



THE UNIVERSITY
OF THE
WEST INDIES
MONA CAMPUS
JAMAICA, WEST INDIES

FACULTY OF HUMANITIES AND EDUCATION SCHOOL OF EDUCATION



THE BACHELOR OF EDUCATION HANDBOOK 2015/2016

**The Bachelor of Education Handbook
2015/2016**

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MESSAGE FROM THE DIRECTOR

Professor Stafford Griffith

I am pleased to welcome you to the School of Education in the Faculty of Humanities and Education of the Mona Campus. Our undergraduate programmes are designed to prepare quality, twenty-first century professionals in education. They represent an important way of operationalizing the Mission of the School of Education which is as follows:

To strengthen the quality and efficiency of educational services in Jamaica and the rest of the Caribbean through:

- leading-edge professional training for teachers, educational leaders, teacher educators, educational administrators and other educational professionals;
and
- research and educational services for innovative approaches to the improvement of student learning.

We aim to provide you with a mix of theoretical knowledge and professional practice which should help you to reach the standards of excellence needed to support the transformation and continued improvement of the education system in Jamaica and the rest of the Caribbean.

Therefore, in addition to doing a number of courses which will give you a good theoretical and conceptual grasp of the issues related to good practice as an education specialist in your respective field of study, you will be required to undertake a series of practical exercises which will allow you to benefit from good guidance and feedback. This will, in turn, help to optimize your learning in the field of specialization that you have chosen.

The School of Education aims to provide you with opportunities to learn and grow beyond the boundaries of the courses and related practical exercises you are required to pursue. I urge you to take advantage of the many opportunities provided by the School of Education in particular, and the University of the West Indies, in general, to participate in a number of conferences, seminars and social events throughout the year. These will contribute to the development of your identity as a graduate student of this School of Education and help to set you apart from others.

I thank you for choosing to pursue your undergraduate studies at the School of Education. We are committed to making your experience with us worthwhile and memorable. We look forward to the time when we can extend our congratulations to you on the successful completion of your programme.

Professor Stafford A. Griffith
**Director of the School of Education & Deputy Dean
Faculty of Humanities and Education**



MESSAGE FROM THE COORDINATOR, UNDERGRADUATE STUDIES

Susan Anderson, PhD.

It is with great pleasure that I welcome you to the School of Education. I can assure you that you have made the best decision as an educator plays an integral role in the development of any nation. We plan to do our very best to support the commitment you have made to pursue teaching as a profession. To help you achieve this goal we provide a wide array of courses to enhance your skills and knowledge and to sharpen your critical thinking skills. They will also encourage innovative and technological best practices that we expect you to take into the classroom.

My colleagues are committed to encourage and support you in a spirit of collaboration as we work together to achieve the mandate of the University of the West Indies and the School of Education.

This new chapter of your life is a great opportunity. It will be filled with challenges but I encourage you to make the best of it. Earning a degree from the University of the West Indies is just the beginning, as educating oneself is a process, a never-ending one. This process will continue as you exit the University of the West Indies and become professionals in education systems. You are encouraged to embrace the intellectual freedom that you will have and hone the required skills, participate in the required programmes and gain the necessary knowledge that will enable you to be that distinctive graduate and take your place in society.

Enjoy this journey.

Dr. Susan Anderson

Senior Lecturer, Educational Psychology and Special Education

INTRODUCTION

The School of Education has a threefold mission:

1. Preparing educators for national and regional education systems;
2. Conducting research on educational issues and concerns, and providing data to inform the educational decision-making process; and
3. Providing leadership in institutional development and programme quality to education systems.

The School of Education activities include the following:

- Local teaching offering a wide range of face-to-face undergraduate and graduate programmes.
- Regional teaching through the distance education mode.
- Educational research, including action research on classroom and school problems, postgraduate and staff research projects.
- Professional outreach through the Ministry of Education (MOE) curricula initiatives such as PEIP I, PEIP II, PEIP Language Arts component and ROSE.
- Public Service; serving on committees, school boards, service organizations, policy making arms of government, and editorial and review boards.

A critical part of the accelerated (two-year) B.Ed programme is the six week practicum (research based field-work). The purposes of the field-based work are to help experienced teachers achieve the following:

- Reflect on long-held beliefs about why they teach and what teaching is about;
- Review and rebuild a personal philosophy of teaching and learning that takes account of their histories and the histories of their students;
- Acquire a new perspective on the delivery of knowledge and its evaluation;
- Develop a spirit of inquiry to teaching as experiment; and
- Develop the ability, through reflection and evaluation, to draw from experiences those principles applicable to new situations.

ACADEMIC STAFF

OPTION COORDINATORS

Dr. Aisha Spencer	Lecturer (Coordinator, Undergraduate Studies 2015/2016)
Dr. Dian McCallum	Lecturer, History and Practicum
Dr. Paula Daley	Lecturer, Computer Science and Information Technology
Dr. Camella Buddo	Lecturer, Mathematics
Dr. Marcia Rainford	Lecturer, Science Education
Dr. Clement Lambert	Lecturer, Literacy Studies
Dr. Disraeli Hutton	Senior Lecturer, Educational Administration
Mrs. Vileitha Davis-Morrison	Lecturer, Social Studies/Geography
Dr. Paulette Feraria	Lecturer, Language Education

OTHER FACULTY MEMBERS

Ms. Clavia Williams	Assistant Lecturer
Mrs. Tashane Haynes-Brown	Assistant Lecturer
Dr. Yewande Lewis-Fokum	Lecturer
Ms. Schontal Moore	Lecturer
Dr. Zoya Kinkead-Clark	Lecturer
Dr. O'Neal Mundle	Lecturer
Dr. Sharline Cole	Lecturer
Mrs. Joan Spencer-Ernandez	Lecturer
Mr. Miguel Ison	Lecturer
Dr. Sharon Bramwell Lalor	Lecturer
Dr. Lorna Down	Senior Lecturer
Ms Camille Berry	Assistant Lecturer

ADMINISTRATIVE AND TECHNICAL STAFF

Ms. Janet Johnson	Administrative Assistant Manager: Programme Administration and Customer Service Examinations Administration
Ms. Dian Bailey	Administrative Secretary Programme Administration
Ms. Joy Douglas	Secretary Customer Service
Ms. Joy Ellington	Chief Office Attendant
Ms. Melina Brown	Office Attendant

REGULATIONS FOR BACHELOR OF EDUCATION PROGRAMME- ACADEMIC YEAR 2015/2016

PROGRAMME

The courses of study which are taken for an award constitute a PROGRAMME. The only programme offered is the Bachelor of Education degree. There are several OPTIONS available in the programme.

REGISTRATION

Students are normally registered for a specialization in a programme. The Regulations governing the courses of study are provided here.

INTRODUCTION TO STUDIES IN EDUCATION

The School of Education offers courses of study leading to the award of a Bachelor of Education degree. The awards are pursued by full-time or part-time study.

COURSES OF STUDY (PROGRAMMES)

The courses of study for an award will normally consist of studies in: Educational Theory, and an area of Professional Specialization.

The courses in an Area of Specialization will include

- The content and theoretical aspects of specialization;
- An introduction to evaluation in the field of specialization;
- Fieldwork in the specialization; and
- A written report on the fieldwork.

The courses are normally taken for credit. A course may carry 3 or 6 credits. In addition to the courses indicated above, elective courses may be taken. These are courses a student elects to do within the School or out of school. In some cases, electives must be taken from a *specified list of courses*.

Students registered for the award of the Bachelor of Education degree must take a specified number of credits outside of the School of Education except for Mathematics Education students. The courses taken for these credits are referred to as out-of-school courses. Out-of-school courses must be taken from a specified list of courses.

There are also courses designated University Courses. Students registered for awards in Education may be required to take specified University Courses.

THE BACHELOR OF EDUCATION DEGREE

PREAMBLE

The Bachelor of Education is a professional degree which is normally intended for practitioners in the field of education. This degree will be awarded to persons who, having satisfactorily completed the programme of study prescribed by these regulations, have satisfied the examiners as set out under one of the following schemes:

- Scheme A Two-Year Programme – 66 credits (Trained non-graduate); or
- Scheme B Three-Year Programme- 90 credits (Pre-trained non- graduate)

PROFESSIONAL OPTIONS

A Bachelor in Education degree programme is normally offered in one professional option.

Professional options include:

Secondary Options

- Language Education: English Education
- Language Education: Modern Foreign Languages*
- Mathematics Education
- Science Education
- Social Studies/Geography Education
- History Education
- Information Technology and Computer Science Education

Non-Secondary Options

- Special Education*
- Literacy Studies
- Managing Learning Difficulties/Special Education*
- Primary Education*
- Educational Administration
- Early Childhood Education*
- School Librarianship*

***Not currently being offered**

SCHEME A: TWO-YEAR PROGRAMME

QUALIFICATIONS FOR ADMISSION (ALL OPTIONS)

To be eligible for admission to the programme, an applicant must:

- have satisfied the matriculation requirements of the University;
- be a trained teacher; that is, must have successfully completed an approved programme of training for certification as a teacher in his/her country; and
- Possess a level of professional experience as a teacher that is deemed acceptable by the Faculty.

PROGRAMME CONTENT

The programme of study shall consist of 66 credits and shall include:

- Foundations of Education and aspects of Educational Theory, embodying aspects of the Philosophy of Education, Psychology of Education, Sociology of Education, Introduction to Curriculum Theory, Planning and Practice, Research Methods in Education, Classroom Testing and Evaluation, Education and Social Development, Educational Technology and such other aspects as the Faculty may prescribe.
- Courses in a professional specialization such as Educational Administration, Primary Education, Subject Teaching or such other specializations as the Faculty may prescribe.
- A written study in the area of the professional specialization.
- Courses taken in another Faculty or the equivalent of such courses specified by the Faculty of Humanities and Education and determined in connection with the professional specialization.
- University Foundation courses.

SECONDARY EDUCATION PROFESSIONAL OPTIONS

Language Education: English Education

The programme is designed to meet the personal pedagogical and professional development needs of beginning and practicing teachers of English. The courses reflect a sensitivity towards the issues, challenges and possibilities in content and pedagogy in the teaching of English and the development of Literacy in Caribbean contexts. These courses are also aimed at developing the awareness, sharpening the skills, and raising the levels of competence in teaching approaches and methods, research and innovation in language and literature education. The course of study comprises a core of compulsory specialization courses as well as a wide range of electives from out of school courses in Linguistics and Literatures in English. This combination of core content and methodology based specialization courses, content based elective out of school courses and the professional training (99 credits) in school-based settings and professional development (66 credits) in school related contexts will undoubtedly produce a cadre of teachers of English to meet the instructional needs in our education system.

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 over-shadowing the once traditional approach, which emphasized knowledge about the language. The growing importance of foreign language as a means of communication can be linked to the shrinking of the globe through social, economic and political interaction which necessitates competence in more than one's natural language. However English speaking countries such as those in the Caribbean are still struggling to find effective ways of achieving, among the school population.

The communicative goal invites us to examine 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 reformulation of foreign language classroom teaching and learning. Foreign language pedagogy is a very fertile field. It encourages development through exploration of the literature, critical thinking, practice and reflection. The specialized courses in the programme provide an entry into this important area.

Mathematics Education

Mathematics is included in the core curriculum of primary and secondary programmes because it is recognized that by doing and learning mathematics, students develop the kinds of skills that they need to function effectively in their personal and working lives. Research findings indicate that teaching quality and teacher quality have a significant impact on students' learning of mathematics. Teachers need to understand how children learn mathematics and have well- developed strategies for appropriate teaching of the subject.

Key developments in mathematics education at this time are promotion of interactive mathematics, an increased emphasis on problem-solving and investigations, and the use of technology in the classroom. To this end, the option courses are designed and taught with the intention of building on a student's current knowledge and experience in a way which encourages self-sustained professional development both during and after the period of study.

Science Education

This option is designed to meet the needs of the teacher and other qualified educators who want to pursue first degree in Education with strong subject content. In developing countries such as those in the Caribbean, there is an urgent need for citizens to appreciate how much the principles of science can be applied in many aspects of their daily activities. Science teachers play an essential role in achieving this objective. In many of our schools, students complain that science is difficult and uninteresting and too often students are unable to apply the principles of science in relevant areas of their everyday lives.

The B.Ed in science programme offers teachers opportunity to deepen their knowledge of nature, scope and applications of science. In addition, it provides opportunities for teachers competencies in a wide array of strategies and techniques suitable for engaging, the learner in meaningful teaching/learning activities.

Social Studies/Geography Education

Geography and Social Studies are two options in the educational based programme which provide professional training for teachers. Through a range of courses, students/ teachers obtain the necessary knowledge and skills in teaching both Social Studies and Geography at the secondary level. Geography is an old establish discipline while Social Studies is relatively new with its development as an academic discipline going back to the (1950's) in the Common Wealth Caribbean. Geography is concerned with people and place. It enables students to see how people adapt to their environment and how human activities are modified by the environment; it fosters abstract thinking as students master geographical concepts; it also provides the opportunity for students to critically think about. And examine issues and social problems affecting their community/society. Through geographical enquiry students learn to observe record, make inferences and draw conclusions.

Social Studies, on the other hand, is an interdisciplinary subject consisting of subjects such as History, Social Anthropology, Economic and geography to name a few. The teaching of Social Studies enables students to acquire skills, knowledge, attitudes and values necessary for good citizenship. The increasing volume of knowledge in the world that it is of great importance that students acquire and develop the necessary skills for them to succeed, compete and live in a rapidly changing local as well as global society. Students are thus exposed to a variety of enquiry, critical thinking and decision-making skills.

Through the various course students are introduced to a range of enquiry learning strategies, students are also immersed in unit planning and lesson planning strategies both Geography and Social Studies content. Geographical skills necessary for teachers of both Geography and Social Studies form an important aspect of the course. Research, a vital component of the course, enables students to acquire content and skills in both Geography and Social Studies. Seminars, field trips, mini-investigations and community surveys are important aspects of this option.

History Education

This programme is designed to meet the ever changing and evolving needs of teachers of history and to stimulate their commitment to lifelong learning and continuous professional development. It seeks also to sharpen their awareness of the need to be in the forefront of development and change education if they are to remain relevant in the classroom.

The programme is therefore not an end in itself. It will equip teachers with the necessary knowledge, skills, and disposition to enable to engage in in dependent learning, continuous research, and the ability to adapt to and engaged with changes and development in the field of education. It will also foster in teachers a willingness to seek out, respond to and participate on professional development opportunities.

The programme of study consist of specialized course for teachers of history a core of education course which provides the essential foundation for any programme in education as well as out of school courses which are discipline related or content courses offered primarily in the department of History and Archaeology though a few course can be taken from the Social Science.

Information Technology and Computer Science Education

This programme is designed to meet the ever changing and evolving needs of teachers of Computer Science, and to stimulate their commitment to lifelong learning. It seeks also to sharpen their awareness of the need to be in the forefront of development and change in education if they are to remain relevant in the classroom.

The programme is therefore not an end in itself. It will equip teachers with the necessary knowledge, skills and disposition to enable them to engage in independent learning, and ongoing research. It will also foster in teachers a willingness to seek out, respond to and participate in professional development opportunities.

This programme of study consist of specialist courses for teacher of Computer Science, a core of education course as well as content course offered primarily in the Department of Educational Studies, but also includes 30 credits of Computer Science course which are done in the Department of Mathematics and Computer Science.

DISTRIBUTION OF CREDITS

The distribution of credits will include the following:

Foundations of Education and Educational Theory.

- A minimum of 6 credits from level 2 and /or 3 courses in Foundations of Education is required.

Professional Specialization

- A minimum of 24 credits in theoretical aspects
- Up to 9 credits of the above should be derived from a Practicum or Field work and Study prepared in conjunction with the Practicum or Fieldwork.

Out of School Course

- A minimum of 30 credits.

Two University Foundation courses

In the case of the two-year programme, two courses are required and three in the case of the three-year programme. Three of the credits should be in Critical Reading and Writing for Education (FOUN1015) or its equivalent, Students who do not pass the English Language Proficiency Test (ELPT) as expected to register for Critical Reading and Writing in the Disciplines (FOUN1019) a year long course.

NON- SECONDARY EDUCATION PROFESSIONAL OPTIONS

Educational Administration

This professional degree programme is designed primarily for administrators in educational institutions. It seeks to develop specific skills and techniques, which will improve the quality of administrative and academic leadership in these institutions and lead to the initiation of innovative practices in administration. The programme also focuses on problems of management and how to deal effectively with these in diverse educational environments. Participants can elect to focus on the secondary or primary school environments.

Special Education/Managing Learning Difficulties

This specialization includes that range of subjects intended for those being trained as administrators of special education programmes, specialists in the treatment and care of persons with multiple disabilities, for the management of learning difficulties in regular classrooms or any other area warranting special attention.

Literacy Studies

This specialization is designed to assist teachers to understand the content and process of exemplary literacy practice and the theory to organize, apply, modify, and assess literacy practices in the context of their professional role.

Participants are prepared to:

- Develop knowledge and expertise in literacy learning and instruction
- Understand how to organize and apply their knowledge to work with all students they encounter
- Develop the knowledge, attitudes and willingness to engage in ongoing professional development to support literacy programmes; and
- Engage in self-reflection and assessment to enhance their roles in literacy development

Primary Education

This specialization includes the teaching of a range of subjects relevant to the primary school. The student will select the required credits from at least three relevant subject areas including Level III courses.

Early Childhood Education

This specialization is designed to develop specialists who will offer leadership in curriculum development, spearhead the integrated services approach and engage in research activities that would enrich their knowledge of children from birth to eight years.

School Librarianship

This programme is intended to create a cadre of school librarians who should make a significant contribution to the delivery of quality education at the primary and secondary levels. Graduates from the programme will be dually qualified in Education and Library Studies both of which are essential to function effectively in the educational setting. The knowledge of librarianship will assist professionals with the administration of the library and equip them with the ability to select and organize resources as well as guide others in their use. The education component is also necessary for effective perform in the school environment as the librarians' responsibilities include the planning, teaching and evaluation of information skills and interacting with faculty by work cooperatively with teachers to incorporate the library into the curriculum. This requires a proper understanding of the curriculum so as to match its various elements with the resources in the library.

DISTRIBUTION OF CREDITS

The distribution of credits will include the following:

Foundations of Education and Educational Theory:

- A minimum of 12 credits to include at least 6 credits from Level 3 courses.

Professional Specialization

- A minimum of 33 credits in theoretical aspects to include no fewer than 6 Level 3 courses.
- Up to 9 credits derived from a Practicum or Fieldwork and Study prepared in conjunction with the Practicum or Fieldwork.

Out of School Courses

- A minimum of 15 credits

University Foundation Courses

Two courses are required in the case of the two-year programme. Three of the credits should be in Critical Reading and Writing for Education (FOUN1015) or its equivalent.

Overall Distribution

The student should take a minimum of 10 level 3 courses except for Language Education where the student is required to do 8 level 3 courses.

LENGTH OF PROGRAMME

Full-time programme

The programme shall normally extend over a minimum of 4 semesters and a maximum of 10 semesters of full-time study.

A full-time student shall normally register for not more than 18 and not less than 12 credits per semester.

A student will be required to withdraw from the Faculty unless he or she has gained at least:

- 12 credits by the end of the 2nd semester;
- 24 credits by the end of the 4th semester;
- 39 credits by the end of the 6th semester; and
- 57 credits by the end of the 8th semester.

Part-Time Students

The programme may be done partly through part-time study. Where part-time study is combined with full-time study, all requirements for the degree shall normally be completed within 12 semesters. Normally, the minimum number of credits to be taken per semester shall be 6, and the maximum, 9.

Provided that the performance of a student shows no grade below B (4) or its equivalent in the GPA scheme, the student studying by distance may take up to 21 credits over two semesters

A part-time student will be required to withdraw from the Faculty unless he or she has gained at least:

- 6 credits by the end of the 2nd semester;
- 12 credits by the end of the 4th semester;
- 21 credits by the end of the 6th semester;
- 30 credits by the end of the 8th semester; and
- 42 credits by the end of the 10th semester.

SCHEME OF EXAMINATION

For the award of the degree, candidates must obtain a minimum of 66 credits, including the required number of credits in the areas specified:

- Out-of-School and University courses;
- Foundations of Education and Educational Theory;
- Professional Specialization/Methodology in Subject Teaching;
- The Practicum or Fieldwork and the Study.

SCHEME B THREE-YEAR PROGRAMME

QUALIFICATIONS FOR ADMISSION

GENERAL - (ALL SPECIALIZATIONS)

To be eligible for admission to the programme, applicants must have satisfied

- The matriculation requirements of the University; and
- Whatever special Faculty requirements may exist for entry to certain courses.

SPECIAL EDUCATION PROFESSIONAL SPECIALIZATION

In addition to the General Qualifications to be eligible for admission to Part 1 of this programme, an applicant must:

EITHER

- be a trained teacher in the area of Special Education, that is, must have completed at least a two-year Teachers' College Certificate in Special Education at a satisfactory level;

OR

- have successfully completed a two-year Teachers' College Certificate and, in addition, have completed at least a one-year course in an area of Special Education at a satisfactory level;

OR

- possess any other qualification deemed satisfactory by the Faculty.

PROGRAMME CONTENT

Candidates for the degree must do a minimum of 90 credits including the following:

- Three University Foundation courses;
- A minimum of 30 credits outside the School of Education;
- Courses in Education consisting of a minimum of 12 credits in Foundations of Education and aspects of Educational Theory, embodying aspects of the Philosophy of Education; Psychology of Education; Sociology of Education; Classroom Testing and Evaluation; Research Methods in Education; Introduction to Curriculum Theory, Planning and Practice; Education and Social Development; Educational Technology; and such other aspects as the Faculty may prescribe;
- Up to 39 credits in Methodology in the teaching of the relevant subject or subjects OR specialization in an area such as Early Childhood Education, Special Education, or any other area approved by the University;
- Up to 15 credits derived from a Practicum or Fieldwork and Study prepared in conjunction with the Practicum or Fieldwork.

SECONDARY EDUCATION PROFESSIONAL OPTIONS

Language Education: English Education

The programme is designed to meet the personal pedagogical and professional development needs of beginning and practicing teachers of English. The courses reflect a sensitivity towards the issues, challenges and possibilities in content and pedagogy in the teaching of English and the development of Literacy in Caribbean contexts. These courses are also aimed at developing the awareness, sharpening the skills, and raising the levels of competence in teaching approaches and methods, research and innovation in language and literature education. The course of study comprises a core of compulsory specialization courses as well as a wide range of electives from out of school courses in Linguistics and Literatures in English. This combination of core content and methodology based specialization courses, content based elective out of school courses and the professional training (99credits) in school-based settings and professional development (66 credits) in school related contexts will undoubtedly produce a cadre of teachers of English to meet the instructional needs in our education system.

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 over-shadowing the once traditional approach, which emphasized knowledge about the language. The growing importance of foreign language as a means of communication can be linked to the shrinking of the globe through social, economic and political interaction which necessitates competence in more than one's natural language. However English speaking countries such as those in the Caribbean are still struggling to find effective ways of achieving, among the school population.

The communicative goal invites us to examine 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 reformulation of foreign language classroom teaching and learning. Foreign language pedagogy is a very fertile field. It encourages development through exploration of the literature, critical thinking, practice and reflection. The specialized courses in the programme provide an entry into this important area.

Mathematics Education

Mathematics is included in the core curriculum of primary and secondary programmes because it is recognized that by doing and learning mathematics, students develop the kinds of skills that they need to function effectively in their personal and working lives. Research findings indicate that teaching quality and teacher quality have a significant impact on students' learning of mathematics. Teachers need to understand how children learn mathematics and have well-developed strategies for appropriate teaching of the subject.

Key developments in mathematics education at this time are promotion of interactive mathematics, an increased emphasis on problem-solving and investigations, and the use of technology in the classroom. To this end, the option courses are designed and taught with the intention of building on a student's current knowledge and experience in a way which encourages self-sustained professional development both during and after the period of study.

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Science teachers play an essential role in achieving this objective. In many of our schools, students complain that science is difficult and uninteresting and too often students are unable to apply the principles of science in relevant areas of their everyday lives.

The B.Ed in science programme offers teachers opportunity to deepen their knowledge of nature, scope and applications of science. In addition, it provides opportunities for teachers' competencies in a wide array of strategies and techniques suitable for engaging the learner in meaningful teaching/learning activities.

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Through the various course students are introduced to a range of enquiry learning strategies, students are also immersed in unit planning and lesson planning strategies both Geography and Social Studies content. Geographical skills necessary for teachers of both Geography and Social Studies form an important aspect of the course. Research, a vital component of the course, enables students to acquire content and skills in both Geography and Social Studies. Seminars, field trips, mini-investigations and community surveys are important aspects of this option.

History Education

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The programme is therefore not an end in itself. It will equip teachers with the necessary knowledge, skills, and disposition to enable to engage in in dependent learning, continuous research, and the ability to adapt to and engaged with changes and development in the field of education. It will also foster in teachers a willingness to seek out, respond to and participate on professional development opportunities.

The programme of study consist of specialized course for teachers of history a core of education course which provides the essential foundation for any programme in education as well as out of school courses which are discipline related or content courses offered primarily in the department of History and Archaeology though a few course can be taken from the Social Science.

Information Technology and Computer Science Education

This programme is designed to meet the ever changing and evolving needs of teachers of Computer Science, and to stimulate their commitment to lifelong learning. It seeks also to sharpen their awareness of the need to be in the forefront of development and change in education if they are to remain relevant in the classroom.

The programme is therefore not an end in itself. It will equip teachers with the necessary knowledge, skills and disposition to enable them to engage in independent learning, and ongoing research. It will also foster in teachers a willingness to seek out, respond to and participate in professional development opportunities.

This programme of study consist of specialist courses for teacher of Computer Science, a core of education course as well as content course offered primarily in the Department of Educational Studies, but also includes 30 credits of Computer Science course which are done in the Department of Computer Science in the Faculty of Science and Technology.

NON- SECONDARY EDUCATION PROFESSIONAL OPTIONS

Special Education

This specialization includes that range of subjects intended for those being trained as administrators of special education programmes, specialists in the treatment and care of persons with multiple disabilities, for the management of learning difficulties in regular classrooms or any other area warranting special attention.

Literacy Studies

This specialization is designed to assist teachers to understand the content and process of exemplary literacy practice and the theory to organize, apply, modify, and assess literacy practices in the context of their professional role.

Participants are prepared to:

- Develop knowledge and expertise in literacy learning and instruction
- Understand how to organize and apply their knowledge to work with all students they encounter
- Develop the knowledge, attitudes and willingness to engage in ongoing professional development to support literacy programmes; and
- Engage in self-reflection and assessment to enhance their roles in literacy development.

DISTRIBUTION OF CREDITS FOR ALL SPECIALIZATIONS

The distribution of credits will include the following:

Foundations of Education and Educational Theory:

- A minimum of 12 credits to include at least 6 credits from Level 3 courses.

Professional Specialization

A minimum of 39 credits in theoretical aspects to include no fewer than 6 Level 3 courses.

Up to 15 credits of the above should be derived from a Practicum or Fieldwork and Study prepared in conjunction with the Practicum or Fieldwork. The current Practicum courses are: EDTL1020, EDTL1021, EDTL2021, EDTL3017 and EDRS3019

Out of School Courses

- A minimum of 30 credits
- Students in the Special Education programme are expected to do 18 credits

University Foundation Courses

Three courses are required in the case of the three-year programme and two in the case of the two-year programme. Three of the credits should be in Critical Reading and Writing for Education (FOUN1015) or its equivalent.

OVERALL DISTRIBUTION

The student should take a minimum of 10 level 3 courses

LENGTH OF PROGRAMME

Full-time programme

This programme shall normally extend over a minimum of 6 semesters and a maximum of 10 semesters of full-time study.

A full-time student shall normally register for not more than 15 and not less than 12 credits per semester.

A student will be required to withdraw from the Faculty unless he or she has gained at least:

- 12 credits by the end of the 2nd semester;
- 24 credits by the end of the 4th semester;
- 39 credits by the end of the 6th semester;
- 57 credits by the end of the 8th semester;
- 75 credits by the end of the 10th semester; and
- 90 credits by the end of the 12th semester.

The programme may also be done entirely by part-time study in a minimum of 14 semesters and a maximum of 18 semesters.

Such a candidate shall normally be required to do a minimum of 6 credits and a maximum of 9 per semester.

SCHEME OF EXAMINATION

For the award of the degree, candidates must obtain a minimum of 90 credits, including the required numbers of credits in the areas specified:

- Out-of-School and University courses;
- Foundations of Education and Educational Theory;
- Professional Specialization/Methodology in the Subject Teaching;
- The Practicum or Fieldwork and the Study.

GENERAL EXAMINATIONS PROCEDURES

All courses in the School of Education shall be examined by coursework assessment procedures. Courses examined in another Faculty, however, shall be subjected to the assessment procedures, re-submission, and supplemental provisions of the relevant Faculty. Candidates must consult the relevant Faculty Booklets as well as the booklet of Examination Regulations for First Degrees, Diplomas and Certificates published each year. Each of the one-semester courses shall have a value of 3 credits unless otherwise specified.

Student performance in each course shall be graded and weighted in the following manner:

These Regulations will apply to all new students entering the system in August 2014 to pursue first degrees, associate degrees, diplomas and certificates. These Regulations will also apply to all other students, who entered the system prior to the 2014/2015 academic year, to pursue first degrees, associate degrees, diplomas and certificates except for those students in the Faculty of Engineering. Students in the Faculty of Engineering who entered a programme prior to academic year 2014/15 will be governed by the GPA regulations dated 2011 until the end of the academic year 2015/16.

In order to be eligible for the award of a First Degree, all students shall have a minimum GPA of 2.00.

LETTER GRADE	NUMERICAL GRADE	GRADE POINT AVERAGE
A+	90-100	4.30
A	80-89	4.00
A-	75-79	3.70
B+	70-74	3.30
B	65-69	3.00
B-	60-64	2.70
C+	55-59	2.30
C	50-54	2.00
F1	45-49	1.70
F2	40-44	1.30
F3	0-39	0.00

- The grade for each area in which there are multiple components is arrived at by taking a weighted average of all the components that make up the area.
- The final results shall be computed from a weighted average of the courses comprising the programme, except that for purposes of computation, a re-submitted assignment deemed satisfactory is computed at the lowest passing grade.
- A candidate who has gained a pass in any course cannot be re-examined in that course.
- The class of degree shall be awarded on the basis of the Weighted GPA as set out in these regulations.

- In determining the Weighted GPA, the weights to be used for each Level I, II and III course shall be as prescribed in Faculty Regulations.

First Degrees awarded by the University except as stated otherwise are as follows:

First Class Honours (Weighted GPA 3.60 and Above)

Upper Second Class Honours (Weighted GPA 3.00 – 3.59)

Lower Second Class Honours (Weighted GPA 2.50– 2.99)

Pass (Weighted GPA 2.00-2.49)

Students failing to obtain a satisfactory GPA in any semester will be given a warning of unsatisfactory performance. If the does not improve his/her GPA in a consecutive semester.

A full-time student will be required to withdraw from the Faculty unless he/she has gained at least:

- 15 credits at the end of the second semester
- 33 credits at the end of the forth semester
- 51 credits at the end of the sixth semester
- 69 credits at the end of the eighth semester

A part-time student will be required to withdraw from the Faculty unless he/she has gained at least:

- 6 credits at the end of the second semester
- 18 credits at the end of the forth semester
- 24 credits at the end of the sixth semester
- 39 credits at the end of the eighth semester
- 54 credits at the end of the tenth semester
- 72 credits at the end of the twelfth semester
- 90 credits at the end of the fourteenth semester

Credits gained from courses done in another programme will not be counted towards the rate of progress.

Except where otherwise prescribed in the Faculty's regulations, a student whose GPA for a given semester is less than 1 shall be deemed to be performing unsatisfactorily, and shall be placed on warning. A student on warning whose GPA for the succeeding semester is less than 1 will be required to withdraw.

A student who has been required to withdraw from the Faculty may apply to the Faculty for re-admission one (1) year after withdrawal. Each case will be considered on its own merit, but will only succeed if the Faculty is satisfied that the circumstances attending the reasons for the withdrawal have altered substantially.

Students thus admitted to a Faculty may in accordance with its regulations be granted exemption from Level 1 courses subject to there being no change in the content of the courses and provided that no more than five (5) years have elapsed since the date of withdrawal. Level II University courses, for the purposes of exemption, may be treated in the same way as Level 1 Faculty courses.

Students whose performance in Level 1 programme indicated general weakness (e.g., bare passes in all courses) may be required by the Faculty to repeat Level 1 Faculty courses.

Students from one faculty who had been required to withdraw from the University for failing to complete their degree programme within the stipulated period may be admitted to another faculty after a minimum period of one (1) year has elapsed since their withdrawal. Such students may be granted exemption from Level 1 courses relevant to the new programme subject.

Student required to withdraw from the University for failing to complete their Degree, Diploma or Certificate Programme may be re-admitted to the Faculty after a minimum period of one (1) year has elapsed since their withdrawal. Such students shall not be granted exemptions from courses in the programme previously passed.

A students may apply to the Dean for a waiver of the requirement to withdraw.

ATTENDANCE REGULATIONS

Regulation Concerning Absence from Lectures/Tutorials/Conversation and Laboratory Classes without Medical Certificate from Faculty of Humanities and Education

Regulation 19

- i) Students in the School of Education, the Caribbean Institute of Media and Communication, the Department of Modern Languages, and the Department of Language, Linguistics and Philosophy, must attend no less than 75% of all lectures, tutorials, and/or conversation and laboratory class activities, associated with the courses in their various study programmes.
- ii) Students in the Departments of History and Archaeology, Language, Linguistics and Philosophy, Literatures in English, Library and Information Studies, and the Institute of Caribbean Studies, must attend no less than 75% of all tutorial classes associated with the courses in their various study programmes.
- iii) Students in breach of 19(i) and 19(ii), on the request of the relevant Department/Institute/School, may be debarred from the final examination(s) associated with the course(s) at the end of the semester.
- iv) Heads and/or Directors may submit the request for debarment to the Dean for consideration and recommendation to the Mona Campus Academic Board. Requests for debarment in the first semester cannot be made later than 20th October following the commencement of all lectures/tutorials/conversation and laboratory class activities associated with the courses in the various study programmes. Similarly, requests for debarment in the second semester cannot be made later than 20th March following the commencement of all lectures/tutorials/conversation and laboratory class activities associated with the courses in the various study programmes.
- v) Following the Academic Board's endorsement of the Faculty's recommendation, the designation to be recorded for such delinquent students shall be **DB** (Debarred).

PROCEDURE FOR INFORMING THE DEPARTMENT OF SICKNESS

A student who becomes ill and fails to submit assignments and /or complete any examination is required to submit a Medical Certificate from his or her doctor or the University Health Centre (preferably). All medical certificates accompanied by a letter from the student, must be sent to the Head, School of Education immediately or as soon as possible thereafter.

PROCEDURE FOR EXTENSION

In the event that a student has to seek an extension for the submission of a particular assignment, the procedures are as follows:

- Write a letter explaining circumstances why extension is being requested.
- Attach copy of medical certificate if necessary.
- Return completed form, letter and medical certificate to the Undergraduate Office addressed to the Department's Representative for Students Matter to Academic Board.

COURSE SELECTION GUIDELINES

Core Education Courses

Students are allowed to choose from the following list of Foundations of Education and Educational Theory (Core Education Courses)

SEMESTER 1	SEMESTER 2
EDTL2807- Adult as Learners	EDAR 3811- The Teaching of Music and Dance in the Primary School
EDGC2010- Orientation to Guidance Counselling	EDCU3013- Integrating the Curriculum
EDME2006- Classroom Testing and Evaluation (Basic)	EDME3006- Classroom Testing and Evaluation (Advanced)
EDEA2305- Action Research for School and Classroom Managers	EDPH2024- Issues and Perspectives in Education
EDCU2013- Introduction to Curriculum Studies	EDPS3003- Classroom Concerns
EDAR3808- Art and Drama in Education	EDPS3726- Dealing with Conflict and Aggression in the Classroom
EDPS1003- Psychological Issues in the Classroom <i>(Compulsory for all 90 credits students)</i>	EDRS3008- Research Methods (II)
EDTK2025- Introduction to Computer Technology in Education	EDSE2712- Introduction to the Learner in Difficulty
EDTK3004- Educational Technology	EDTK2025- Introduction To Computer Technology in Education
EDPS2003- Motivation and the Teacher	EDTK3004- Educational Technology
EDRS2007- Research Design in Education	EDEA2305- Action Research for School and Classroom Managers
EDTK3025- Integrating Computers into the Curriculum	

Please Note: Only **90 credits** students are expected to do EDPS1003- **Psychological Issues in the Classroom**.

COURSE SELECTION GUIDELINE FOR THE BACHELOR OF EDUCATION PROGRAMME

NON-SECONDARY OPTION: EDUCATIONAL ADMINISTRATION

Programme Content	Number of Credits	Compulsory Courses	Year	Semester 1	Semester 2
University Foundation Courses	6	FOUN1015 must be done in Semester 1	1	FOUN1015- Critical Reading and Writing in Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2		
Foundations of Education and Educational Theory (Core Education Courses)	12		1	Choose any Core Education Course	Choose any Core Education Course
			2	Choose any Core Education Course	Choose any Core Education Course
Professional Specialization (Methodology)	24		1	EDEA 3306- School and Classroom Management A EDEA 2305- Action Research for School and Classroom Managers	EDEA 2304- Introduction to Educational Administration EDTK3004– Educational Technology
			2	EDEA 3304: Management of Human Resources and Interpersonal Relationship EDEA 3308: Principles and Practices in School Finance	EDEA 3305: Special Problems in School Administration EDEA 3307: School and Classroom Management B
Professional Specialization (Practicum)	9	EDEA3316 and EDEA3320	1		
			2	EDEA3316 – Practicum/Field Study EDEA3320- Report/Study	
Out of School Courses	15		1	MGMT 2008- Organizational Behaviour	GEND3031- Sex, Gender and Society
			2	Choose two Level 2 or 3 out of School Courses	Choose one Level 3 out of School Courses
Total Credits	66				

Other Out of School Courses:

Semester 1	Semester 2
SOCIO2005 Introduction to Population SOCIO2017 Caribbean Society: Continuity and Change SOCIO3018 Demography 1 SOCIO3025 Caribbean Culture SOWK 2006 Caribbean Social Issues GOVT2011 Criminal Justice System MGMT3061 Team Building and Management MGMT2023 Financial Management 1	SOCIO2001 Introduction to Sociology SOCIO3022 Population Development and the Environment GOVT2007 Politics in the Caribbean GOVT2032 Administrative Analysis ACCT2014 Financial Accounting 1

COURSE SELECTION GUIDELINE FOR THE BACHELOR OF EDUCATION PROGRAMME

NON-SECONDARY OPTION: LITERACY STUDIES

Programme Content	Number of Credits	Compulsory Courses	Year	Semester 1	Semester 2
University Foundation Courses	6	FOUN1015 must be done in Semester 1	1	FOUN1015- Critical Reading and Writing in Education	
			2		Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
Foundations of Education and Educational Theory (Core Education Courses)	12		1	Choose any Core Education Course	Choose any Core Education Course
			2	Choose any Core Education Course	Choose any Core Education Course
Professional Specialization (Methodology)	24		1	EDLS2605- Learner Processes, Teacher Processes and the Development of Literacy Abilities	EDLS2606 - Text, Analysis of Discourse and the Acquisition of Literacy EDLA2103- The Teaching of Literature EDLS2607 - Research Perspectives in the Study of Literacy EDLA2105 - Language Structure Content of English Teaching In the Caribbean
			2	EDLA3104- Literature for Children in the Primary School EDLS3603 Advanced Study of Assessment of Literacy	EDLS3612 Writing as Literacy Development
Professional Specialization (Practicum)	9	EDTL3020, EDTL3021 and EDRS3019	1		
			2	EDTL3020- Pre-Practicum EDTL3021-Field Study	EDRS3019- The Report
Out of School Courses	15		1	LING 1403- Introduction to Language for Teachers of Language	LING2104- Early Language Acquisition in a Creole-Speaking Environment
			2	LIBS3207- Literature for Children and Young Adults	SOCI3025- Caribbean Culture LIBS3602- Information Literacy: Concept and Process
Total Credits	66				

COURSE SELECTION GUIDELINE FOR THE BACHELOR OF EDUCATION PROGRAMME- 90 CREDITS

SECONDARY EDUCATION: LITERACY STUDIES

Programme Content	Number of Credits	Compulsory Courses	Year	Semester 1	Semester 2
University Foundation Courses	9	FOUN1015 must be done in Semester 1	1	FOUN1015- Critical Reading and Writing in Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)	
			3		
Foundations of Education and Educational Theory (Core Education Courses)	12	EDPS1003	1	EDPS1003- Psychological Issues in the Classroom	
			2	Choose any Core Education Course	
			3	Choose any Core Education Course	Choose any Core Education Course
Professional Specialization (Methodology)	24		1		
			2	EDLS2605- Learner Processes, Teacher Processes and the Development of Literacy Abilities	EDLS2606 - Text, Analysis of Discourse and the Acquisition of Literacy EDLA2103- The Teaching of Literature EDLS2607 - Research Perspectives in the Study of Literacy EDLA2105 - Language Structure Content of English Teaching In the Caribbean
			3	EDLA3104- Literature for Children in the Primary School EDLS3603 Advanced Study of Assessment of Literacy	EDLS3612 Writing as Literacy Development
Professional Specialization (Practicum)	15	EDTL1020, EDTL1021, EDTL2021, EDTL3017 and EDRS3019	1	EDTL1020- Introduction to Teaching and Learning	EDTL1021- Planning for Teaching
			2		EDTL2021- School-Based Experience I
			3	EDTL3017- School-Based Experience II	EDRS3019- The Report
Out of School Courses	30		1	LITS1001- Introduction to Poetry LING 1403- Introduction to Language for Teachers of Language LITS1003- Introduction to Drama	LITS1002 - Introduction to Prose LING1402- Introduction to Language Structure
			2	LIBS3602 - Information Literacy: Concept and Process	LING2104- Early Language Acquisition in a Creole Speaking Environment
			3	LIBS3207- Literature for Children and Young Adults LING2301- The Sociology of Language	SOCI3025 – Caribbean Culture
Total Credits	90				

Other Out of School Courses:

Semester 1	Semester 2
GEND2001 Gender in Caribbean Culture I GEND3031 Gender, Sex and Society	GEND2002 Gender in Caribbean Culture II

COURSE SELECTION GUIDELINE FOR THE BACHELOR OF EDUCATION PROGRAMME- 66 CREDITS

SECONDARY EDUCATION: LANGUAGE EDUCATION

Programme Content	Number of Credits	Compulsory Courses	Year	Semester 1	Semester 2
University Foundation Courses	6	FOUN1015 must be done in Semester 1	1	FOUN1015- Critical Reading and Writing in Education	
			2	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)	
Foundations of Education and Educational Theory (Core Education Courses)	6		1	Choose any Core Education Course	
			2	Choose any Core Education Course	
Professional Specialization (Methodology)	18		1	EDLA 2106- The Language-Use Content of the Teaching of English	EDLA 3110- Writing in the Secondary School EDLA 2103- The Teaching of Literature
			2	EDLA 3106- Content and Pedagogy for CXC English A	EDLA3111- Teaching Caribbean Poetry EDLA3103- Teaching Literature in Secondary Schools
Professional Specialization (Practicum)	9	EDTL3020, EDTL3021 and EDRS3019	1		
			2	EDTL3020- Pre-Practicum , EDTL3021- Field Study	EDRS3019- The Report
Out of School Courses	27		1	LITS 1001- Introduction to Poetry LITS 1002- Introduction to Prose Fiction LING 1403- Introduction to Language for Teachers of Language	LING 1402 - Introduction to Language Structure LING2104– Early Language Acquisition in a Creole— Speaking Environment (Also, one <i>Level 2</i> Linguistics or Literatures In English courses)
			2	Choose one <i>Level 2 or 3</i> course from Linguistics or Literatures in English	Choose two <i>Level 3</i> courses from Linguistics or Literatures in English
Total Credits	66				

COURSE SELECTION GUIDELINE FOR THE BACHELOR OF EDUCATION PROGRAMME- 90 CREDITS

SECONDARY EDUCATION: LANGUAGE EDUCATION

Programme Content	Number of Credits	Compulsory Courses	Year	Semester 1	Semester 2
University Foundation Courses	9	FOUN1015 must be done in Semester 1	1	FOUN1015- Critical Reading and Writing in Education	
			2		Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			3	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)	
Foundations of Education and Educational Theory (Core Education Courses)	12		1	EDPS1003- Psychological Issues in the Classroom	Choose any Core Education Course
			2	Choose any Core Education Course	
			3	Choose any Core Education Course	
Professional Specialization (Methodology)	24		1		
			2	EDLA 2106 The Language-Use Content of the Teaching of English	EDLA 3110 - Writing in the Secondary School EDLA 2103- The Teaching of Literature
			3	EDLA 3106 - Content and Pedagogy for CXC English Language A EDLA 3109- Teaching the Structure of English	EDLA 3103- Teaching Literature in the Secondary School EDLA311- Teaching Caribbean Poetry EDLA3109- Teaching the Structure of English
Professional Specialization (Practicum)	15	EDTL1020, EDTL1021, EDTL2021, EDTL3017 and EDRS3019	1	EDTL1020- Introduction to Teaching and Learning	EDTL1021- Planning for Teaching
			2		EDTL2021- School-Based Experience I
			3	EDTL3017- School-Based Experience II	EDRS3019- The Report
Out of School Courses	30		1	LITS 1003- Introduction to Drama LING 1403- Introduction to Language for Teachers of Language	LITS 1001- Introduction to Poetry LITS 1002 - Introduction to Prose Fiction LING 1402- Introduction to Language Structure
			2	Choose two (2) level two courses from Language or Linguistics	LING2104– Early Language Acquisition in a Creole—Speaking Environment
			3	Choose one (1) level three course from Language, Literatures In English or Linguistics	Choose one (1) level three course from Language, Literatures In English or Linguistics
Total Credits	90				

Semester 1	Semester 2
LING1403 Introduction to Language for Teachers of Language * LING2001 Phonology LING3201 Caribbean Dialectology LING2301 The Sociology of Language LING3303 Discourse Analysis LITS1003 Introduction to Drama LITS1001 Introduction to Poetry LITS1007 Reading and Writing about Literature LITS2004 Love, Death and Poetry LITS2207 Introduction to Shakespeare LANG3001 The Art of Public Speaking LITS2505 West Indian Poetry	LING1401 Introduction to Language & Linguistics LING1402 Introduction to Language Structure * LING1001 Introduction to Phonetics & Phonology LING2302 Sociolinguistics LING2402 Structure of the English Language LING2002 Syntax LING3202 Creole Linguistics LING2104 Early Language Acquisition in a Creole Speaking Environment * LING1002 Introduction to Morphology & Syntax

COURSE GUIDELINE FOR THE BACHELOR OF EDUCATION PROGRAMME- 90 CREDITS

SECONDARY EDUCATION: LINGUISTICS AND LANGUAGE EDUCATION

Programme Content	Number of Credits	Compulsory Courses	Year	Semester 1	Semester 2
University Foundation Courses	9	FOUN1015 must be done in Semester 1	1	FOUN1015- Critical Reading and Writing in Education	
			2		Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			3	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)	
Foundations of Education and Educational Theory (Core Education Courses)	9		1	EDPS1003- Psychological Issues in the Classroom	
			2	Choose any Core Education Course	
			3	Choose any Core Education Course	
Professional Specialization (Methodology)	15		1		
			2	EDLA 2106 The Language- Use Content of the Teaching of English	EDLA 2103- The Teaching of Literature
			3	EDLA 3106 -Content and Pedagogy for CXC English Language A	EDLA3109- Teaching the Structure of English
Professional Specialization (Practicum)	15	EDTL1020, EDTL1021, EDTL2021, EDTL3017 and EDRS3019	1	EDTL1020- Introduction to Teaching and Learning	EDTL1021- Planning for Teaching
			2		EDTL2021- School-Based Experience I
			3	EDTL3017- School-Based Experience II	EDRS3019- The Report
Literatures and Linguistics Courses	42		1	Contact the Department of Language and Linguistics for Further details	
			2		
			3		
Total Credits	90				

Out of School Courses to Choose from:

Semester 1	Semester 2
<p>LING1403 Introduction to Language for Teachers of Language *</p> <p>LING2001 Phonology</p> <p>LING3201 Caribbean Dialectology</p> <p>LING2301 The Sociology of Language</p> <p>LING3303 Discourse Analysis</p>	<p>LING1401 Introduction to Language & Linguistics</p> <p>LING1402 Introduction to Language Structure *</p> <p>LING1001 Introduction to Phonetics & Phonology</p> <p>LING2302 Sociolinguistics</p> <p>LING2402 Structure of the English Language</p> <p>LING2002 Syntax</p> <p>LING3202 Creole Linguistics</p> <p>LING2104 Early Language Acquisition in a Creole Speaking Environment *</p> <p>LING1002 Introduction to Morphology & Syntax</p>

COURSE SELECTION GUIDELINE FOR THE BACHELOR OF EDUCATION PROGRAMME- 66 CREDITS

SECONDARY EDUCATION: GEOGRAPHY

Programme Content	Number of Credits	Compulsory Courses	Year	Semester 1	Semester 2
University Foundation Courses	6	FOUN1015 must be done in Semester 1	1	FOUN1015- Critical Reading and Writing in Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2		
Foundations of Education and Educational Theory (Core Education Courses)	6		1		Choose any Core Education Course
			2	Choose any Core Education Course	
Professional Specialization (Methodology)	15		1	EDSS2903- Enquiry Methods in Teaching Social Studies/ Geography	EDSS2906- Basic Geography Skills for Social Studies EDHE2908- Local and Community History (Local Community Studies: Integrating History, Social Studies and Geography)
			2	EDSS3911- Teaching Geography in the Caribbean Classroom	EDGE3920- Teaching Geography at Grades 10 to 13
Professional Specialization (Practicum)	9	EDTL3020, EDTL3021 and EDRS3019	1		
			2	EDTL3020- Pre-Practicum, EDTL3021- Field Study	EDRS3019- The Report
Out of School Courses	30		1	GEOG1131- Human Geography 1: Migration and Settlement GEOG1231- Earth Environment 1: Geo-Morphology SOCI1002- Sociology for the Caribbean	GEOG1132- Human Geography 2: World Economy, Agriculture And Food
			2	GEOG2131: Urban Geographies SOCI2017- Caribbean Societies: Continuity and Change	GEO2132- Geographies of Development SOCI3037- Tourism and Development SOCI3018- Demography 1 SOCI3025- Caribbean Culture
Total Credits	66				

COURSE SELECTION GUIDELINE FOR THE BACHELOR OF EDUCATION PROGRAMME- 90 CREDITS

SECONDARY EDUCATION: GEOGRAPHY

Programme Content	Number of Credits	Compulsory Courses	Year	Semester 1	Semester 2
University Foundation Courses	9	FOUN1015 must be done in Semester 1	1	FOUN1015- Critical Reading and Writing in Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2		
			3	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)	
Foundations of Education and Educational Theory (Core Education Courses)	12	EDPS1003	1	EDPS1003- Psychological Issues in the Classroom	Choose any Core Education Course
			2	Choose any Core Education Course	
			3	Choose any Core Education Course	
Professional Specialization (Methodology)	24		1		
			2	EDSS2904-Practice in Planning Learning Experiences for Social Studies EDSS2903- Enquiry Methods in Teaching Social Studies/ Geography	EDSS2906- Basic Geography Skills for Social Studies Teacher EDHE2908– Local and Community History (<i>Local Community Studies: Integrating History, Social Studies and Geography</i>)
			3	EDSS3903- Secondary Schools Social Studies Research and Selection EDSS3911- Teaching Geography in the Caribbean Classroom	EDSS3908- The Role of Social Studies/Geography in Secondary Education EDGE3920- Teaching Geography at Grades 10 to 13
Professional Specialization (Practicum)	15	EDTL1020, EDTL1021, EDTL2021, EDTL3017 and EDRS3019	1	EDTL1020- Introduction to Teaching and Learning	EDTL1021- Planning for Teaching
			2		EDTL2021- School-Based Experience I
			3	EDTL3017- School-Based Experience II	EDRS3019- The Report
Out of School Courses	30		1	GEOG1131- Human Geography 1: Migration and Settlement GEOG1231- Earth Environment 1: Geo-Morphology SOCI1002– Sociology for the Caribbean	GEOG1132- Human Geography 2: World Economy, Agriculture And Food GEOG1232- Earth Environment 2: Climate and the Biosphere
			2	GEOG2131: Urban Geographies SOCI2017- Caribbean Societies: Continuity and Change	GEO2132- Geographies of Development
			3	GEOG2232- Environmental Change	SOCI3022- Population Environment and Development
Total Credits	90				

Other Out of School Courses:

Semester 1	Semester 2
SOCI1002 Sociology for the Caribbean SOCI1003 Sociology for Development SOCI3025 Caribbean Culture SOCI2004 Introduction to Population SOWK2006 Caribbean Social Issues	SOCI1001 Introduction to Social Research SOCI2016 Gender and Development in Caribbean Societies SOCI3022 Population Environment and Development

**Students can select a History or any other related Course*

COURSE GUIDELINE FOR THE BACHELOR OF EDUCATION PROGRAMME- 66 CREDITS

SECONDARY EDUCATION: SOCIAL STUDIES

Programme Content	Number of Credits	Compulsory Courses	Year	Semester 1	Semester 2
University Foundation Courses	6	FOUN1015 must be done in Semester 1	1	FOUN1015- Critical Reading and Writing in Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2		
Foundations of Education and Educational Theory (Core Education Courses)	6		1	Choose any Core Education Course	Choose any Core Education Course
			2		
Professional Specialization (Methodology)	15		1	EDSS2904-Practice in Planning Learning Experiences for Social Studies EDSS2903- Enquiry Methods in Teaching Social Studies/ Geography	EDHE2908– Local and Community History (Local Community Studies: Integrating History, Social Studies and Geography)
			2	EDSS3903- Secondary Schools Social Studies Research in Selection	EDSS3908- The Role of Social Studies/Geography in Secondary Education
Professional Specialization (Practicum)	9	EDTL3020, EDTL3021 and EDRS3019	1		
			2	EDTL3020-Pre-Practicum, EDTL3021- Field Study	EDRS3019- The Report
Out of School Courses	30		1	SOCI1002- Sociology for the Caribbean SOCI1001- Introduction to Social Research	SOCI1003- Sociology for Development GOVT1001- Introduction to Political Philosophy
			2	SOCI2017- Caribbean Society: Continuity and Change SOWK2006- Caribbean Social Issues SOCI3025- Caribbean Culture	HIST3305- Culture, Religion and Nation Building SOCI3021- Demography II SOCI3042- Race Ethnicity and National Identities in the Caribbean
Total Credits	66				

COURSE GUIDELINE FOR THE BACHELOR OF EDUCATION PROGRAMME- 90 CREDITS

SECONDARY EDUCATION: SOCIAL STUDIES

Programme Content	Number of Credits	Compulsory Courses	Year	Semester 1	Semester 2
University Foundation Courses	9	FOUN1015 must be done in Semester 1	1	FOUN1015- Critical Reading and Writing in Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2		
			3	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)	
Foundations of Education and Educational Theory (Core Education Courses)	12	EDPS1003	1	EDPS1003- Psychological Issues in the Classroom	Choose any Core Education Course
			2	Choose any Core Education Course	
			3	Choose any Core Education Course	
Professional Specialization (Methodology)	24		1		
			2	EDSS2904-Practice in Planning Learning Experiences for Social Studies EDSS2903- Enquiry Methods in Teaching Social Studies/ Geography	EDSS2906- Basic Geography Skills for Social Studies Teacher EDHE2908– Local and Community History (Local Community Studies: Integrating History, Social Studies and Geography)
			3	EDSS3903- Secondary Schools Social Studies Research and Selection EDSS3911- Teaching Geography in the Caribbean Classroom	EDSS3908- The Role of Social Studies/Geography in Secondary Education EDGE3920- Teaching Geography at Grades 10 to 13
Professional Specialization (Practicum)	15	EDTL1020, EDTL1021, EDTL2021, EDTL3017 and EDRS3019	1	EDTL1020- Introduction to Teaching and Learning	EDTL1021- Planning for Teaching
			2		EDTL2021- School-Based Experience I
			3	EDTL3017- School-Based Experience II	EDRS3019- The Report
Out of School Courses	30		1	SOCI1002- Sociology for the Caribbean SOCI1001- Introduction to Social Research	SOCI1003- Sociology for Development GOVT1001- Introduction to Political Philosophy
			2	SOCI2017- Caribbean Society: Continuity and Change SOWK2006- Caribbean Social Issues SOCI3025- Caribbean Culture	HIST3305- Culture, Religion and Nation Building SOCI3021- Demography II
			3		SOCI3042- Race Ethnicity and National Identities in the Caribbean
Total Credits	90				

Out of School Courses:

Semester 1	Semester 2
SOCI1002 Sociology for the Caribbean SOCI1003 Sociology for Development SOCI3025 Caribbean Culture SOCI2004 Introduction to Population SOWK2006 Caribbean Social Issues	SOCI2016 Gender and Development in Caribbean Societies SOCI3022 Population Environment and Development

COURSE SELECTION GUIDELINE FOR THE BACHELOR OF EDUCATION PROGRAMME- 66 CREDITS

SECONDARY EDUCATION: HISTORY

Programme Content	Number of Credits	Compulsory Courses	Year	Semester 1	Semester 2
University Foundation Courses	6	FOUN1015 must be done in Semester 1	1	FOUN1015- Critical Reading and Writing in Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2		
Foundations of Education and Educational Theory (Core Education Courses)	6		1		Choose any Core Education Course
			2	Choose any Core Education Course	
Professional Specialization (Methodology)	15		1	EDHE2912- The Nature of History	EDHE3906- The History Curriculum in Secondary Education EDHE2908– Local and Community History (<i>Local Community Studies: Integrating History, Social Studies and Geography</i>)
			2	EDHE3905- Teaching History in Secondary Schools	EDHE3904- Assessment of Achievement in History
Professional Specialization (Practicum)	9	EDTL3020, EDTL3021 and EDRS3019	1		
			2	EDTL3020-Pre-Practicum, EDTL3021- Field Study	EDRS3019- The Report
Out of School Courses	30		1	HIST1601- The Atlantic World 1400-1600 HIST1701- Introduction to History SOCI1002- Sociology for the Caribbean	HIST1304- Africa in World Civilization HIST1801- Introduction to Archaeology
			2	HIST2006- Conquest Colonization and Resistance in the Caribbean, 1600 to the end of Slavery HIST2103- Latin America 1600-1870: From Colonialism to Neo-Colonialism	HIST2007-Freedom, Decolonization and Independence in the Caribbean since 1804 HIST3305-Cultures, Religion and Nation –Building in West Africa HIST3003- Women and Gender in the History of the English Speaking Caribbean
Total Credits	66				

COURSE GUIDELINE FOR THE BACHELOR OF EDUCATION PROGRAMME- 90 CREDITS

SECONDARY EDUCATION: HISTORY

Programme Content	Number of Credits	Compulsory Courses	Year	Semester 1	Semester 2
University Foundation Courses	9	FOUN1015 must be done in Semester 1	1	FOUN1015- Critical Reading and Writing in Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2		
			3		Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
Foundations of Education and Educational Theory (Core Education Courses)	12	EDPS1003	1	EDPS1003- Psychological Issues in the Classroom	Choose any Core Education Course
			2	Choose any Core Education Course	
			3	Choose any Core Education Course	
Professional Specialization (Methodology)	24		1		
			2	EDHE2912- The Nature of History EDTK3004-Educational Technology EDSS2903- Enquiry Methods in Teaching Social Studies/Geography	EDHE3907- History in Secondary Education EDHE2908- Local and Community History (Local Community Studies: Integrating History, Social Studies and Geography)
			3	EDHE3905- Teaching History in Secondary Schools	EDHE3908- Selecting Methods & Resources for I Instruction in Caribbean and World History EDHE3904- Assessment of Achievement in History
Professional Specialization (Practicum)	15	EDTL1020, ED-TL1021, EDTL2021, EDTL3017 and EDRS3019	1	EDTL1020- Introduction to Teaching and Learning	EDTL1021- Planning for Teaching
			2		EDTL2021- School-Based Experience I
			3	EDTL3017- School-Based Experience II	EDRS3019- The Report
Out of School Courses	30		1	HIST1601- The Atlantic World 1400-1600 HIST1701- Introduction to History	HIST1304- Africa in World Civilization HIST1801- Introduction to Archaeology
			2	HIST2006- Conquest Colonization and Resistance in the Caribbean, 1600 to the end of Slavery HIST2103- Latin America 1600-1870: From Colonialism to Neo-Colonialism	HIST2007-Freedom, Decolonization and Independence in the Caribbean since 1804
			3	HIST3021- Organized Labour in the 20 th Century Caribbean HIST3003- Women and Gender in the History of the English Speaking Caribbean	HIST3305-Cultures, Religion and Nation –Building in West Africa
Total Credits	90				

Other Out of School Courses:

Semester 1	Semester 2
HIST1901- Introduction to Heritage Studies HIST2203- Peoples War and Revolution: North America to 1815 PSYC1000- Introduction to Developmental, Social and Abnormal Psychology SOCI2017- Caribbean Society: Continuity and Change SOWK2006- Caribbean Social Issues	HIST3601- Emancipation in the Americas HIST3003- Women and Gender in the History of the English Speaking Caribbean HIST1505- The Asian World Prior to 1600

COURSE GUIDELINE FOR THE BACHELOR OF EDUCATION PROGRAMME- 66 CREDITS

SECONDARY EDUCATION: MATHEMATICS

Programme Content	Number of Credits	Compulsory Courses	Year	Semester 1	Semester 2
University Foundation Courses	6	FOUN1015 must be done in Semester 1	1	FOUN1015- Critical Reading and Writing in Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2		
Foundations of Education and Educational Theory (Core Education Courses)	6		1	Choose any Core Education Course	
			2		Choose any Core Education Course
Professional Specialization (Methodology)	15		1	EDMC2213-Children Learning Mathematics	EDMC2216- Analysis and Teaching of Mathematics EDMC2214-The Nature and Scope of Mathematics
			2	EDME3205-Teaching Mathematics in Grades 10 and 11	EDMA3217- Pedagogical Issues in the Teaching of Mathematics
Professional Specialization (Practicum)	9	EDTL3020, EDTL3021 and EDRS3019	1		
			2	EDTL3020-Pre-Practicum, EDTL3021- Field Study	EDRS3019- The Report
Out of School Courses	30		1	EDMC1001- Algebra EDMC1002- Geometry	EDMC2201- Introductory Calculus EDMC-2203- Analytical Geometry and Trigonometry EDMC2204- Discrete Mathematics
			2	EDMC3202 - Calculus II EDME2202- Probability and Statistics	EDMC3201-Linear Algebra EDMC3204- Abstract Algebra EDME3203- Calculus III
Total Credits	66				

COURSE GUIDELINE FOR THE BACHELOR OF EDUCATION PROGRAMME– 90 CREDITS

SECONDARY EDUCATION: MATHEMATICS

Programme Content	Number of Credits	Compulsory Courses	Year	Semester 1	Semester 2
University Foundation Courses	9	FOUN1015 must be done in Semester 1	1	FOUN1015- Critical Reading and Writing in Education	
			2	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)	
			3	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)	
Foundations of Education and Educational Theory (Core Education Courses)	12	EDPS1003	1	EDPS1003- Psychological Issues in the Classroom	
			2	Choose any Core Education Course	
			3	Choose any Core Education Course	
Professional Specialization (Methodology)	24		1		
			2	EDMC2213 Children Learning Mathematics EDMC2216 Analysis and Teaching of Mathematics	EDIT3823 - Teaching in a Networked Environment EDMC2214 The Nature and Scope of Mathematics
			3	EDMA3206 Investigations and Problem-Solving EDME3205 Teaching Mathematics in Grades 10 and 11	ED32H- The History of Mathematical Ideas EDMA3217-Pedagogical Issues in the Teaching of Mathematics
Professional Specialization (Practicum)	15	EDTL1020, EDTL1021, EDTL2021, EDTL3017 and EDRS3019	1	EDTL1020- Introduction to Teaching and Learning	EDTL1021- Planning for Teaching
			2		EDTL2021- School-Based Experience I
			3	EDTL3017- School-Based Experience II	EDRS3019- The Report
Out of School Courses	30		1	EDMC1001- Algebra EDMC1002- Geometry	EDMC2201- Introductory Calculus EDMC2203- Analytical Geometry and Trigonometry EDMC2204- Discrete Mathematics
			2	EDMC3020 - Calculus II EDME2202 -Probability and Statistics	EDMC3201- Linear Algebra EDMC3204- Abstract Algebra EDME3203- Calculus III
			3		
Total Credits	90				

COURSE GUIDELINE FOR THE BACHELOR OF EDUCATION PROGRAMME- 66 CREDITS

SECONDARY EDUCATION: COMPUTER SCIENCE/ INFORMATION TECHNOLOGY

Programme Content	Number of Credits	Compulsory Courses	Year	Semester 1	Semester 2
University Foundation Courses	6	FOUN1015 must be done in Semester 1	1	FOUN1015- Critical Reading and Writing in Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2		
Foundations of Education and Educational Theory (Core Education Courses)	6		1		Choose any Core Education Course
			2		Choose any Core Education Course
Professional Specialization (Methodology)	15		1	EDIT3818-Methodologies for Teaching Information Technology and Computer Science EDIT2820- Productivity Tools	
			2	EDRS3820– Design-Based Research in Information Technology EDIT 3822 Instructional Website Design, Development & Integration into Curriculum	EDIT3821– Educational Software Design and Development
Professional Specialization (Practicum)	9	EDTL3020, EDTL3021 and EDRS3019	1		
			2	EDTL3020-Pre-Practicum, EDTL3021- Field Study	EDRS3019- The Report
Out of School Courses	30		1	COMP1126- Introduction to Computer Science I COMP1127- Introduction to Computer Science II	COMP1161- O_O Programming Any other two (2) Level 2 or 3 Out of School Course except from the Faculty of Medical Sciences
			2	COMP3150- Computer Networking and Communication Any other Level 2 or 3 Out of School Course except from the Faculty of Medical Sciences	COMP3160- Database Management Systems Any other two (2) Level 2 or 3 Out of School Course except from the Faculty of Medical Sciences
Total Credits	66				

COURSE GUIDELINE FOR THE BACHELOR OF EDUCATION PROGRAMME- 90 CREDITS

SECONDARY EDUCATION: INFORMATION TECHNOLOGY/COMPUTER SCIENCE

Programme Content	Number of Credits	Compulsory Courses	Year	Semester 1	Semester 2
University Foundation Courses	9	FOUN1015 must be done in Semester 1	1	FOUN1015- Critical Reading and Writing in Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)	
			3		
Foundations of Education and Educational Theory (Core Education Courses)	12	EDPS1003	1	EDPS1003- Psychological Issues in the Classroom	Choose any Core Education Course
			2	Choose any Core Education Course	
			3	Choose any Core Education Course	
Professional Specialization (Methodology)	24		1	EDIT2820- Productivity Tools	EDIT3823- Teaching in a Networked Environment
			2	EDIT3818- Methodologies for Teaching Information Technology and Computer Science	EDIT3825- Assessing Information Technology and Computer Science EDIT3017- Issues in Information Technology
			3	EDRS3820- Design-Based Research in Information Technology EDIT 3822 Instructional Website Design, Development & Integration into Curriculum	EDIT3821- Educational Software Design and Development
Professional Specialization (Practicum)	15	EDTL1020, EDTL1021, EDTL2021, EDTL3017 and EDRS3019	1	EDTL1020- Introduction to Teaching and Learning	EDTL1021- Planning for Teaching
			2		EDTL2021- School-Based Experience I
			3	EDTL3017- School-Based Experience II	EDRS3019- The Report
Out of School Courses	30		1	COMP1126- Introduction to Computer Science I COMP1127- Introduction to Computer Science II	Any Level 2 or 3 Out of School Course except from the Faculty of Medical Sciences
			2	COMP1161- O_O Programming Any other two (2) Level 2 or 3 Out of School Course except from the Faculty of Medical Sciences	COMP3150- Computer Networking and Communication Any other Level 2 or 3 Out of School Course except from the Faculty of Medical Sciences
			3	COMP3160- Database Management Systems Any other Level 2 or 3 Out of School Course except from the Faculty of Medical Sciences	Any other three (3) Level 2 or 3 Out of School Course except from the Faculty of Medical Sciences
Total Credits	90				

COURSE GUIDELINES FOR THE BACHELOR OF EDUCATION PROGRAMME- 66 CREDITS

SECONDARY EDUCATION: SCIENCE

Programme Content	Number of Credits	Compulsory Courses	Year	Semester 1	Semester 2
University Foundation Courses	6	FOUN1015 must be done in Semester 1	1	FOUN1015- Critical Reading and Writing in Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2		
Foundations of Education and Educational Theory (Core Education Courses)	6		1	Choose any Core Education Courses	EDSC3408- Environmental Education
			2		
Professional Specialization (Methodology)	15		1	EDSC2405- The Psychology of Science Teaching and Learning EDSC3410-The Sociology of Science Teaching and Learning	EDSC2407- Teaching Methodologies in Science
			2	EDSC3417- An Introduction to Secondary Schools Science Practicals	EDSC3403- Assessment in Science Teaching
Professional Specialization (Practicum)	9	EDTL3020, EDTL3021 and EDRS3019	1		
			2	EDTL3020-Pre-Practicum, EDTL3021- Field Study	EDRS3019- The Report
Out of School Courses	30		1	Choose two level 1 courses from Life Sciences, Physics or Chemistry	Choose two level 1 courses from Life Sciences, Physics or Chemistry
			2	Choose three level 2 courses from Life Sciences, Physics or Chemistry	Choose three level 3 courses from Life Sciences, Physics or Chemistry
Total Credits	66				

COURSE SELECTION GUIDELINE FOR THE BACHELOR OF EDUCATION PROGRAMME- 90 CREDITS

SECONDARY EDUCATION: SCIENCE

Programme Content	Number of Credits	Compulsory Courses	Year	Semester 1	Semester 2
University Foundation Courses	9	FOUN1015 must be done in Semester 1	1	FOUN1015- Critical Reading and Writing in Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)	
			3		
Foundations of Education and Educational Theory (Core Education Courses)	12	EDPS1003	1	EDPS1003- Psychological Issues in the Classroom	Choose any Core Education Course
			2	Choose any Core Education Course	
			3	Choose any Core Education Course	
Professional Specialization (Methodology)	24		1		
			2	EDSC2405- The Psychology of Science Teaching and Learning	EDSC2407- Teaching Methodologies in Science EDSC3403- Assessment in Science Teaching
			3	EDSC3410- The Sociology of Science Teaching and Learning EDSC3417- An Introduction to Secondary Schools Science Practicals	EDTK3025- Integrating Computers into the Curriculum EDSC3408- Environmental Education EDSC3411- Science Teaching and the History of Science
Professional Specialization (Practicum)	15	EDTL1020, EDTL1021, EDTL2021, EDTL3017 and EDRS3019	1	EDTL1020- Introduction to Teaching and Learning	EDTL1021- Planning for Teaching
			2		EDTL2021- School-Based Experience I
			3	EDTL3017- School-Based Experience II	EDRS3019- The Report
Out of School Courses	30		1	Choose two level 1 courses from Life Sciences, Physics or Chemistry	Choose two level 1 courses from Life Sciences, Physics or Chemistry
			2	Choose two level 2 courses from Life Sciences or Chemistry	Choose one level 2 or 3 course from Life Sciences or Chemistry
			3	Choose one level 3 course from Life Sciences or Chemistry	Choose two level 3 courses from Life Sciences or Chemistry
Total Credits	90				

COURSE SELECTION GUIDELINE FOR THE BACHELOR OF SCIENCE PROGRAMME

SCIENCE WITH EDUCATION

Programme Content	Number of Credits	Compulsory Courses	Year	Semester 1	Semester 2
University Foundation Courses	9	FOUN1015 must be done in Semester 1	1	FOUN1015- Critical Reading and Writing in Education	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)
			2	Choose a University Foundation Course (FOUN1101, FOUN1301 or FOUN1201)	
			3		
Foundations of Education and Educational Theory (Core Education Courses)	12	EDPS1003	1	EDPS1003- Psychological Issues in the Classroom	EDSC3408- Environmental Education
			2	Choose any Core Education Course	
			3	Choose any Core Education Course	
Professional Specialization (Methodology)	15		1		
			2	EDSC2405- The Psychology of Science Teaching and Learning	EDSC2407- Teaching Methodologies in Science EDSC3403- Assessment in Science Teaching
			3	EDSC3410- The Sociology of Science Teaching and Learning EDSC3417- An Introduction to Secondary Schools Science Practicals	
Professional Specialization (Practicum)	15	EDTL1020, EDTL1021, EDTL2021, EDTL3017 and EDRS3019	1	EDTL1020- Introduction to Teaching and Learning	EDTL1021- Planning for Teaching
			2		EDTL2021- School-Based Experience I
			3	EDTL3017- School-Based Experience II	EDRS3019- The Report
Out of School Courses	50	50 credits required for trained Teachers with Double Option and CAPE while 64 credits for trained Teachers with Single Option	1	<i>Contact the Faculty of Science and Technology for Further details</i>	
			2		
			3		
Total Credits	101				

Out of School Courses:

Required Mathematics Courses for Chemistry and Physics Option

At least 6 credits from the list below:

MATH1185 – Calculus for Scientists and Engineers
 MATH1141 - Introduction to Linear Algebra & Analytical Geometry
 MATH1142 – Calculus I
 MATH1151 – Calculus II
 MATH1152 – Introduction to Formal Mathematics
 STAT1001 – Statistics for Scientists

	Semester 1	Semester 2
CHEMISTRY	CHEM1901 Introductory Chemistry A CHEM2010 Chemical Analysis A CHEM2011 Chemical Analysis Laboratory I CHEM2210 Organic Chemistry A CHEM2211 Organic Chemistry Laboratory I CHEM2310 Physical Chemistry A CHEM3110 Advanced Inorganic Chemistry B CHEM3311 Physical Chemistry Laboratory II CHEM3111 Inorganic Chemistry Laboratory II CHEM3213 Applications of Organic Chemistry in Medicine & Agriculture CHEM3312 Chemistry of Materials	CHEM1902 Introductory Chemistry B CHEM2110 Advanced Inorganic Chemistry A CHEM2111 Inorganic Chemistry Laboratory I CHEM2311 Physical Chemistry Laboratory I CHEM3010 Chemical Analysis B CHEM3210 Organic Chemistry B CHEM3310 Physical Chemistry B CHEM3211 Organic Chemistry Laboratory II CHEM3011 Chemical Analysis Laboratory II CHEM3112 The Inorganic Chemistry of Biological Systems CHEM3212 Natural Products Chemistry CHEM3313 -Topics In Advanced Physical Chemistry
LIFE SCIENCES	BIOL1017 Cell Biology BIOL1018 Molecular Biology and Genetics BIOL2401 Research skills and practices in Biology BIOL2402 Fundamentals of Biometry BIOL2407 Biological Evolution BOTN2401 Plant Form and Systematics BIOL2405 Eukaryotic Microbiology BIOL3405 Pest Ecology and Management BOTN3401 Principles of Plant Biotechnology BOTN3402 Plant Breeding BOTN3405 Plant Eco-physiology ZOOL3403 Entomology ZOOL3404 Parasitology ZOOL3406 Immunology	BIOL1262 Living Organisms I BIOL1263 Living Organisms II BIOL2403 Principles of Ecology BIOL2404 Molecular & Population Genetics BOTN2402 Physiology of Plants ZOOL2403 Maintenance Systems in Animals ZOOL2404 Coordination and Control in Animals BIOL3404 Virology BIOL3403 The Biology of Soil BOTN3403 Fundamentals of Horticulture BOTN3404 Economic Botany ZOOL3407 Human Biology ZOOL3405 Vertebrate Biology
PHYSICS	PHYS1411 Mechanics PHYS1412 Waves, Optics and Thermodynamics PHYS2300 General Physics Lab 1 PHYS2351 Quantum Mechanics & Nuclear Physics PHYS2386 Electromagnetism and Optics PHYS3386 Electromagnetism MATH2230	PHYS1421 Electricity and Magnetism PHYS1422 Modern Physics ELET1400 Introduction to Electronics PHYS 2396 Computer Application in Physics ELET 2420 Introduction to Semiconductor Devices PHYS3200 PHYS3351

APPENDIX

APPENDIX A
ONLINE REGISTRATION GUIDELINES
LOGON TO SAS

<p>Go to the Student Administration System (SAS) web Site The SAS website is access from the UWI Mona home page at http://www.mona.uwi.edu/</p> <p>Click on the SAS link in the <i>online systems</i> menu (in the left panel)</p>
<p>Click on <i>Enter Secure Area</i></p>
<p>Type your <i>ID number</i> in the space provided e.g. 620000001</p>
<p>Enter your <i>Password</i>: the default is your date of birth in the format YYYYMMDD.</p>
<p>Click on login</p>
<p>The “<i>MAIN MENU</i>” will be displayed Personal information Students services</p>

SEARCH FOR YOUR COURSES

Note: When selecting a course, you must use the CRN (Course Registration Number) instead of the course code to add the course to the Add/Drop worksheet.

Please see next page for guidelines

<p>Go to the Registration Menu Click on the Student Services link Click on Registration</p>
Click on the Look-up Classes to Add link
Select the appropriate term (choose the drop down menu) and click Submit
<p>Identify what course or group of courses you are looking for.</p> <ul style="list-style-type: none"> Look for a specific course <ul style="list-style-type: none"> Click on the subject area and enter the course Code. E.g. For ACCT1002, ACCT is the subject and 1002 is the course number Look for course in specified subject area(s) <ul style="list-style-type: none"> Click on single subject area, or Select multiple subject area by simultaneously pressing the Ctrl Key and clicking on the area Look for course at a specified Campus. There are six campus options <ul style="list-style-type: none"> Mona Mona-Affiliated Mona-Bahamas Mona-Weekend Mona –Western Jamaica Mona-Tertiary Level Institutions <p>Note: You are offered to a programme at a specified campus and cannot register for a course at another campus without special permission.</p> <p>Mona- Affiliated</p> <p>Available to all students and including courses taught at the following institutions:</p> <ul style="list-style-type: none"> St. Michael’s Theological Center United Theological College Edna Manley School MICO Shortwood Moneague Bethlehem Moravian College <p>Click on the campus you attend</p> <p>Note: “All” is selected by default and if you do not specify a single campus, the resulting report will show all courses offered at the campuses. This can be a very long list!</p> <ul style="list-style-type: none"> Look for a specific type of course <ul style="list-style-type: none"> “All” is selected by default and the resulting report will show all types, lectures, tutorials, lab, etc. Click on a single schedule type (lectures, tutorial, lab, etc.) Select multiple schedule types by simultaneously pressing the Ctrl Key and Clicking on the type
Click on <i>Class Search-</i> to obtain information
<p>Identify courses you wish to select</p> <ul style="list-style-type: none"> Write down the CRN OR Click the box in the Selected Column next to the course (s) <ul style="list-style-type: none"> Click Add to Worksheet to place the CRN in the Add/Drop page OR Click Register to select the course (s)

Note: A students can also use the [Class Search](#) link on the Add/Drop page and repeat steps 4-6.

REGISTRATION FOR MULTIPLE SCHEDULE TYPES [Lectures, tutorials, labs, Seminars etc.]

Students are required to register for lectures, tutorials, lab and any other schedule type(s) where applicable

Examples

BIO1261 has lectures, tutorial and laboratory components. Students registering for this course must therefore register for three stream/sections of the course:

Lecture: BIOL1261 (BL12B) Diversity of Organism

Tutorial: BIOL1261 Tutorial BIOL1261

Lab: BIOL1261 Lab 1261

GOVT1008 has lecture and tutorial components. Students registering for this course must register for two streams/sections of the course:

Lecture: GOVT1008 (GT12A) intro to international Relations

Tutorial: GOVT1008 Tutorial GOVT1008

Identifying lectures, tutorials and labs

CRN	All streams/sections, i.e. Each lectures, lab or tutorial will have a unique CRN
Course Code	Each section of the same course will have the same course code, i.e. the lecture, lab and tutorial sections all have the same course code.
Course Title	Lecture Title of the course, e.g. (BL12B) Diversity of sections: organism Tutorial Tutorial " <i>course Code</i> ", e.g. Tutorial Sections: BIOL1261 Lab sections: Lab " <i>Course Code</i> ", e.g. Lab BIOL1261

Finding lectures, tutorials and labs

Use the Class Search feature; see guidelines on how to Search for Courses".

You can view all the streams/sections for a course, which will include all the types, or you can search for one type only.

ADD COURSES

Note: Students are required to select course for both Semesters I and II at the start of the Academic year, Course Selection for each Semester will have to be done separately.

Go to the Registration Menu Click on the Students Services link Click on Registration
Click on the Add/Drop Classes link
Select the appropriate term (choose from the drop down menu) and Click <i>submit</i>
In the Add Classes Worksheet area, enter the CRN for each course (NOT the course code). Type in the CRN* for each course if you know it OR Click on <u><i>Class Search</i></u> to look for course and CRN *CRN-“Course Reference Number” is a unique code as signed by the system to each stream/ section of a course. Note: Students are required to register for all applicable “schedule types” associated with a course. i.e. lectures, tutorials, laboratories, etc. See “Registration for Multiple Schedule types” for further details.
Click on <i>Submit Changes</i>
Review System Output **web Registered** Course Criteria Satisfied and the course selection is complete. (Course added to record) Registration Add Errors -Course Criteria NOT Satisfied. Courses will <u>NOT</u> be added to record A message will appear listing all the courses where the course criteria were not satisfied. Before such courses can be added to the record the student must receive permission from the Faculty by requesting a course override. Students can: Choose another course OR Request an override Please Note: IF YOU REQUEST AN OVERRIDE ONLINE, YOU SHOULD IMMEDIATELY COME TO THE DEPARTMENT OFFICE FOR UNDERGRADUATE STUDIES (SCHOOL OF EDUCATION– TOP FLOOR) TO SIGN UP AN ENQUIRY FORM SO THAT YOUR REGISTRATION ADD ERROR CAN BE RECTIFIED. YOU WILL NEED TO LEAVE A CONTACT NUMBER SO WE CAN NOTIFY YOU WHEN YOUR REQUEST HAS BEEN PROCESSED.

POSSIBLE REGISTRATION ADD ERRORS

When a course Criteria is NOT satisfied, a message will appear when the student attempts to add the course to their record. Course Criteria include the Departmental and Faculty criteria identified on the next page.

Criteria	Description	Error Message
Prerequisite	UWI Course (s) that the students must have already passed.	PREQ AND TEST SCORE-ERROR
Test Score	Non-UWI Course(s) that the student must have already passed, e.g. CXC, A' Level, CAPE, etc.	PREQ AND TEST SCORE-ERROR
Co-requisite	UWI Course (s) that the student must be registered for in the same semester.	CORQ_{Course Code} (CRN} REQ EG> COREQ_MATH3130 11236 REQ
Faculty Credit Limits	Limits on the maximum number of credits a student can register for in a semester, without Faculty approval.	MAXIMUM HOURS EXCEEDED
Quota Full	Limits on the number of students allowed to register in a stream\section of a course.	CLOSED SECTION
Student Restrictions	Streams/section of the course restricted to a specified group of students, e.g. History Majors, Faculty, Faculty of Social Sciences students, Final Year students, etc. there could be one of seven (7) possible error messages.	LEVEL RESTRICTION COLLEGE RESTRICTION DEGREE RESTRICTION PROGRAMME RESTRICTION MAJOR RESTRICTION CLASS RESTRICTION CAMPUS RESTRICTION
Repeat Course Already Passed	Students cannot register for a course they have already passed in their current programme	RPT HRS EXCEED
Linked Sections	Students are required to register for all applicable “schedule types” associated with a course. Schedule types includes the following : Lectures Tutorials Labs Seminar Clinical Field Work Internship Workshop	Please register for lecture section simultaneously Please register for lab section simultaneously Please register for tutorial section simultaneously Please register for seminar section simultaneously Please register for clinical section simultaneously Etc. Note: The message “LINK ERROR” may also occur



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