues in the Library & Information Environment

Electives Courses: (3 credits each)
 LIBS6801 - Copyright Issues Affecting Caribbean Libraries and Information Services
 LIBS6203 - Metadata & Resources Discovery

One (1) course from another Department or Faculty with the approval of DLIS
E.g.HIST6702 Artifacts, Museums and Archives

Semester II Year I
Core Courses: (3 credits each)
 LIBS6002 - Information, Communication & Society
 LIBS6003 - Information Literacy Instruction
 LIBS6401 - Research Methods in Library and Information Work

Electives (3 Credits each)
 LIBS6306 – Legal Information Resource Management
 LIBS6503 - Introduction to Digital Libraries

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

Semester III Face-to-Face (possibly online delivery in 2017)
MGMT6015 - Basic Statistics
LIBS6504 - Integrated Library Systems

LIBS6899 - Research Paper (under supervision)
LIBS6899 - Research Paper (10,000-15,000 words)

Semesters I and II Year II
LIBS6899 - Research Paper (Completed)

MASTER OF ARTS IN ARCHIVES AND RECORDS MANAGEMENT (MAARCM)
(face to face & online)

OBJECTIVE

The principal objective of this Programme is to provide for the first time post graduate level education in the fields of archives administration and records management. Currently there exists no formal programme in the Caribbean for educating archivists. Training is available externally in North America and the United Kingdom at high costs and this leads to serious limitation to the development of the profession in the region. More importantly, this programme will provide a dedicated space for the academic analysis of Caribbean memory and recordkeeping practices, which are emerging out of the realities of the Caribbean experience.

ADMISSION

Admission to the programme will normally require:

* At least a Lower second class honours degree BA /B.Ed. preferably in Humanities or the Social Sciences

* Previous work experience in an archives or an information unit will be an asset but is not compulsory.

SUMMARY

Core Courses	**21**	**Credits**
Practicum	**3**	
Research Project	**6**	
Electives	**6**	
	36	**Credits Total**

SEMESTER I Year 1

In Semester One (August—December), students will be required to take THREE (3) Core courses as follows:

Core Courses: (3 credits each)
ARCM6001 - Fundamentals of Archives and Records

ARCM6004 - Records Management in the Digital Age
LIBS6106 - Management of Library & Information Units

SEMESTER II Year 1

In Semester One (January—May), students will be required to take THREE (3) courses. THREE (3) core courses as follows:

Core courses
ARCM6002 - Acquisition, Organization and Access of Archival Materials
ARCM6003 - Preservation of Archival Materials in Tropical Environments
LIBS6401-Research Methods in Information Work

SUMMER Year 1

ARCM 6005: A Practicum in an approved archives/records management facility 3 credits

SEMESTER 1 YEAR 2

ARCM 6006 Memory and Recordkeeping in the Caribbean
ARCM 6008- Digital Curation
LIBS6501 - Information Technology 1

Electives

LIBS 6002 Information Communication and Society
ARCM 6007: Preserving and Managing Sound and Visual Media

SEMESTER II YEAR 2

ARCM6009 Research Paper (10,000—15,000 words) 6 Credits

Students are expected to begin working on their Research Paper which should be handed at the end of the 2nd Semester.

MASTER OF PHILOSOPHY IN LIBRARY AND INFORMATION STUDIES

INTRODUCTION

The Department of Library and Information Studies accepts 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 exits. 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 recommendation of the Faculty of Humanities and Education Sub-Committee for Higher Degrees.

QUALIFICATIONS FOR ADMISSION

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

- Graduates of any University holding the MLS, or equivalent degree, or a BA. (Library and Information Studies) degree, having obtained no lower than an Upper Second Class Honours Degree.

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

Acceptance into the M.Phil. (Library and Information Studies) programme shall depend on assessment of the students past education, performance and experience. The Department may also require applicants to:

    a. Prepare and submit a proposal on an agreed research topic.

    b. Write a 2,000 word essay on an agreed topic under examination conditions demonstrating analytical and critical thinking and the ability to communicate ideas logically and coherently in keeping with the requirements of a research degree.

REQUIREMENTS FOR THE M.PHIL LIBRARY AND INFORMATION STUDIES

a) As a prerequisite, all applicants are expected to have completed an approved Research Methods Course at the Graduate Level. Where this is not the case, they would need to pursue this course prior to acceptance into the programme.

b) Completion of at least two (2) three-credit courses taken from courses offered at the Masters level.

c) 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. These courses can be taken from the Masters Courses in the Department or any other approved comparable course in another Department.

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

e) M.Phil students must satisfactorily complete at least two research seminars convened by the Head of Department prior to submission of the M.Phil thesis.

f) A student shall be required to present a thesis of up to 40,000 words on an approved subject within FOUR (4) calendar years of their registration.

g) A student shall be required to take an oral examination 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 M.Phil (Library and Information 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 persons or in writing not less than twice per semester.

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.

NB: ALL M.PHIL. STUDENTS SHALL BE REQUIRED TO ATTEND POSTGRADUATE SEMINARS

UPGRADING TO PhD

Students admitted to the M.Phil programme have the option to seek an upgrade to the Ph.D. up to three years into the programme, subject to the presentation of a research proposal and a sample of the research already undertaken at an Upgrade Seminar.

POSTGRADUATE COURSE DESCRIPTIONS

LIBS6001 FOUNDATIONS OF LIBRARY AND INFORMATION STUDIES (3 credits)

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

LIBS6002 - INFORMATION, COMMUNICATION AND SOCIETY (3 credits)

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

LIBS6003 INFORMATION LITERACY INSTRUCTION (3 credits)

This course is aimed at introducing students to learning theories and the pedagogical and andragogical approach to teaching adults and children information literacy. It will place emphasis on the planning and teaching of information literacy instruction to students and adults through a systematic programme. The Big6, the Marland's Information Literacy Model and other models will be included to provide a framework for instruction. Human information behavior will be explored and the impact that this has on users when they seek information.

Students will be allowed to conduct needs assessments, and get practice in writing effective library research assignments

LIBS6106 MANAGEMENT OF LIBRARIES AND INFORMATION UNITS (3 credits)

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

LIBS6201 CATALOGUE CREATION AND METADATA (3 credits)

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

LIBS6202 SUBJECT ANALYSIS & INDEXING IN INFORMATION RETRIEVAL (3 credits)

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

LIBS6203- METADATA AND RESOURCE DISCOVERY (3 credits)

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

LIBS6301 BIBLIOGRAPHY AND REFERENCE METHODS AND MATERIALS (3 credits)

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

LIBS6306 LEGAL INFORMATION RESOURCES MANAGEMENT (3 credits)

This course is aimed at providing students with knowledge of existing legal information resources and their organization, as well as the information needs and information-seeking behaviour of the legal community which includes legal practitioners in public and private practice as well as legal educators in academic institutions. It introduces students to the primary and secondary information resources of the law and emphasizes the unique characteristics of and issues in handling legal publications in non-traditional formats. The impact of technology on enhanced access to legal information resources, together with the rationale for the retention of certain print materials, is explored.

LIBS6307 INFORMATION RESOURCES IN THE HUMANITIES, SOCIAL (3 credits) SCIENCES and SCIENCE AND TECHNOLOGY

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

LIBS6401 RESEARCH METHODS IN LIBRARY AND INFORMATION STUDIES (3 credits)

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

LIBS6501 INFORMATION TECHNOLOGY I (3 credits)

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

LIBS6503 AN INTRODUCTION TO DIGITAL LIBRARIES (3 credits)

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

LIBS6504 INTEGRATED LIBRARY SYSTEMS (3 credits)

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

LIBS6801 COPYRIGHT ISSUES AFFECTING CARIBBEAN LIBRARIES AND INFORMATION SERVICES (3 credits)

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

LIBS6899 RESEARCH PAPER (6 credits)

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

LIBS6901 TRENDS AND ISSUES IN THE LIBRARY AND INFORMATION ENVIRONMENT (4 credits)

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

LIBS6902 INDEPENDENT STUDY (3 credits)

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

LIBS6904 PRACTICUM IN LIBRARY AND INFORMATION STUDIES (3 credits)

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

MGMT6015 BASIC STATISTICS

Statistical Techniques is designed to introduce students to the principles of Statistics and their application to Library Studies. Some of the following material will be covered: data displays and summary statistics for quantitative and qualitative variables; correlation and simple regression for pairs of variables; probability to deal with partial and uncertain knowledge; the law of large numbers; the normal distribution and the central limit theorem; statistical inference based on standard of errors, confidence intervals and statistical hypothesis tests.

The course places strong emphasis on understanding the fundamental statistical concepts, interpreting data and the results of statistical analysis and **not** on the details of the computation (formulae). In delivering the course, efforts will be made to present each of the techniques in the context of real library problems and the statistical results will be used to illustrate how librarians can obtain insights on the solution to problems they are likely to encounter in practice. SPSS (Statistical Packages for the Social Science) will be used for the practical and application component of the course.

ARCM6001 FUNDAMENTALS OF ARCHIVES AND RECORDS

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

ARCM6002 ACQUISITION, ORGANIZATION AND USE OF ARCHIVAL MATERIALS

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

ARCM6003 PRESERVATION OF ARCHIVAL MATERIALS IN TROPICAL ENVIRONMENTS

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

ARCM6004 RECORDS MANAGEMENT IN THE DIGITAL AGE

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

ARCM6005 PRACTICUM IN ARCHIVAL STUDIES

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

ARCM6006 MEMORY AND RECORDKEEPING IN THE CARIBBEAN

This course explores the social construct of collective memory as shaped through historical events and recorded through archival records in the colonial and post-colonial societies of the Caribbean. It focuses on the remains of the past – the written (archival materials), the unwritten

(the oral tradition and artefacts) as well as contemporary textual and non-textual records in order arrive at a better understanding of societies which have suffered long periods of colonialism and their emergence into collective recognitions of nationalism and identity. Records creation, keeping, preservation and dissemination are crucial factors in society's understanding of the process of memory construction, public history display, commemoration, the writing of history, and the formulation and articulation of political and national identities.

ARCM6007 PRESERVING AND MANAGING SOUND AND VISUAL MEDIA

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

ARCM6008 DIGITAL CURATION

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

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: Dr. Rachel Moseley-Wood

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 Writing for Publication, which will be compulsory for new students as of the academic year 2010-2011.
Of the six courses required, a maximum of two may be taken, as electives, in any of the following disciplines in the Faculty of Humanities and Education:
• Cultural Studies
• Education
• History and Archaeology
• Linguistics
• Philosophy

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	Research and Writing for Publication	4

Course Code	Course Name	No. of Credits
(E60Z)	(compulsory for students beginning in 2010-2011)	

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: Dr. Nina Bruni

The internationalization of business and the rapid globalization of communication has created an increasing demand both globally, and locally, for persons who have acquired the skills and professional training to accurately translate documents of varying complexity for a wide range of specialized contexts.

A translation programme at the graduate level is important for building on the competence students acquired at the undergraduate level, in order for them to achieve the necessary mastery for pursuing a career in translation. The study of the macro and micro strategies used in translation and the theoretical models of translation is critical for helping students to understand the translation process. An advanced programme is equally important for helping students to acquire the necessary tools and the ability to link praxis with theoretical knowledge, in order to produce the most appropriate equivalent of the source text. The programme will also enable students to assess their own translation performance and competence.

M.A. IN TRANSLATION (SPANISH/FRENCH)

Programme Objectives:

The programme aims to:

i.   enhance students' linguistic skills in English, French and Spanish;

ii.   expose students to current theoretical thinking and linguistic theories on translation and help them to develop an understanding of their relation to the practice of translation;

iii.   aid students in developing their critical and analytical skills, composing skills, research and production skills and improve their overall cognitive abilities through the translation process.

iv.   develop in students the ability to draw on extra-linguistic knowledge, to make sound decisions in translation;

v.   develop students' ability to manage translation projects.

Entry Requirements:

Applicants should normally possess at least an Upper Second class degree in one of the following combinations:

i.   French major/Spanish minor
ii.   Spanish major/French minor

Prospective candidates may be required to do a diagnostic test.

Duration of programme: 2 YEARS

Programme Structure:

The programme deals with translation as a process in bilingual communication with a focus on translation into English. Students will acquire translating methods and develop professional skills by applying appropriate translation techniques. The programme comprises the translation of texts and analyses of difficulties arising from problems in understanding ideas in the source language and re-expressing them in the target language. The analyses will be based on current trends in translation theory and text linguistics. Students are expected to be knowledgeable about international affairs, politics, international organization, economic, scientific, technical, medical and legal issues and publications on translation.

Students will be provided with hands-on experience and training in the use of Computer Assisted Translation (CAT) tools needed in the translation of a wide variety of textual genres, from different fields (technical, scientific, legal, literary and journalistic). In order to ensure that the programme is kept up-to-date, each course will rely heavily on the use of current, authentic material provided by the lecturer or sourced by the student. Delivery of courses will not be lecturer-dominated but will require student participation and peer assessment. Guest lectures will also be participatory.

Enrollment Option: Part-Time

Courses (Core):

Course Code	Course Name	No. of Credits
TRANS 6101	Principles and Practices of Translation	3
TRANS 6102	General Translation	4
TRANS 6103	Institutional Translation	4
TRANS 6104	Technical Translation	4
TRANS 6201	Financial Translation	4
TRANS 6202	Management of Translation Projects	3
TRANS 6203	Legal Translation	4
TRANS 6204	Research Project - Commented Translation/Extended Translation	15

COURSE TITLE: PRINCIPLES AND PRACTICES OF TRANSLATION
COURSE CODE: TRANS 6101

COURSE DESCRIPTION

This core course covers the theories of translation and defines its processes and purposes. In doing so, it outlines the choices every translator faces, in the task of transferring the original message to the target reader, capturing the nuances of the source in the target language, bearing in mind the ideals of accuracy and fidelity.

Students will gain practical experience in text analysis and translation research methods, preparation, drafting and revision. Emphasis will also be placed on the significance of extra-linguistic factors that affect the process, such as culture, regionality, ethics, and even the personal biases of the translator.

COURSE TITLE: GENERAL TRANSLATION

COURSE CODE: TRANS 6102

COURSE DESCRIPTION

This course will focus on the translation of texts related to the fields of environment, journalism, sports, tourism and literature. Students will be required to read widely on these topics in order to become familiar with technical terms and genre features. They will study the background and specialized terminology of the subject areas, and acquire knowledge which is not explicit in the source text. Students will be guided to develop sensitivity to register and the target reader. They will learn the delicate balance between factual accuracy and stylistic considerations which may vary according to the type of text being translated.

COURSE TITLE: INSTITUTIONAL TRANSLATION

COURSE CODE: TRANS 6103

COURSE DESCRIPTION

This course will focus on preparing students to work as translators in international institutions. Students will be required to translate administrative and political texts including speeches, memos, press releases, agendas, business correspondence, minutes and other official documents. Students will study the principles and strategies relevant to this text type.

COURSE TITLE: TECHNICAL TRANSLATION

COURSE CODE: TRANS 6104

COURSE DESCRIPTION

Students will be required to translate scientific and technical texts, from specialized areas such as technology, metrology, computer science, medicine, engineering, construction, water, roads and transport. Course material will be drawn from the vast amount of literature available in these fields.

COURSE TITLE: FINANCIAL TRANSLATION

COURSE CODE: TRANS 6201

COURSE DESCRIPTION

Students will be required to translate financial and economic texts, from specialized areas such as banking, accounting, insurance, shipping, trade, customs and procurement. Course material will be drawn from the vast amount of literature available in these areas such as financial statements, financial reports, local and international procurement guidelines, articles on global economics, General Accepted Accounting Principles (GAAP), and International Financial Reporting Standards (IFRSs).

COURSE TITLE: MANAGEMENT OF TRANSLATION PROJECTS

COURSE CODE: TRANS 6202

 COURSE DESCRIPTION

This course will be delivered through three (3) face-to-face, one-hour lectures per week. Students will be required to handle a translation project from start to finish, from supplying rates and pro-forma invoices, to using CAT tools and preparing glossaries, to editing, standardization, proof reading and formatting, through to submission of final document and invoice, and collection of payment. Students will also learn to log documents so progress can be tracked and to file documents for ease of reference in the future.

COURSE TITLE: LEGAL TRANSLATION

COURSE CODE: TRANS 6203

COURSE DESCRIPTION

The course provides exposure to the study of the types of legal documents most likely to be encountered by professional translators. It introduces students to common legal concepts, terminology and instruments, using a comparative approach to the analysis and translation of the language and conventions of the common law and civil law systems.

The materials to be translated are documents commonly used in the four areas of focus - certificates, deeds, declarations, wills, divorce decrees, division of property, leases, sale agreements, mortgages, debentures, promissory notes, bills of sale, insurance contracts, tax assessments.

COURSE TITLE: FINAL RESEARCH PROJECT –   COMMENTED/EXTENDED TRANSLATION

COURSE CODE: TRANS 6204

PRE-REQUISITE(S):   ALL COURSES

All students in the M.A. in Translation Programme (Spanish/French) will be required to translate two 2,500-word texts (one from French and one from Spanish). Texts for translation will be of high level complexity, have not been previously translated and must be related to any of the topics in the programme. Both texts will be done as commented/extended translations. A commented or extended translation means that the translated text is accompanied by a critical commentary which includes the linguistic challenges, justification of translation choices, research related to the text, detailed glossary and a bibliography in MLA format. The critical commentary for both translations should add up to no less than 15,000 words (ie. 7,500 words per text).

Students will select the texts they wish to translate with the approval of an advisor. They will receive guidelines on how to successfully complete the research project. Students and Advisors will regularly review the progress of the project throughout the course of the second year. Department Contact Information:

ROOM 23
ROY AUGIER BUILDING
THE DEPARTMENT OF MODERN LANGUAGES AND LITERATURES
THE UWI, MONA
KINGSTON 7

SCHOOL OF EDUCATION

Director: Professor Disraeli Hutton

The School of Education is grounded in the philosophy that education is a lifelong process which is rooted in the socio-cultural, political and economic realities of the society and is therefore reflective of these as well as subject to the changes in these realities. We see our primary function as the on-going development of professionals for the formal and non- formal education systems. Such professionals are capable of self-renewal and while they can adapt to an ever-changing and unpredictable environment they are also empowered to lead and manage change.

While observing the principles for academic rigour, we attract an increasingly diverse set of

applicants in terms of their entrance qualifications, aptitudes and interests. Strategic partnerships and the judicious use of technology for flexible delivery have enable us to match the supply of innovative programmes for dissimilar needs with the growing demand for them.

The School of Education is committed to the offering of undergraduate and graduate programmes which respond to local, regional and international demands.

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:

<u>CURRICULUM DEVELOPMENT</u>
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 polices 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 Tnternal Assessment	3
ED67Z/ EDRS 6726	Quantitative Research Methods	3
ED67F/ EDEM 6706	Advanced Educational & Psychological Measurement	3

Educational Psychology (Core Courses)

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

Geography/Social Studies Education (Core Courses)

Course Code	Course Name	No. of Credits
ED66A	Education and Citizenship	3
ED66B	Geography Education	3
ED66C	Urban Place and Education	3
ED66D	The Social Theoretical Foundations of Geography and Social Studies	3
ED66E	Social and Cultural Geography	3
ED66F	Rural, Settlements, Society and Education	3
ED66G	Social Studies Education	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 (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	Course Name	No. of

Code		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 Cuirriculum 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	Course Name	No. of

Code		Credits
ED69A/ EDRS 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/ EDEA 6311	Introduction to University and College Student Development Theories	4
ED63L/ EDEA 6312	Interpersonal Skills for Student Personnel Administrators	3
ED63M/ EDEA 6313	Managing Career Development and Planning	4
ED63N/ EDEA 6314	Managing Student Personnel Units and Facilities - Core Competencies and Techniques	4
ED63P/ EDEA6316	Research-based Internship	6
ED63Q/ EDEA 6315	Organization and Administration of Student Personnel in Caribbean Higher Educational Institutions	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 (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 Te4sting: 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 transformation. 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 scare, 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 develop- ment, 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 implemen- tation 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 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 effective 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 tow 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 minimal 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 language (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
▪ diagnosos 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 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 after 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.

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: ED61I
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 Sub-Committee 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 externally. 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.

Department Contact Information:
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M.Ed. in Educational Planning & Policy

Entry Requirements:

To be eligible for admission, applicants must have:

  i)   a first or second class degree from an approved institution;
  ii)   professional training as a teacher, OR
         five years of experience in a position in teaching; educational administration; or in an educational planning environment

Duration of programme: Two years

Programme Structure:

The programme of study will consist of **36** credits and is offered on two alternative tracks, A and B. Alternative A will be a fully taught programme while Alternative B will require the completion of a research project. Both alternatives will require students to do **eighteen** (**18**) credits in the content areas, nine (9) credits in Planning and nine (9) in Policy. Students taking either alternative will do a Foundation course (3 credits). Students who select **Alternative A** will be required to complete **nine (9)** credits in research courses while **Alternative B** students will do **six (6)** credits. **Alternative A** students will be required to complete a maximum of **six (6)** elective credits. Students who select **Alternative B** will do a research project for **nine (9)** credits.

Enrollment Option: Part-Time and Full Time

Courses (Core)

Course Code	Course Name	Credits

EDPH6001	Philosophy of Education for the Caribbean	3
EDPP6502	Educational Policy in the Caribbean: Context, Process, and Politics	3
EDPP6504	Comparative Educational Legislations and Policies	3
EDPP6501	Policy Development, Implementation and Evaluation	3
EDEA6305	Educational Planning and Management	3
EDPP6506	Educational Planning Methods – Concepts and Applications	3
EDPP6510	Educational Planning and Social Development in the Caribbean	3
EDPP6514	Education Economics	3

Courses (Electives)

Course Code	Course Name	No. of Credits
EDRS6004	Advanced Research Seminar	3
EDEA6902	Introduction to Higher Education Administration	3
EDPP6512	Organizational Assessment and Evaluation	3
EDPP6513	Strategies for Funding Tertiary Education	3
SBCO6110	Financial Management and Accounting	3
EDPP6511	Planning for Higher Education Management	3
SBCO6310	Transformational Leadership	3
SBHR6030	Organizational Developmenand Change	3
EDPP6509	Programme Monitoring and Evaluation in Education	3
EDRS6116	Fundamentals of Data Analysis	3
EDRS6002	Introduction to Research Methods	3
EDRS6023	Introduction to Qualitative Research in Education	3
EDRS6024	Quantitative Research in Education	3
EDRS6003	Mixed Methods Research of	3
EDRS6004	Applied Research Methods Seminar	3
EDHE6710	Seminar on Issues in the Caribbean	3

TOTAL NUMBER OF CREDITS FOR DEGREE: 36

COURSE TITLE: PHILOSOPHY OF EDUCATION FOR THE CARIBBEAN
COURSE CODE: EDPH6001
COURSE DESCRIPTION:
This course is designed to provide a systematic reflection upon the variety of principles and practices by which we seek to impart knowledge and information and develop human character and capacities. The course examines issues such as the ideal or desired outcomes of the educational process, the most effective means to attain the desired educational outcomes, as well as examines issues related to epistemology, pluralism, empiricism, constructivism, curriculum, pedagogy, critical thinking, and the role of teachers and students in the teaching and learning process. The course focuses on the teacher and learner in the Caribbean and therefore will seek to explore the subjects discussed within the context of their application and meaning for education in the Caribbean.

COURSE TITLE :   EDUCATIONAL POLICY IN THE CARIBBEAN: CONTEXT, PROCESS AND POLITICS
COURSE CODE: EDPP6502
PREREQUISITE: PHILOSOPHY OF EDUCATION FOR THE CARIBBEAN
COURSE DESCRIPTION:
This course seeks to provide the practitioner with an understanding of the context of Caribbean society within, and for, which educational policy is designed. The course also seeks to equip participants with an understanding of how to make policy, taking into account the local, geopolitical, and economic realities of the Caribbean. The course will also provide an opportunity for practitioners to explore how concepts learned in the course *Philosophy of Education for the Caribbean* may be applied to the process of policy making. Attention will be given to the roles of various players in the education sector including government, non-government actors, and donor agencies. The contribution of each to the shaping of educational policy will be examined together with the impact of political consideration, competing policy priorities, and limited resources.

COURSE TITLE: COMPARATIVE EDUCATIONAL LEGISLATIONS AND POLICIES
COURSE CODE: EDPP6504
COURSE DESCRIPTION:
This course examines educational legislations and policies in selected Caribbean countries. This examination is conducted with a view to understand what these legislations and policies provide or seek to accomplish, and then to determine the gaps that exist in those legislations and policies, having regard to current and likely future trends and requirements of the education sector. The course also explores the extent to which the prevailing governance and policy framework that has been defined for, and practised by, the educational systems in the Caribbean have taken sufficient account of the existing legislative provisions.

COURSE TITLE: POLICY DEVELOPMENT, IMPLEMENTATION AND
                 EVALUATION
COURSE CODE: EDPP 6501 COURSE
DESCRIPTION:

This course seeks to provide the practitioner with skills in the development, implementation and evaluation of educational policy across the spectrum of complex organizations from system-wide (macro level) to unit-confined (the micro or departmental/school level).

COURSE TITLE: EDUCATIONAL PLANNING AND MANAGEMENT
COURSE CODE: EDEA6305
COURSE DESCRIPTION:
This is course is designed to enable 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.

COURSE TITLE: PROGRAMME MONITORING AND EVALUATION IN
                 EDUCATION
COURSE CODE: EDPP6509
COURSE DESCRIPTION:

The course will provide administrators and leaders with the tools to conduct evaluation of programmes and projects that are implemented in the education system. All programmes must demonstrate their worth, especially to stakeholders who are demanding accountability in the way scarce resources are used in the public sector. Even if administrators do not carry out the evaluation exercise, they must be in a position to direct its implementation, interpret findings, and assess the quality of both evaluation proposal and findings. For the school systems, all principals should be equipped to determine the performance of programmes, students, teachers and other personnel related to the education process.

COURSE TITLE: EDUCATIONAL PLANNING METHODS – CONCEPTS AND
                 APPLICATIONS
COURSE CODE: EDPP6506
COURSE DESCRIPTION:

This course seeks to equip participants with practical and analytical skills in educational planning. The course is intensely hands-on and provides participants with immediately usable competencies that will enable them to serve as policy advisors to key decision makers in the Ministries of Education, Planning, Finance, and Development.

COURSE TITLE: EDUCATIONAL PLANNING AND SOCIAL DEVELOPMENT
COURSE CODE: EDPP6510
COURSE DESCRIPTION:
This course introduces participants to the theoretical and methodological frameworks applied in the educational and social development planning processes. This is an applied subject where theoretical contributions blend with practical aspects in preparing students for work as practitioners. Students will become familiar with the various aspects of the social planning

process as well as commonly used techniques and methods by undertaking a project designed to demonstrate phases of "social planning in action".

COURSE TITLE: EDUCATION ECONOMICS
COURSE CODE: EDPP6514
COURSE DESCRIPTION:
This course seeks to provide participants with knowledge, tools, and skills to enable them to engage in, and facilitate educational planning at the institutional, national, and international levels, covering all sectors of the educational enterprise from pre-primary through to post-secondary education. The course provides participants with exposure to concepts such as:

- Approaches to the study of economics of education
- Principles of economics and the application of these principles to education
- Financing the operations of the education sector
- Microeconomics and education

COURSE TITLE: TRANSFORMATIONAL LEADERSHIP
COURSE CODE: SBC06310
COURSE DESCRIPTION:
This course is designed to influence the views and behaviours of participants in relation to leadership for transformation. It focuses on principle-centred behaviour, the ability to inspire self and others, creative thinking and problem solving, as the driving forces for influencing and
managing change in an organizational environment. The philosophy of the course is that managers should seek to move themselves from day-to-day, functional management to a 'higher ground' of serving others, while involving themselves and others in innovative, developmental
and ethical actions for the success of an enterprise.

COURSE TITLE: ORGANIZATIONAL DEVELOPMENT AND CHANGE
COURSE CODE: SBHR 6030
COURSE DESCRIPTION:

This course provides students with the knowledge and skills to become sensitive and responsive to the challenge of organizational change. These competencies are salient and are of critical value to management at this time, given the turbulent, uncertain and rapidly changing environment in which organizations worldwide must now operate. The course addresses the concept of organization as a complex of relationships among design, structure, function, culture, mission, purpose, power and resources.

COURSE TITLE: INTRODUCTION TO HIGHER EDUCATION
                            ADMINISTRATION
 COURSE CODE: EDEA6902
 COURSE DESCRIPTION:

The course explores the processes and programmes that are peculiar to higher educational institutions and reviews the roles and responsibilities of administration functionaries such as President, Provost, Heads of Departments and Schools, Deans, Programme Coordinators and Fellows. The course also examines and develops variations of job descriptions for these positions within a range of possible types/tiers of higher educational institutions.

COURSE TITLE: ORGANIZATIONAL ASSESSMENT AND EVALUATION
COURSE CODE: EDPP6512
COURSE DESCRIPTION:

This course seeks to expose school practitioners to the important elements of the evaluation process while providing them with the basic tools to implement effective evaluation and assessment. This is one way to ensure continuous improvement in the performance of the learner, the school plant, and the academic and administrative staff.

COURSE TITLE   :   STRATEGIES FOR FUNDING TERTIARY
EDUCATION
COURSE CODE   :   EDPP6513
COURSE DESCRIPTION:

This course seeks to expose participants to issues and approaches to the funding of tertiary education globally. The course will identify a number of jurisdictions that have developed a robust and well-regulated tertiary education sector as well as those that have emerging forms and examine these to see what lessons may be drawn from them in developing strategies for funding tertiary education in local jurisdictions.

COURSE TITLE: FINANCIAL MANAGEMENT AND ACCOUNTING
COURSE CODE: SBCO6310
COURSE DESCRIPTION:
This course provides a framework and offers concepts and tools for critically analyzing financial and management accounting information to facilitate informed business decision-making based on generally accepted accounting principles, with an understanding of application to "real-world" situations. The course is divided into two sections of approximately equal

weighting: Financial Accounting and Managerial Accounting.

COURSE TITLE: FUNDAMENTALS OF DATA ANALYSIS
COURSE CODE: EDRS6116
PRE-REQUISITE: EDRS6002 INTRODUCTION TO RESEARCH METHODS
COURSE DESCRIPTION:

This course provides students with further skills and knowledge needed to carry through the entire research process. The course coverage ranges from identifying the problem to writing a thesis and exposes students to the process of planning and conducting the research as well as being intelligent users of the research done by others. The course emphasizes the application of statistical techniques to data analysis and the interpretation of data.

Additional Information/Notes:

The programme seeks to equip participants with the requisite skills to enable them to work with countries in the Caribbean in the development and implementation of educational plans. This programme also seeks to provide participants, many of whom are expected to be educational practitioners, with the skills to undertake broad analytical studies of local, regional and global issues that impact upon the development and implementation of educational policies.

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Programme Coordinator: Dr. Canute Thompson

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

	Courses	**Credits**
Summer (1)	EDTL5000: Principles and Methods of Teaching and Assessment in Secondary Schools (T1)	3
	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
Semester		
1	2 Courses in Area of Specialisation (T1, T2) Or 2 General Courses (T3)	6
2.	2 Courses in Area of Specialisation (T1, T2) or 2 General courses (T3)	6
	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
Summer	**ED69A/EDRS6901:** Action Research in Higher Education *Or*	
2	ED60N/**EDRS6014:** Research Methods #(T1, T2, T3)	
	ED69C/EDFA/6903: Trends and Issues in Higher Education (T1, T2, T3)	3
1	1 Course in Area of Specialisation (T1, T2) *Or* 1 General Course (T3)	3
	EDME6022: The Assessment of Teaching and Learning (T1, T2, T3)	3
2	1 Course in Area of Specialisation (T1, T2) Or 1 General Course (T3)	3
	EDTL6002: Research Project in Teaching (T1, T2, T3)	3
	Total	**21/22**

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)

All specialisations may not be available every year.
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 EDUCATON

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 Language 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**
ED61K/EDLA6111	Approaches to Language Learning and Teaching in a Creole Context	4
And		
ED61H/EDLA6108	The Teaching of Literature at the Secondary level	3
Or		
ED61F/EDLA6106	Teaching of Writing	3
Language Education: Modern Foreign Language		
TWO of the following:		
ED65A/EDML6501	The Foreign Language Curriculum	3
ED65B/EDML6502	Early Foreign Language Learning	3
ED65D/EDML6504	Trends, Issues and Research in Modern/ World Language Education	4
Science Education		
ED64E/EDSC6405	Issues, Readings and Research in Science Education and one of the following:	4
ED64C/EDSC6403	Measurement and Assess-ment in Science Education	3
ED64B/EDSC6402	Learning and Teaching in Science	3
ED64A/EDSC6401	Trends in Curriculum Development in Education	3
Mathematics Education		
ED62A/EDME6201	Mathematical Thinking and Learning	3
ED62B/EDME6202	Mathematics Curriculum Information Technology	3

| EDIT 6001 | Courseware Design | 3 |
| EDIT6002 | Implications of IT in Education | 3 |

History Education

| EDHE6901 | Issues in and approaches to the Teaching of History | 3 |
| ED66A/EDSS6608: | Education and Citizenship | 3 |

CONTENT OF COURSES

Title: **Principles and Methods of Teaching and Assessment in Secondary Schools**
Code: **EDTL 5000**
Level: **6**
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 bee 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	12 credits
Core Education Courses	6 credits
Study	3 credits
Practicum	3 credits
Total	**24 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

Semester I
Six credits must be completed

EDEA5313:	Leadership for School Improvement	3 credits
EDEA5317:	Educational Supervision and Evaluation	3 credits
EDEA5311:	Human, Facilities and Financial Management in Schools	3 credits

Semester II
Six credits must be completed

EDTK5005:	Integrating Information and Communication Technology in Education	3 credits
EDEA5302:	Legal and Professional Competencies for Educational Administrators	3 credits
EDEA5310:	Organisational Behaviour in Education	3 credits

Summer
Six credits must be completed

EDCU5013:	Curriculum Theory, Planning and Development	3 credits
EDPH5005:	Issues in Jamaican Education	3 credits

EDEA5305:   Action Research in   3 credits
                       Educational Administration

Year 2
Semester I
Six credits must be completed
EDEA5316:   Practicum   3 credits
EDEA5319:   Study   3 credits

COURSE DESCRIPTIONS
EDEA5302:   Legal and Professional Competencies
**   for Educational Administration**
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.

EDEA5313: Leadership for School Improvement
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.

EDEA5311:   Human, Financial and Facilities
**   Management**
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.

EDEA5310:   Organisational Behaviour in Education
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.

EDEA5317:   Educational Evaluation and
**   Supervision**
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.

EDEA5305:   Action Research in Educational
**   Administration**

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.

EDCU5013:   Curriculum Theory, Planning and
Development

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.

EDTK5005:   Integrating Information and
Communication Technology
in Education

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.

EDPH5005:   Issues in Jamaican Education

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 in Teacher Education and Teacher Development

Specializations/Options

Offered Face to Face and Online.

The programme comprises two possible tracks. Students have the option to choose three electives in their area of subject specialization in addition to completing six courses and a research project in teacher education and teacher development.

Programme Objectives: The Master of Arts in Teacher Education and Teacher Development aims to help teacher educators and teacher leaders acquire the knowledge, skills, attitudes and values necessary to participate in the delivery of good teacher education and development. The programme is designed to improve the quality of teacher education and teacher development in Jamaica and the Caribbean through the preparation of educators who will have acquired the requisite pedagogical training, practical and theoretical knowledge to become high quality teacher educators and leaders.

An important feature of this programme is that it guides participants towards developing a sense of identity as a teacher educator. This is facilitated through the active involvement of lecturers in shaping and mentoring each cohort into a collaborative community of practice.

Entry Requirements:

To be eligible for admission, applicants must:

have a B. Ed degree (at least lower second or its equivalent) from an approved university

or

have a professional teaching certification (Diploma) or Certificate from an approved university in addition to a Bachelors degree (at least lower second or its equivalent) from an approved university

and

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

Have at least five years of teaching experience

Provide a resume

Duration of programme:

Part-time: a minimum of two years (4 semesters plus one summer) and a maximum of three years (6 semesters plus two summers)

Programme Structure:

Track 1 – for students who wish to draw their content area/discipline-specific courses from Education. Track 1 comprises 36 credits as follows:

- six core courses totaling 18 credits;
- a Research Methods course totaling 3 credits;
- two electives (drawn from education courses) totaling 6 credits;
- a research project worth 9 credits;

Track 2 – for students who wish to draw their content area/discipline-specific courses

from one of: Literatures in English, Mathematics, Science, History, Geography, Spanish, TVET, Educational Psychology, Research Methods.

Track 2 comprises 36 credits as follows:

- five core courses totaling 15 credits;
- a Research Methods course totaling 3 credits;
- three electives (drawn from discipline-specific/content courses) totaling 9 credits;
- a research project worth 9 credits;

Enrollment Option : Full time, Part-time, Online

Courses

Course Code	Course Name	No. of Credits
EDAE 6001	Adult Learning Methods and Teaching Strategies	3
EDTE 6003	Theory and Practice of Educating the Teacher	3
EDTE 6021	Supervising and Evaluating Pre- and In-Service Teachers	3

EDTE 6022	Inside Classrooms	3
EDTE 6023	Changing Cultures Changing Schools	3
EDTE6024	Teachers Leadership	3
EDRS6002	Research Methods	3
EDRS6801	Research Project	9

Participants can choose from School of Education courses for Track One and from School of Education AS WELL AS courses from other faculties for Track Two (as long as their undergraduate qualifications are deemed acceptable by faculties whose courses a student may wish to enroll in).

TOTAL NUMBER OF CREDITS FOR DEGREE / DIPLOMA   36

Graduate Course Description

EDAE 6001: Adult Learning Methods and Teaching Strategies

This course is designed to help teacher educators and other graduate students develop awareness of the nature of adult learners and teaching strategies appropriate for enhancing their learning process. Opportunities are provided to participants for investigating their own practice and developing understanding through critical reflection on the key philosophical beliefs of various adult learning theories. On completion, participants should be able to demonstrate professional competence in selecting organizing and using a variety of instructional methods, techniques and materials suitable for adult learners in a variety of settings.

EDTE 6003: Theory and Practice of Educating the Teacher*

This course offers teachers and teacher educators the opportunity to learn about the theoretical and practical perspectives that guide teacher education and teacher development. They will be asked to think about and examine issues such as:

a. Why is knowledge of Teacher Education and teacher development necessary?
b. What are the core issues of Teacher Education and Teacher Development?
c. The impact of historical and contemporary influences on Teacher Education and Teacher Development in Jamaica and the Caribbean
d. What forms should Teacher Education and Teacher Development take?

Participants will be expected to consider these issues critically with a view to shaping their own vision and philosophy of what teacher education and development should be like.

EDTE 6021: Supervising and Evaluating Pre- and In-Service Teachers

This course is designed to offer those who have responsibility for or aspire to engage in teacher supervision, a practical basis for understanding, implementing and evaluating clinical supervision. The focus is on providing an environment that helps participants to develop a reflective approach to the supervision of student and practising teachers. It is envisioned that an approach based on strong theoretical and practical principles will lead to improved supervisory practices, enhanced student teacher development, teacher growth, and ultimately improved academic achievement among learners in classrooms.

EDTE 6022 Inside Classrooms[1]

This course introduces teachers and teacher educators to a range of ideas for understanding and interpreting what happens in classrooms. Participants consider classrooms from new and different perspectives and, through development, discussion and application of new concepts, gain insight into teachers' and students' viewpoints, the complexities of classroom life, and the distinctive features of learning-oriented classrooms.

EDTE 6023: Changing Cultures Changing Schools*

This course provides graduate students with opportunities to understand the importance of school cultures as critical factors in determining the success and effectiveness of schools. Through the examination of and critical reflection on the elements of culture, the internal and external factors that shape school culture, the processes of change and how school cultures change, graduate students will be enabled to asses current school cultures and to offer support and leadership in nurturing and enriching their institutions.

EDTE6024: Teachers Leadership*

This course is designed to offer those who have teacher leadership responsibilities or aspire to be stronger teacher leaders, a practical basis for understanding, preparing for and sustaining teacher leadership. The focus is on helping participants to acquire and develop the knowledge, skills and dispositions to influence school culture, inspire excellence in practice, build successful teams, improve student achievement and equip other potential leaders to contribute to school growth. It also provides participants with an opportunity to design an action plan and implement a data-driven project to improve student, teacher or organizational learning.

Research course

This course is compulsory

EDRS6002: Research Methods

The aim of this course is to help students acquire a foundational knowledge and understanding of the theory and practice of research in education. It introduces them to three elements of becoming a good researcher – becoming a critical consumer of research, conducting research and producing and reporting good quality research. It also provides students with the opportunity to learn about different approaches to research viz. qualitative, quantitative and mixed methods, and to determine which approach will provide the best **means of answering their research** questions

Additional Information/Notes:

The courses in this programme are continuously reviewed so they are current with local, regional and international developments in teacher education.

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Programme Coordinator: Dr. Marcia Rainford

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Master of Arts in Higher Educational Management

Programme Objectives: The programme is designed to prepare participants who will be able to:

i.   administer educational programmes in higher educational facilities, especially at the tertiary level
ii.   expose students to modern techniques and approaches to programme administration
iii.   improve the efficiency and effectiveness of programme outcomes so as to respond adequately to the needs of clients and stakeholders in higher educational systems
iv.   conduct basic research in order to understand the challenges of a complex education system
v.   use the results of research along with inputs of stakeholders and experts in the field to solve problems facing higher education
vi.   design appropriate systems so as to respond to the needs of higher education in a globalized education marketplace.

Entry Requirements:

To be eligible for admission, applicants must:

i.   have a minimum of a lower second class Bachelor's degree from UWI or an approved institution
ii.   satisfy whatever special Faculty requirements that may exist for entry to certain specializations and courses

Duration of programme:

Full Time

i.   This programme shall normally extend over a minimum of three semesters.
ii.   A full time student shall normally register for up to 12 credits per semester

Part Time

i.   This programme shall normally extend over a minimum of 4 semesters
ii.   The student shall normally register for up to 9 credits per semester

Programme Structure:

The programme of study will consist of 36 credits and will be offered along two alternate tracks. Option A is for students pursuing course work only. Under this alternative, students will complete 15 credits from the Compulsory Core courses and 21 credits from the specialization or 15 credits from the specialization along with two (2) electives (6 credits). Of the 15 compulsory credits, required under this alternative, 9 credits will be required from three (3) designated Research Courses. Students pursuing Option B will complete 12 credits from the Compulsory Core courses, 6 of which will be from two (2) designated Research Courses. The additional credits will be earned from a Research Project worth 9 credits, plus 15 credits in their area of specialization, or 12 credits in their area of specialization plus (1) elective (3 credits).

Enrollment Option

Full-Time, Part-Time, Online

Courses(Core):
OPTION A: COURSEWORK *ONLY*

COMPULSORY CORE (15 credits).   Note that of the 15 compulsory credits, 9 credits (THREE courses) will be Research Courses in which students are required to take EDRS 6002 Research Methods, EDRS 6004 Applied Research Methods Seminar and <u>one</u> of the following: EDRS 6023 Introduction to Qualitative Research, EDRS 6003 Mixed Methods Research in Education or EDRS 6726 Quantitative Research Methods. Students will then select two (2) additional courses from this section

• EDRS 6002 Research Methods	[existing]	3
EDRS 6004 Applied Research Methods Seminar	[existing]	3
• ED69A/EDEA6901 Trends and Issues in Higher Education	[existing]	3
• ED69B/EDEA6902 Comparative Higher Education	[existing]	3
• EDRS 6023 Introduction to Qualitative Research	[existing]	3
• EDRS 6726 Quantitative Research Methods	[existing]	3
• EDRS 6003 Mixed Methods Research in Education	[existing]	3
• EDEA6328 Policy Analysis, Implementation and Evaluation		3
		24

SUB-TOTAL   [Select 15 credits]   (15)
SPECIALIZATION (21 credits)

*Participants who choose this option will do the compulsory core plus **SEVEN** of the following courses, **OR** the compulsory core plus **FIVE** of the following, in addition to **TWO** Electives*

- ED63X/EDEA6324 Planning for Higher Educational Management   3
- EDEA 6329 Quality Assurance and Management in Higher Education   3
- ED63T/EDEA6320 Organization, Structure and Challenges in Higher Education 3
- ED63W/EDEA6323 Resource Management in Higher Education   3
- EDEA6330 Programme Monitoring and Evaluation for Higher Education
  Managers   3
- ED63Z/EDEA6326 Budgeting for Higher Education   3
- EDEA 6331 Strategies for Funding Tertiary Education   3
- EDEA 6317 Organization and Administration of Student Personnel in
  Caribbean HEIs   [existing] 3

                                                                           21

SUB-TOTAL   [Select 15 credits + 2 Electives (6 credits) or Select 21credits only]   (21)

TOTAL - 36

OPTION B: COURSEWORK PLUS RESEARCH PROJECT

COMPULSORY CORE (12 credits). Note that participants will be required to do EDRS 6002 and one of the following: EDRS 6023, EDRS 6726 or EDRS 6003, plus two (2) additional courses from this section

- EDRS 6002 Research Methods   [existing]   3
  EDRS 6004 Applied Research Methods Seminar   [existing]   3
- EDEA6901 Trends and Issues in Higher Education   [existing]   3
- EDEA6902 Comparative Higher Education   [existing]   3
- EDRS 6023 Introduction to Qualitative Research   [existing]   3
- EDRS 6726 Quantitative Research Methods   [existing]   3
- EDRS 6003 Mixed Methods Research in Education   [existing]   3
- EDEA6328 Policy Analysis, Implementation and Evaluation   3

                                                                        24

SUB-TOTAL   [Select 12 credits]   (12)

*Participants will do **FIVE** of the following courses, or **FOUR** courses plus **ONE** elective*

- ED63X/EDEA6324 Planning for Higher Educational Management   3
- EDEA 6329 Quality Assurance and Management in Higher Education   3
- ED63T/EDEA6320 Organization, Structure and Challenges in Higher Education 3
- ED63W/EDEA6323 Resource Management in Higher Education   3
- EDEA 6230 Programme Monitoring and Evaluation for
   Higher Education Managers   3
- ED63Z/EDEA6326 Budgeting for Higher Education   3
- EDEA 6331 Strategies for Funding Tertiary Education   3
- EDEA 6317 Organization and Administration of student personnel in
   Caribbean HEIs   [existing]   3

SUB-TOTAL   [Select 15 credits only or Select 12 credits + one elective (3 credits]   15
    Research Project

- ED63S/EDEA6319 Research Project   [existing]   **9**

TOTAL   36

TOTAL NUMBER OF CREDITS FOR DEGREE / DIPLOMA   -36

COURSE TITLE:	RESEARCH METHODS
COURSE CODE:	EDRS 6002
LEVEL:	6
CREDITS:	3
PRE-REQUISITES:	NONE
DURATION:	39 HOURS

DESCRIPTION

This course provides an introduction to research methods and designs relevant to education and social science fields. The course will focus on an introduction to various research methods including quantitative and qualitative methods. There will be a brief introduction of mixed methods approaches to present basic concepts and understandings of this methodology. In addition, the course will focus on providing a practical understanding of descriptive statistical tools used in education research as well as basic forms coding qualitative data. The emphasis will be on knowing when to use the various methods, what they measure, and how to interpret results.

COURSE TITLE:	TRENDS AND ISSUES IN HIGHER EDUCATION
COURSE CODE:	ED69A/EDEA6901
LEVEL:	6
CREDITS	3
PRE-REQUISITES:	NONE
DURATION:	39 HOURS

DESCRIPTION

The course examines the topical issues which are related to the problems facing higher education, or indeed, solutions to the problems of higher education. With the proliferation in the number and types of higher educational institutions in the Caribbean, the competition will affect quality, standards, and even the role of education based on the emphases of the different providers. These and other related issues and trends will be the foremost concern of the course.

COURSE TITLE:	INTRODUCTION TO QUALITATIVE RESEARCH IN EDUCATION
COURSE CODE:	EDRS 6023
LEVEL:	6
CREDITS	3
PRE-REQUISITES:	NONE
DURATION:	39 HOURS

DESCRIPTION
This course builds on EDRS 6002 - the compulsory research methods course that all Masters students in the School of Education are required to complete- by helping students become proficient in qualitative methods. It consolidates and extends their understanding of and skills in qualitative research methods introduced in EDRS6002. In this course students have an opportunity to learn and practice qualitative research skills and to develop an understanding of the importance of ethics and trustworthiness as part of good qualitative research design and practice. They will also be introduced to a variety of qualitative research genres to include ethnography, case study, life history, grounded theory and phenomenology.

COURSE TITLE:	**MIXED METHODS RESEARCH IN EDUCATION**
COURSE CODE:	**EDRS 6003**
LEVEL:	**6**
CREDITS:	**3**
PRE-REQUISITES:	**NONE**
DURATION:	**39 HOURS**

DESCRIPTION

This course will address the theory and practice of mixed inquiry methodologies in applied educational and social research. The course will cover various conceptualizations of mixed methods design and analysis, challenges of mixed methods practice, and applications in educational research. Students enrolling in this course should have basic familiarity with the various quantitative and qualitative research designs and techniques. Familiarity with theoretical research paradigms (e.g., critical theory & postmodern perspectives) is also highly desirable .The course focuses on how to tighten the use of mixed methods so that they are integrated as part of a single study.

COURSE TITLE:	**QUANTITATIVE RESEARCH METHODS**
COURSE CODE:	**EDRS 6726**
LEVEL:	**6**
CREDITS:	**3**
PRE-REQUISITES:	**NONE**
DURATION:	**39 HOURS**

DESCRIPTION

The course provides the learner with an understanding of critical concepts and principles of quantitative research design. It helps to develop the skills necessary for the proper interpretation of research findings and for analysing and evaluating research reports. The learner is provided with an opportunity to develop and demonstrate these skills by undertaking a number of exercises that culminate in the development of a written proposal for a quantitative research study.

COURSE TITLE: **COMPARATIVE HIGHER EDUCATION**
COURSE CODE: **ED69B/EDEA6902**
LEVEL: **6**
CREDITS: **3**
PRE-REQUISITES: **NONE**
DURATION: **39 HOURS**

DESCRIPTION

This course exposes the students to the different approaches to higher education by countries with different economic, political and social systems. The students will explore the philosophical, historical, social, cultural, political and economic factors that influence contemporary higher education. Specifically, participants will be able to compare and contrast techniques and strategies related to issues such as funding, governance and policy, reform and change in higher education.

COURSE TITLE: **TECHNOLOGY IN HIGHER EDUCATION**
COURSE CODE: **ED69C / EDTK 6903**
LEVEL: **6**
CREDITS   **3**
PRE-REQUISITES: **NONE**
DURATION: **39 HOURS**

DESCRIPTION

The course seeks to expose the proactive leaders and administrators in higher education to new technological developments and related issues facing education, including how information technology is changing the competitive environment for education as an industry, and how it is changing our professional practices as educators. Further, the participants will be provided with the knowledge, skills and abilities to use technology to convey complex ideas and use the same in a collaborative and interactive manner to manage the workplace. For the learning situation, the course will expose the learners on how to access and/or provide resources that will enrich learning and enable the delivery of media-enhanced curriculum in higher education.

COURSE TITLE: **POLICY ANALYSIS, IMPLEMENTATION AND EVALUATION**
COURSE CODE: **EDEA 6328**
CREDIT: **3**
LEVEL: **6**
PRE-REQUISITES: **NONE**
DURATION: **39 HOURS**

DESCRIPTION

This course seeks to provide the practitioner with skills to analyze policy as well as the craft of implementing policy-driven change across the spectrum of complex organizations from system-wide (macro level) to unit-confined (the micro or departmental/school level). The course also leads participants through the stages of policy evaluation and assessment.

COURSE TITLE: PLANNING FOR HIGHER EDUCATIONAL MANAGEMENT
COURSE CODE: ED63X/EDEA6324
LEVEL   6
CREDITS: 3
PRE-REQUISITES: NONE
DURATION: 39 HOURS

DESCRIPTION

The course will examine concepts and theories relating to educational planning in higher education. Modern planning techniques and models will be explored to determine advantages and disadvantages or strengths and weaknesses. The models that are employed in higher education will also be analyzed with a view to propose changes that could improve performance in the planning function.   Emphasis will be placed on areas such as: determining functions; elaborating principles; developing goals, objectives and strategies; determining processes; and establishing costing and schedules.

COURSE TITLE: **QUALITY ASSURANCE AND MANAGEMENT IN HIGHER EDUCATION**
COURSE CODE: **EDEA 6329**
COURSE LEVEL: **6**
CREDITS: **3**
DURATION: **39 HOURS**

Description

This course is designed to give participants enrolled in the Higher Educational Management programme (who may have their training in a variety of educational discipline) the competencies to (a) understand the philosophy and role of quality management, and (b) apply the concepts of quality management to their functional activities. Participants will also examine the various quality tools and techniques used in quality management interventions. Further, participants will develop a global awareness and perspective to Quality Management in solving systems and organizational problems

COURSE TITLE: ORGANIZATION, STRUCTURE AND CHALLENGES IN HIGHER EDUCATION
COURSE CODE: ED63T/EDGA6320
LEVEL: 6
CREDITS: 3
PRE-REQUISITES: NONE
DURATION: 39 HOURS

DESCRIPTION

The course will provide students with a broad knowledge and understanding of the structure and functions of higher educational organizations. Education is constantly incorporating structures and systems from the private sector which seems at least in some cases to assisting with the performance of the education system. The course will explore some of these structures, systems and practices, which will include decision-making, motivation, communication, among others. In

addition, the existing way in which higher education is organized and administered will be examined.

COURSE TITLE: **RESOURCE MANAGEMENT IN HIGHER EDUCATION**
COURSE CODE: **ED63W/EDEA6323**
LEVEL: **6**
CREDITS: **3**
PRE-REQUISITES: **NONE**
DURATION: **39 HOURS**

DESCRIPTION

The course explores the educational resources that are required to provide a higher educational programme that is effective, responsive and comparable to those 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 perform their jobs. 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 educational resources, while at the same time addressing those similarities.

COURSE TITLE: **PROGRAMME MONITORING AND EVALUATION FOR HIGHER EDUCATION MANAGERS**
COURSE CODE: **EDEA 6330**
LEVEL: **6**
CREDITS: **3**
PRE-REQUISITES: **NONE**
DURATION: **39 HOURS**

DESCRIPTION

The course is designed to provide the managers in higher education system with the tools and competencies required to monitor and evaluate academically related programmes which are implemented at the institutional, national and regional levels. This is a clear recognition that results-planning is a prerequisite for programme accountability and good governance. The students are therefore provided with practical guidance on how to plan, monitor and evaluate the implementation of programmes in the higher education institutions to achieve expected outcomes.

COURSE TITLE: **BUDGETING FOR HIGHER EDUCATION**
COURSE CODE: **ED63Z/EDEA6326**
LEVEL   **6**
CREDITS: **3**
PRE-REQUISITES: **NONE**
DURATION: **39 HOURS**

DESCRIPTION

The course prepares the learner to address the challenges that both internal and external stakeholders are placing on the system for greater accountability for the resources made available to produce a high quality education graduate. In addition, with the declining educational revenues, institutions and personnel in higher education need to understand how to effectively raise, allocate and budget resources. Further, an appreciation of the connections between investments and education in the wider community will concretize knowledge of the context for managing educational finance.

COURSE TITLE   :   STRATEGIES FOR FUNDING TERTIARY EDUCATION
COURSE CODE   :   EDEA 6331
CREDIT   :   3
LEVEL   :   6
PRE-REQUISITES   NONE
DURATION   :   39 HOURS

DESCRIPTION

This course seeks to expose participants to issues and approaches to the funding of tertiary education globally. The course will identify a number of jurisdictions that have developed a robust and well-regulated tertiary education sector as well as those that have emerging forms, and examine these to see what lessons may be drawn from them in developing strategies for funding tertiary education in local jurisdictions.

COURSE TITLE: APPLIED RESEARCH METHODS SEMINAR
COURSE CODE: EDRS 6004
LEVEL: 6
CREDIT: 3
PRE-REQUISITES: NONE
DURATION: 39 HOURS

DESCRIPTION

The Applied Research Methods Seminar will build on and apply the knowledge acquired from two previous research courses in which students are expected to either (i) complete a field research, involving the collection and analysis of data, or (ii) undertake a critical analysis of an issue. Students will be required in either case to prepare a report of approximately 5,000 words in keeping with the requirements of a named journal or conference. The core delivery mechanisms of the course are through peer feedback, student-led discussions and instructor-student dialogical discourse.

Department Contact Information:
School of Education
University of the West Indies
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UNITED THEOLOGICAL COLLEGE OF THE WEST INDIES

Coordinator: Dr. Glenroy Laylor

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	Semester
THEO 6013	Critical Study of the Old Testament	3	1
THEO 6014	Critical Study of the New Testament	3	1

THEO 6015	Biblical Seminar	3	2
THEO 6016	Biblical Hermeneutics	3	2
THEO 6104	History of the Church in the West Indies 1723-1870	3	1
THEO 6105	Mission and Ministry in the Caribbean	3	2
THEO 6230	Christian Worship and Religious Experience I	3	1
THEO 6231	Christian Worship and Religious Experience II	3	2
THEO 6236	Pastoral Care and Counselling I	3	1
THEO 6237	Pastoral Care and Counselling II	3	2
THEO 6320	Methodological Issues in Christian Theology	3	1
THEO 6321	Doctrine of God	3	2
THEO 6322	African Religious Influences in the Caribbean I	3	1
THEO 6323	African Religious Influences in the Caribbean II	3	2
THEO 6324	Contemporary Trends in Christian Theology	3	1
THEO 6325	Christian Theology in the Caribbean	3	2

Additional Information

TAUGHT PROGRAMME: MASTER OF ARTS

1.   Admission Regulations and Qualifications

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

b. 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.

c. 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.

d. 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 assessment 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 Department 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 Committtee 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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