



**UWI**  
MONA CAMPUS  
JAMAICA, WEST INDIES

## FACULTY OF HUMANITIES AND EDUCATION



# GRADUATE STUDENT HANDBOOK

2020-2021

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**THE UNIVERSITY OF THE WEST  
INDIES MONA CAMPUS**

**FACULTY OF  
HUMANITIES AND EDUCATION**

**GRADUATE STUDENT HANDBOOK  
ACADEMIC YEAR 2020-2021**

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## **DISCLAIMER**

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

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

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## **PURPOSE OF THE HANDBOOK**

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

It is important that the programme requirements outlined in this Handbook are strictly observed by all newly-admitted students (i.e. those accepted to the Faculty for the 2020/2021 academic year).

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

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

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

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# **PART I:**

- Message From Dean
- Overview of Faculty
- Admissions requirements
- General Regulations & Information

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## MESSAGE FROM THE DEAN



On behalf of my academic and administrative colleagues, including the auxiliary support staff, I heartily welcome all new and returning postgraduate students to the Faculty of Humanities and Education. As Dean, I wish to encourage and implore you to take advantage of our research-nurturing environment, that is supported and bolstered by a team of dedicated, highly qualified, and student-centered academic staff, to promote your general career goals, academic studies, and personal social development. Since the ultimate value of research, including postgraduate research, is to advance the frontiers of knowledge, let this stage of your pupilage provide the necessary tools and incentives to reenergize your intellectual curiosity, strengthen and sharpen your analytical and interpretive capacities, as well as bolster your self-confidence to challenge old assumptions and paradigms in your respective disciplines. On our part, we are ready to assist and guide you to success in this new and exciting intellectual enterprise.

This postgraduate handbook is an effort to offer all current and prospective postgraduate students a quick overview of the range of courses and programmes in the Faculty. The listed offerings, as you might see shortly, are delivered through the School of Education, Caribbean School of Media and Communication, Institute of Caribbean Studies, Department of History and Archaeology, Department of Literatures in English, Department of Modern Languages and Literatures, Department of Language Linguistics and Philosophy, and Department of Library and Information Studies.

Academic staff in these Departments, Schools and Institute, through individual and collaborative research endeavors, have contributed seminal articles and monographs on Caribbean Culture and Education, History and Archaeology, Language and Literature, Arts, Music and Poetry, as well as Information, Communication and Technology. As a result, undergraduate and postgraduate curriculum development and teaching have been well informed and enriched by these homegrown Caribbean research endeavors and publications. Through a postgraduate subcommittee in the Faculty, consisting of representatives from the various units of learning identified earlier, all existing offerings are routinely scrutinized for competitive scholarly relevance and perspectives on the issues addressed.

However, while engaging in curriculum renewal and reform of existing offerings, new programmes aimed at meeting the job-market requirements of Caribbean economies in a globalizing world are constantly also being introduced under the auspices of this subcommittee. Hence, as a Faculty, we have been constantly working to promote the existing vibrant research culture that has led to The University of the West Indies being ranked 37<sup>th</sup> among the best 129 universities in the Caribbean and Latin America by The Times Higher Education (THE). As a Faculty we are also conscious of the fact that the success of our postgraduate students and offerings, especially those pursuing the MPhil and PhD research degree programmes, have been quite critical to the placement of the University on the just published ranking system. Hence as Dean, given what has been said, I would like to end by encouraging all postgraduate students to more consciously promote the advancement of the University as a research-oriented entity dedicated to the pursuit of Caribbean socioeconomic development through competitive scholarship.

**Waibinte E. Wariboko** (BA, Univ. of Port Harcourt, Nigeria; MA, Univ. of Ibadan, Nigeria; PhD, Univ. of Birmingham, United Kingdom) Professor of African Social History

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## OVERVIEW OF THE FACULTY

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

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

**Qualifications for Admission**

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

➤ **Postgraduate Diploma, MA, MAT & M.Ed. Degrees**

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

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

➤ **MPhil Degrees**

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

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

➤ **Ph.D Degrees**

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

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

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

➤ **Full-Time and Part-time Registration**

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

➤ **Supervision**

Before a student is accepted to an MPhil or PhD programme, at least one supervisor shall be appointed by the Campus Committee on the recommendation of the Head of Department.

Supervisors shall provide academic guidance and directions to students in the conduct of the students' research.

➤ **Research Papers and Projects**

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

➤ **Registration**

- i. A candidate may not be registered for two or more programmes simultaneously, whether at UWI or at any other institution,

unless the Board of Graduate Studies and Research in any particular case decides otherwise.

- ii. A student awaiting the final result of a programme in which he or she is registered may be provisionally accepted by the Board for Graduate Studies and Research into another programme pending the outstanding results.
- iii. The period of registration for a Graduate Certificate, Diploma or degree shall date from the start of the semester in which the candidate is first registered.
- iv. All students, including those who proceed on electives and attachments to other institutions are required to register each semester.

#### ➤ **Repeats**

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

#### ➤ **Resits**

- i. Students failing either the coursework or examination component of a course will normally be required to resit only that part of the course in which the failure occurred. However, where failure in any component is at a mark of less than one third of the passing mark, the student will be required to repeat the entire course.
- ii. In the instance where a student fails the coursework component, and where the component is a project/report that was submitted for examination, the student will be required to resubmit that coursework component for examination by the end of the following semester. A student who fails to submit the project in accordance with this requirement will be deemed to have failed the assignment. Where the coursework is by examination, the student will be required to resit the coursework examination when it is next offered.

#### ➤ **Leave of absence**

- i. A student who for good reason wishes to be absent from an academic programme for a semester or more must apply for formal leave of absence to the Campus Committee, stating the reasons for the application.
- ii. The length of such approval, if granted, will be subject to approval by the Campus Committee, but will not be less than one semester or greater than one academic year in the first instance, terminating at the end of the semester or the academic year for which the application is approved.
- iii. Leave of absence will not be approved for more than two consecutive academic years, unless the Board for Graduate Studies and Research in any particular case decides otherwise.
- iv. Applications for leave of absence for a semester shall be submitted by the end of the third week of the relevant semester;
- v. Applications for leave of absence for the academic year shall be submitted by the end of the third week of semester one.

#### ➤ **Withdrawal**

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

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

##### ***ii. Students Required to Withdraw***

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



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

➤ **Readmission**

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

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

➤ **Marking Scheme**

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

Grade	Percent Range
A	70 - 100%
B+	60 - 69%
B	50 - 59%
<b>Failing Grade</b>	
F	0 - 49%

➤ **Award of Distinction and of High Commendation**

In the case of Graduate Diplomas and Taught Masters degrees which require the submission of a project report or research paper, a distinction is awarded to candidates who achieve an average of 70% or better (Grade A) in the written courses and a mark of 70% or better in the research paper or project report. A candidate failing a course (including an elective course) required for the completion of the programme shall be ineligible for the award of distinction. Failure in a co-requisite course or in a qualifying course shall not exclude the student from receiving a distinction.

In the case of programmes conducted entirely by courses, candidates must obtain an A grade in at least 70% of the courses and the average mark of all courses must not be less than 70% to qualify for distinction. A candidate failing a course (including an elective course) required for the completion of the programme shall be ineligible for the award of distinction. Failure in a co-requisite course or in a qualifying course shall not exclude the student from receiving distinction.

The award of an MPhil/PhD shall be conferred with high commendation where the Examiners are unanimous in their recommendation that such an award should be made. In the case of Professional Doctorates, candidates should also have

attained a Grade A average over the coursework component of the programme, and a candidate failing a course (including an elective course) required for the completion of the programme shall be ineligible for the award of high commendation. Failure in a co-requisite course shall not exclude the student from receiving high commendation.

***NB. Complete Regulations for Graduate Certificates, Diplomas and Degrees (2018) can be accessed at the following link:***

<https://www.uwi.edu/gsr/sites/gsr/files/regulations-for-graduate-certificates-diplomas-and-degrees-2018.pdf>

# PART II:

- Programme Outlines & Course Descriptions

**➤ Aims & Objectives**

The aim of the African & Diaspora Studies M.A. Joint Programme between UNILAG and UWI is to provide veritable opportunities and platforms for graduate students to undertake advanced and intensive study and research about Africa, its history, science, technologies, philosophy, culture, business and experiences on an interdisciplinary basis. The Programme would prepare students for careers in academic policy research on African studies as well as other professional and consultancy ends.

**➤ Programme Objectives**

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

**➤ Admission Requirements**

- a) This Programme is open to holders of Bachelor's Degrees in any discipline from the University of Lagos, the University of the West Indies, or any other recognized, accredited and approved University and equivalent degree awarding tertiary institutions with a minimum of Second Class Lower. Such candidates may be admitted, provided the university matriculation requirements are satisfied;
- b) A candidate may be required as a condition for admission, to undergo a
- c) selection process in the form of written and/or oral examinations;

- d) Candidates who have not completed the National Youth Service Corps Programme (in the case of Nigeria) will be automatically disqualified;
- e) All academic transcripts of candidates must be presented with application.

**➤ Programme Outline**

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

**UNILAG**

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

- ✓ Compulsory courses 26 units
- ✓ Elective courses 8 units
- ✓ Total: 34 units

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

**➤ Programme Requirements – UWI**

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

- Compulsory courses 36 Credits
- Elective courses 6 Credits

- d. Residency Requirement: Full time
- e. Minimum CGPA of 2.40 requirement as stipulated by the school of Postgraduate Studies

f. Candidate must satisfy all other requirements as contained in the regulation of the Postgraduate School

(Pass Mark at Graduate Level Study is 50%).

### ➤ Programme Structure

<b>Semester I (18 Credits)</b>
<p><b><u>Compulsory Courses</u></b> <b>PHIL6008:</b> The Rule of Law and Governance in Africa and African Diaspora (<i>UWI</i>) <b>AFS 810:</b> African &amp; African Diaspora Studies (<i>Lagos</i>) <b>AFS 811:</b> Pan Africanism and the African Diaspora (<i>Lagos</i>) <b>AFS 815:</b> Research Methods in African and African Diaspora Studies (<i>Lagos</i>) <b>AFS830:</b> Seminar: Ethics, Research Standards, Copy Rights and Intellectual Properties, Poverty, Dependence, Language, etc. (<i>Lagos</i>) <b>AFS831:</b> Project (Yearlong) (<i>Lagos</i>)*</p> <p><b><u>ONE Course from the Following Electives</u></b> <b>AFS813:</b> Ideas of Decolonization <b>AFS814:</b> Race, Science and Medicine <b>AFS816:</b> Issues in African Philosophy/ <b>PHIL6004:</b> Advanced African Philosophy</p> <p>OR</p> <p><b>PHIL6101:</b> Issues in African Diaspora Philosophy <b>AFS817:</b> Basic Yoruba Language <b>AFS818:</b> Basic Igbo Language <b>AFS819:</b> Basic Hausa Language <b>LANG6001:</b> Arabic (<i>Standard</i>)</p>
<b>Semester II (24 Credits)</b>
<p><b><u>Compulsory Courses</u></b> <b>AFS 821:</b> Problems and Issues of Black / African Identity <b>OR</b> <b>CLTR6010:</b> Debates in Cultural Identity &amp; <b>AFS 826:</b> Economic and Political Philosophy in Contemporary Africa and the Diaspora <b>OR</b> <b>INTR6005:</b> Globalization and Global Governance &amp; <b>AFS 827:</b> Anthropology and African Studies <b>PHIL6013:</b> Philosophy and Economics of Religion in Africa and the Diaspora <b>OR</b> <b>THEO6322:</b> African Religious Influences in the Caribbean I <b>OR</b> <b>THEO6323:</b> African Religious Influences in the Caribbean II &amp; <b>GEND6601:</b> Key Theories and Debates in Gender and Development <b>OR</b> <b>GEND6201:</b> Sexualities, Bodies and Power in Society <b>OR</b> <b>HIST6303:</b> Women and Gender in African Society <b>AFS 831:</b> Project*</p> <p><b><u>ONE Course from the Following Electives</u></b> <b>AFS 822:</b> Slavery and Reparation <b>AFS 823:</b> African Traditional Medicine: Theory and Practice <b>AFS 824:</b> African/Afro-American Literature <b>OR</b> <b>LITS6701:</b> Modern African Literature <b>OR</b> <b>LITS6004:</b> Caribbean Poetics <b>AFS 825:</b> Science and Technology in Africa <b>AFS828:</b> African Films and Theatre or <b>LITS6104:</b> African Narrative, Film and Text <b>PHIL6012:</b> African Culture and Human Sexuality <b>HIST6302:</b> Nation Building and Its Problems in West and Central Africa E/C?</p>

\*Represents 6 credits computed in semester II

## COURSE DESCRIPTIONS

### UNILAG COURSES

#### **AFS 810: AFRICAN STUDIES & AFRICAN DIASPORA STUDIES**

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

#### **AFS 821: PROBLEMS AND ISSUES OF BLACK/AFRICAN IDENTITY**

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

#### **AFS 811: PAN AFRICANISM AND AFRICAN DIASPORA**

This course will expound upon Pan-

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

#### **AFS 822: SLAVERY AND REPARATIONS**

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

#### **AFS 823: AFRICAN TRADITIONAL MEDICINE: THEORY AND PRACTICE**

The course is structured in three parts: African concept of medicine, treatment and

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

#### **AFS 813: IDEAS OF DECOLONIZATION**

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

#### **AFS 824: AFRICAN/AFRO-AMERICAN LITERATURE**

The course acquaints students with critical and various aspects of oral and written literature in Africa. It gives students an overview of Africa and its History. The course explores the three periods of African literature, the correlation between Indigenous African literature and

contemporary literature theories with a look at themes like Renaissance, Identity, Revolution, etc. It examines the African Francophone, Anglophone and Lusophone literatures as well as the Afro American literature from the beginning to the contemporary times. Literary Icons such as Tony Morrison, Langston Hughes, Olaudah Equiano, Amos Tutuola, Léopold Sédar Senghor, David Diop, Wole Soyinka, Aimé Césaire, Léon Gontran Damas, Frantz Fanon etc. will be studied.

#### **AFS 814: RACE, SCIENCE AND MEDICINE**

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

#### **AFS 825: SCIENCE AND TECHNOLOGY IN AFRICA**

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

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

#### **AFS 815: RESEARCH METHODS IN AFRICAN AND AFRICAN DIASPORA STUDIES**

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

#### **AFS 826: ECONOMIC AND POLITICAL PHILOSOPHY IN CONTEMPORARY AFRICA AND THE DIASPORA**

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

#### **AFS 816/PHIL6004: ISSUES IN AFRICAN PHILOSOPHY**

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

#### **AFS 827: ANTHROPOLOGY AND AFRICAN STUDIES**

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

#### **AFS 817: BASIC YORUBA LANGUAGE**

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

#### **AFS 828: AFRICAN FILMS, THEATRE AND MUSIC**

This course shall be an advanced discussion on the nature, origins and functions of films



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

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

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

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

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

#### **AFS 831: PROJECT**

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

#### **AFS830: SEMINAR**

The aim of this course is to provide support and structure to students in the first phases of their project writing. It is designed to introduce students to the intellectual and professional rigour of project writing with

guidance about conducting research. After submitting their proposals titles, students are expected to consult with their lecturers, seek their guidance in order to refine and revise the proposal as well as discuss the next phases of seminar paper writing. The seminar is a compulsory course for all M.A. students.

### **UWI COURSES**

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

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

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

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

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

This course is designed to expose students to development paradigms, theories and issues from a gendered perspective. A gender based analysis of development issues such as governance, education, labour market and

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

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

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

this is interpreted in the community and in other forms of social relations.

**PHIL6012: AFRICAN CULTURE AND HUMAN SEXUALITY**

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

*Message from the Head of Department*



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

At the graduate level we offer a Masters in Communication Studies, Masters in Communication for Social and Behaviour Change and a Masters in Integrated Marketing Communication. Beginning September 2020, we should host our first intake for our Masters in Media Management offered in collaboration with the Mona School of Business and Management. At the Master of Philosophy/Doctor of Philosophy level, we offer Communication Studies. Through these programmes CARIMAC continues to prepare our graduates for the diverse, ever-changing field of media and communication locally, regionally and globally.

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

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

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

***Dr. Livingston White***  
***Director***

## MA IN COMMUNICATION STUDIES

### ➤ Programme Summary

The Master of Arts (MA) in Communication Studies provides a postgraduate framework for the development of skills in communication and media management. It also aims to foster greater analytical and research capabilities among communication specialists in the region. Both its format and content assist in developing the skills required to present ideas in a concise yet intellectually stimulating manner.

The programme is designed to produce communicators who will be competent in conducting applied research on a variety of national and regional communication issues.

The taught Masters in Communication Studies is a part-time two-year programme.

### ➤ Programme Outline

The programme is credited at 38 credit hours earned from a total of 10 courses. There are eight (8) taught core courses, plus a series of Graduate Seminars comprising the course “Contemporary Issues in Communication and Change”. Another requirement is a Final Research Paper/Project. The student would, therefore, register for a total of 10 courses for this programme as summarized in the table below.

### ➤ Entry Requirements

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

## ➤ PROGRAMME STRUCTURE

### CORE COURSES

**COMM6102:** Paradigms, Designs and Methods in Communication Research

**COMM6502:** Media and Communication Theories and Models

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

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

**COMM6402:** Socio-Cultural Issues in Caribbean Communication

**COMM6002:** Caribbean Media, Communication and Society

**COMM6201:** Communication and Media Management

**COMM6902:** Communication and Persuasion

**COMM6700:** Graduate Seminar: Contemporary Issues in Communication and Change

**COMM6800:** Research Design and Fieldwork

## MPhil IN COMMUNICATION STUDIES

### ➤ Programme Summary

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

### ➤ Programme Outline

The main work to be undertaken will be a research thesis of no more than 50,000 words. The student will be required to register for and successfully complete two (2) taught courses. The candidate will also deliver at least two (2) research seminars. The programme lasts for a minimum of two years full-time, beginning in September.

### ➤ Course Descriptions

There are no named courses in the MPhil programme, however MPhil candidates will select at least two (2) graduate level courses in consultation with their supervisors.

### ➤ Entry Requirements

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

## PHD IN COMMUNICATION STUDIES

### ➤ Programme Summary

The PhD programme is designed to facilitate the pursuit of scholarship of an original, independent and seminal nature in the discipline of communication. The programme will facilitate the student to evaluate seminal and current theories and models and demonstrate a rich understanding of the literature and research methodologies in the field. Through the programme, the student will be assisted in honing the research problem, developing the investigation with competence and rigour, and presenting the achievements and findings with intellectual maturity.

### ➤ Programme Outline

The main work to be undertaken will be a research thesis of no more than 80,000 words. The student will be required to register for and successfully complete at least three (3) courses at the graduate level. These courses will be selected in consultation with the supervisor and subject to the approval of the CARIMAC Director. The PhD candidate will also deliver at least three (3) research seminars. The programme lasts for a minimum of three (3) years full-time, beginning in September.

### Course Descriptions

There are no named courses in the PhD however PhD candidates will select at least three (3) graduate level courses in consultation with their supervisors.

### ➤ Entry Requirements

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

- a) Approved graduate degrees awarded primarily for research;
- b) Taught Master's degree provided that the Master's programme included a research component of at least 25% of the total credit rating and the applicant achieved at least a B+ average or its equivalent;
- c) Approval of upgrade application;
- d) Such other qualifications and experience as the Board for Graduate Studies and Research may approve.

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

## MA IN COMMUNICATION FOR SOCIAL AND BEHAVIOUR CHANGE

### ➤ Programme Summary

The Master's programme in Communication for Social and Behaviour Change provides students with a solid foundation in theory, research methods and practice. Participants are prepared to conceptualise, design, manage and evaluate evidence-based strategic programmes for social and behaviour change. A range of challenges and opportunities will be addressed, including the environment, climate change and

disaster preparedness, responses to the crisis of HIV and AIDS, as well as other social and developmental issues. Preparation in strategic communication and intervention design will include individual, community, national, regional and global strategies covering a range of communication strategies.

The programme addresses the challenges of social and human development from the perspective of enlarging choices and

capacities of the people through participatory communication in social change and development. The MA is designed to produce specialists in social change communication strategies especially applicable to the Caribbean and other developing countries.

#### ➤ **Programme Outline**

The Master of Arts in Communication for Social and Behaviour Change is a part-time programme. It runs for two calendar years, starting in September of Year 1 to May of Year 2. In year one, there is a summer component of 6 weeks between June and July. The summer is counted as a semester and students are required to register for the

relevant course(s) during the designated summer. Students will attend at least two courses per semester. Classes are in the evenings, Mondays, Tuesdays and Thursdays. Some special sessions may be scheduled on a weekend.

#### ➤ **Entry Requirements**

At least a Second Class Honours Degree from a recognized University, or other academic or professional qualifications deemed to be equivalent, by the Admissions Committee. Past and present work in sustained community development, professional or volunteer, is also highly valued by the admissions committee.

### ➤ **PROGRAMME STRUCTURE**

#### **CORE COURSES**

- COMM6102:** Paradigms, Designs and Methods in Communication Research
- COMM6502:** Media and Communication Theories and Models
- COMM6702:** Academic Reading and Writing in the Study and Analysis of Communication
  
- COMM6002:** Caribbean Media, Communication and Society
- COMM6802:** Research Methods in Communication for Behaviour & Social Change
- COMM6602:** Behaviour Change & Communication Theories
  
- COMM6803:** Disasters, Communication & Media
- COMM6901:** Intervention Design
- COMM6801:** Social Change & Development Communication
  
- COMM6701:** Communication Analysis & Planning
- COMM6700:** Graduate Seminar: Contemporary Issues in Communication & Change
  
- COMM6600:** Final Research Paper

### **MA IN INTEGRATED MARKETING COMMUNICATION**

#### ➤ **Programme Summary**

The Master of Arts in Integrated Marketing Communication (IMC) programme is a graduate programme designed to prepare students for versatile careers such as Marketing, Advertising, Public Relations, Marketing Research, Brand Management, International Marketing, among others. The 2-year part-time programme is suitable for current practitioners in marketing and communications, as well as other

professionals with an interest in the area of Marketing and Public Relations.

#### ➤ **Programme Outline**

The Master's will be awarded upon the successful completion of 36 credit hours over 2 years. All students are required to take: seven (7) core courses (worth 3 or 4 credits each) and three (3) electives (worth 4 credits each), and then a capstone course regarding a final IMC campaign (worth 6 credits).

➤ **Entry Requirements**

At least a Second Class Honours Degree from a recognized University, or other academic

or professional qualifications deemed to be equivalent, by the Admissions Committee.

➤ **PROGRAMME STRUCTURE**

<b>CORE COURSES: (All seven courses must be taken.)</b>
<b>IMCC6110:</b> Statistical Methods in Marketing Research and Analysis <b>IMCC6120:</b> Brand Equity Management <b>IMCC6150:</b> Integrated Marketing Communication: Theory and Practice  <b>IMCC6160:</b> Advertising, Media Analysis and Planning <b>IMCC6200:</b> Social Media Marketing <b>IMCC6210:</b> Event Management and Sales Promotion  <b>IMCC6290:</b> Managing Relationships in IMC
<b>APPROVED ELECTIVES</b>
Select <b>THREE</b> courses from the list below:  <b>COMM6602:</b> Behaviour Change and Communication Theories <b>COMM6002:</b> Caribbean Media, Communication and Society  <b>COMM6201:</b> Communication and Media Management <b>COMM6902:</b> Communication and Persuasion  <b>COMM6801:</b> Social Change and Development Communication <b>COMM6402:</b> Socio-cultural Issues in Caribbean Communication
<b>CAPSTONE RESEARCH COURSE</b>
<b>IMCC7000:</b> Final IMC Campaign

### ➤ Programme Summary

The media and communication sector continues to expand in the Caribbean and around the world. The deregulation of telecommunications and media markets, and liberalisation agreements concluded by regional governments with the World Trade Organization and other global agencies have seen an expansion in media services, but without a corresponding education programme to enable better management of the sector. This programme delivers instruction in effective management of contemporary media systems and services. Increasing convergence to create new media business models requires an integrated approach to the management of these evolving entities.

The MSc in Media Management (MScMM) will be offered by the Mona School of Business and Management (MSBM) in the Faculty of Social Sciences and the Caribbean School of Media and Communication (CARIMAC) in the Faculty of Humanities and Education, both at the Mona Campus of The University of the West Indies.

MSBM is highly recognised for its graduate and undergraduate programmes in management and business education, while CARIMAC is the leading regional institution providing training and education in all major media and communication disciplines to

students and practitioners in the English-speaking Caribbean. As such, the MScMM represents an intra-campus, collaborative effort in keeping with the University's goal of the development of interdisciplinary programmes.

### ➤ Programme Outline

The MScMM will be offered part-time over two years. Classes will be held in the evenings. This schedule will enable students pursuing the programme to continue in full-time employment. The degree will be granted upon completion of **43 credits**. Because the MScMM is a joint programme between the Faculty of Humanities and Education and the Faculty of Social Sciences, each cohort of graduates will alternate between the Faculties. The first cohort will graduate as a part of the Faculty of Humanities and Education and the second cohort as a part of the Faculty of Social Sciences.

### ➤ Entry Requirement

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

### ➤ PROGRAMME STRUCTURE

#### CORE COURSES:

#### CARIMAC COURSES

- MDMG6002:** Structure and Operation of Media
- MDMG6003:** Business Communication and Protocol
- MDMG6005:** Media Business Strategy
- MDMG6006:** Marketing the Media Entity
- MDMG6007:** Applied Media Management
- MDMG6008:** Final Media Management Course

#### MSBM COURSES

- SBCO6390:** Strategic Human Resource Management
- SBCO6030:** Graduate Mathematics for Management Education
- SBCO6100:** Transformational Leadership and Management
- SBCO6380:** Accounting and Financial Management
- SCCO6150:** Data Mining for Marketing and Sales
- SBCO6160:** Operations and Project Management
- SBCO6090:** Legal and Regulatory Frameworks



## APPROVED ELECTIVES

***ONE elective from the following:***

**COMM6102:** Paradigms, Designs and Methods in Communication Research

**COMM6502:** Media and Communication Theories and Models

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

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

**COMM6402:** Socio-Cultural Issues in Caribbean Communication

**COMM6002:** Caribbean Media, Communication & Society

**COMM6902:** Communication & Persuasion

**COMM6602:** Behaviour Change & Communication Theories

**COMM6803:** Disaster, Communication & Media

**COMM6901:** Intervention Design

**COMM6801:** Social Change & Development Communication

**COMM6701:** Communication Analysis & Planning

## COURSE DESCRIPTIONS

### Communication Courses

#### **COMM6102: DESIGN & METHODS IN COMMUNICATION RESEARCH**

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

#### **COMM6502: MASS COMMUNICATION THEORIES & MODELS**

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

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

This course prepares students to analyse and produce writing that meets the requirements of graduate level work in analysing communication. Through continuous reading and writing exercises on issues central to understanding communication, students will improve their skills in selecting and evaluating the scholarly material used in the field of communication. During the course, students will also be introduced to the major journals in communication, including the American and European schools of communication studies. They will also learn how to use and cite bibliographic material according to the American Psychological Association format standard in communication studies as well as to integrate graphics and tables into their work for seminar and conference presentations.

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

The main objective of this course is to enhance the knowledge of students about the foundation technologies underlying the emerging communications innovations in the Caribbean context. The course will focus on

policy analysis as it relates to technology applications, international regulatory regimes and regional communications institutions. Students will be exposed to elements of policy process, concepts of policies, analysis and development, technological concepts and policy implementation.

#### **COMM6402: SOCIO-CULTURAL ISSUES IN CARIBBEAN COMMUNICATION**

This course draws upon a cultural studies theoretical framework and contemporary theories of race, class and gender to explore these concepts in the context of Caribbean communicative practice. The course explores relevant contemporary regional research on these issues. The course seeks to enable students to demonstrate practical methods and strategies for “subverting” dominant representations of race, class, gender and ethnicity in Caribbean communicative practice.

#### **COMM6002: CARIBBEAN MEDIA, COMMUNICATION & SOCIETY**

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

#### **COMM6201: COMMUNICATION & MEDIA MANAGEMENT**

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

#### **COMM6902: COMMUNICATION & PERSUASION**

This course is designed to explore aspects of communication and persuasion as another area of applied social psychology. The course involves the study of basic, effective

persuasion tactics through use of the mass media and other communication channels in attitude and behaviour change. The course will explore issues related to influence from a scientific and psychological perspective. It examines several forms of this discipline, including persuasion, compliance, propaganda and mind control - and how to resist these influences.

**COMM6700: GRADUATE SEMINAR:  
CONTEMPORARY ISSUES IN  
COMMUNICATION & CHANGE**

The goal of this course is to illustrate the importance of communication for social and behaviour change, focusing on the application of communication models and strategies in health, social and other development fields. The seminar will serve as a forum for discussing current research in communication and change from various perspectives. It will provide a platform for students to begin planning their final year research projects. The course is designed to help students to develop an awareness of relevant current research in the field of social and behaviour change. It will also facilitate the presentation of research proposals for feedback and discussion before final approval and inform students about university regulations regarding final research projects.

**COMM6800: FINAL RESEARCH PROJECT  
PAPER**

The goal of the final project is to demonstrate students' understanding of the application of theory, research methods and other skills acquired in the classroom. The project will be a challenging piece of work that integrates concepts and skills. Successful completion of coursework and approval of project proposal is required before proceeding with the project or research.

**COMM6802: RESEARCH METHODS IN  
COMMUNICATION FOR SOCIAL &  
BEHAVIOUR CHANGE**

This means that students will become familiar with a range of research interventions, including quantitative and qualitative methods and will be required to design and execute research projects using these methods. They will also learn to combine both methods over time and make findings an integral part of developing new interventions and making suggestions for policy, as well as strengthening existing

programmes. Students will also learn to critically analyze current research in the field of communication for social and behaviour change.

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

This course prepares students to analyse and produce writing that meets the requirements of graduate level work in analysing communication. Through continuous reading and writing exercises on issues central to understanding communication, students will improve their skills in selecting and evaluating the scholarly material used in the field of communication. During the course, students will also be introduced to the major journals in communication, including the American and European schools of communication studies. They will also learn how to use and cite bibliographic material according to the American Psychological Association format standard in communication studies as well as to integrate graphics and tables into their work for seminar and conference presentations.

**COMM6602: BEHAVIOUR CHANGE &  
COMMUNICATION THEORIES**

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

**COMM6002: CARIBBEAN MEDIA,  
COMMUNICATION & SOCIETY**

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

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

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

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

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

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

The purpose of the course is to acquaint students with contemporary theory, research and practice of risk communication.

The course treats “risk communication” as a complex challenge that requires a careful understanding of science, the mass media, stakeholder roles, ideologies, and lay conceptions of danger. As professionals, risk communicators assist government, industry, health and activist organizations to produce documents and media campaigns. They inform interdisciplinary and lay audiences about health and environmental hazards, risks, and preparedness. The course recognises that, health specialists, communications managers, scientists, engineers, lawyers, government, and nonprofit organisations and other professionals who face risk communication challenges involving the lay public need a solid understanding of risk communication and the issues involved and how to better manage risk communication within their organisations.

### **COMM6901: INTERVENTION DESIGN**

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

### **COMM6700: GRADUATE SEMINAR: CONTEMPORARY ISSUES IN COMMUNICATION & CHANGE**

The goal of this course is to illustrate the importance of communication for social and behaviour change, focusing on the application of communication models and strategies in health, social and other development fields. The seminar will serve as a forum for discussing current research in communication and change from various perspectives. It will provide a platform for students to begin planning their final year research projects. The course is designed to help students to develop an awareness of relevant current research in the field of social and behaviour change. It will also facilitate the presentation of research proposals for feedback and discussion before final approval and inform students about

university regulations regarding final research projects.

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

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

#### **Integrated Marketing & Communication Courses**

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

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

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

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

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

This course is intended to help students to develop a greater appreciation for the study of Integrated Marketing Communication

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

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

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

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

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

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

Rapid development and expansion of new media create a variety of new approaches to social marketing but also new sorts of ethical issues and conundrums. Therefore, there is also the continuous need for IMC practitioners to understand and evaluate contemporary and prevailing ethical issues in order to effectively deal with new ethical

issues when they arise in the future. This course examines how modern industry uses emerging media, such as blogs and virtual worlds, on platforms such as computers, tablets and cell phones to enhance the IMC process. It also addresses the creative and ethical issues unique to digital media such as copyright, sponsored posts, freedom of expression and cross-cultural communication online.

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

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

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

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

### **Media Management Courses**

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

Effective management of contemporary media systems and services requires an understanding of what comprises media, the creative and technical people involved, how the entities are structured and how they operate. Media managers are required to be cognisant of the demands made in the transition from analogue to digital media, from physical to digital newspapers, and the role of social media in changing audience tastes and expectations. This course is intended to expose the student to the nature of modern media, their evolution, and structure and how they operate. The course

will take the student through the entire range of what constitutes media and provide the basis for the application of the management principles that are required for media to operate as financially viable and accountable entities. The course examines the various types of media and technology businesses, how they function and their various audiences. It will explore the varying approaches required for the management of media and technology entities.

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

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

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

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

skill-building exercises in business analysis of digital technologies start-ups.

#### **MDMG6006: MARKETING THE MEDIA ENTITY**

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

#### **MDMG6007: APPLIED MEDIA MANAGEMENT**

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

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

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

#### **MSBM Courses**

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

It is inarguable that the effectiveness and competitiveness of today's businesses are significantly related to the quality of their human resources. No longer is it possible for employers to omit from their strategic business plans, plans relating to the acquisition, development, compensation and retention of their human resources. This is in recognition of the fact that human resources are as critical to the organization's success as the financial and material resources that have traditionally received much more attention. Accordingly, the role of human resource (HR) managers, and managers generally, in the treatment of a company's human resources has become much more central to the strategic and operational management of a business. This course provides the opportunity for both current/future HR practitioners and line managers to understand the place of human resource management (HRM) in a business, and to grasp the issues and processes that are integral to effective identification of HR



needs in the strategic development of organizations. The course also explores theories, concepts, techniques, and applications that inform the design and implementation of practices bearing upon the acquisition and retention of employees with the competencies that will ensure organisational effectiveness and competitive advantage.

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

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

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

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

leadership profile, attributes and skills, deepening their confidence in their ability to appropriately and effectively perform the roles of both managing and leading transformational change.

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

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

#### **SCCO6150: DATA MINING FOR MARKETING AND SALES**

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



**SBC06160: OPERATIONS AND PROJECT MANAGEMENT**

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

**SBC06090: LEGAL AND REGULATORY FRAMEWORKS**

Both competition and regulation give rise to legal challenges. In the pre-liberalization telecommunications environment, the role of law and regulators was a limited one. But

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

***Message from the Head of Department***

Welcome to a new academic year!

As we start the 2020-2021 academic year, we wish to renew our commitment to excellence in education—our department’s trademark—in the belief that this is the best way that we can help you as you prepare to successfully face the challenges of the constantly changing and ever more competitive world in which we live. In adjusting to today’s dynamic job and academic environments, during

this year the Department of History and Archaeology will begin a thorough revision of our graduate programmes and courses. Our objective is to extend our Department’s seven-decade legacy of top-quality education to new generations of students from all across the Caribbean region.

In facilitating the changes that the Department of History and Archaeology will be undertaking, during this academic year we will only offer a few taught courses, so we can still serve the needs of graduate students across the Campus. Thus, you will be able to benefit from stimulating discussions dealing with the development of Caribbean History as a research subject, oral history as a research methodology valuable to all sorts of academic disciplines, or the presence, study and management of heritage in Caribbean societies. In addition, all graduate students will be able to participate and benefit from the Department’s public Staff/Graduate Seminar series, where local and visiting researchers, as well as your peers, will share and discuss their ongoing research dealing with different aspects of history, archaeology or heritage studies.

As we start this new academic year, we wish to renovate our drive to become a truly student-oriented department and develop a synergy between student and staff from which we can all benefit. Please, make sure to use the Department’s Social Media and other communication channels and share your feedback as we continue breaking the ground for the History and Archaeology Department of the future.

***Dr Enrique Okenve***  
***Head of Department***

## MA IN HISTORY (Not Offered in Academic Year 2020/21)

### ➤ Entry Requirements

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

### ➤ Seminars

M.A. candidates are required to present a paper on their research paper topic in the Staff/Graduate Seminar workshops held in the second semester.

M.A. History candidates are required to attend a minimum of 50% of the scheduled Staff/Graduate Seminar series.

### ➤ Programme Outline

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

### ➤ Programme Duration

Full-time students are expected to complete the programme in one academic year.

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

### ➤ Research Paper

The research paper may be related to interests developed from the courses and other studies.

Students will develop their research proposal throughout the course of the Department's Graduate Student Research Workshops. A completed proposal must be submitted for approval and the assignment of a supervisor.

## ➤ PROGRAMME STRUCTURE

YEAR I/SEMESTER I
<b>HIST6700:</b> Research Paper <b>HIST6003:</b> Historiography and the Emergence of West Indian History <b>HIST6712:</b> Theory and Methods of History <b>And any One (1) HISTORY ELECTIVE</b>
YEAR I/SEMESTER II
<b>HIST6700:</b> Research Paper <b>HIST6704:</b> Oral History, Values and Techniques <b>And any Two (2) HISTORY ELECTIVE</b>

## MA IN HERITAGE STUDIES (Not Offered in Academic Year 2020/21)

### ➤ Entry Requirements

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

### ➤ Seminars

M.A. candidates are required to present a paper on their research paper topic in the

Staff/Graduate Seminar workshops held in the second semester. Whilst pursuing taught courses, M.A. candidates are required to attend a minimum of 50% of schedule Departmental Seminar series each year.

### ➤ Programme Outline

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

- Pass 30 credits of taught courses

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

➤ **Programme Duration**

Full-time students are expected to complete the programme in one academic year.

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

➤ **Practicum**

For the practicum, students will be assigned to an appropriate institution for a practicum experience totalling 160 hours (40 hours per week for 20 days). Students are required to

prepare a project proposal, write a reflective journal and prepare a report on the outcome of the implementation of the proposal. The supervisor at the practicum placement site will provide an evaluation report to the programme coordinator.

➤ **Research Paper**

The research paper may be related to interests developed from the courses and other studies.

Students will develop their research proposal throughout the course of the Department’s Graduate Student Research Workshops. A completed proposal must be submitted for approval and the assignment of a supervisor.

➤ **PROGRAMME STRUCTURE**

<b>SEMESTER I</b>
<p><b>HIST6700:</b> Research Paper  <b>HIST6701:</b> History &amp; Heritage: Theory and Application  <b>HIST6802:</b> Cultural Resource Management  <b>And any One (1) HISTORY ELECTIVE</b></p>
<b>SEMESTER II</b>
<p><b>HIST6700:</b> Research Paper  <b>HIST6704:</b> Oral History: Sources and Methods  <b>HIST6718:</b> Practicum in Heritage Studies  <b>And any Two (2) HISTORY ELECTIVE</b></p>

### Research Areas:

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

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

### MPhil IN HISTORY (*Not Offered in Academic Year 2020/21*)

#### ➤ Entry Requirements

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

#### ➤ Programme Outline

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

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

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

#### ➤ Seminars

While pursuing taught courses, all MPhil candidates are expected to attend a minimum of 50% of scheduled Staff/Graduate Seminars each semester.

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

MPhil candidates are required to present and satisfactorily complete at least two (2) research seminars. Candidates are required to register for each research seminar in the relevant semester/academic year using the following code:

1. **GRSM1601**: Graduate Research Seminar I
2. **GRSM1602**: Graduate Research Seminar II

Seminar presentations will be assessed on a pass/fail basis.

#### ➤ Programme Duration

Full-time candidates are expected to complete the MPhil Programme in two academic years.

#### ➤ Examination

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

## PHD IN HISTORY (Not Offered in Academic Year 2020/21)

### ➤ Entry Requirements

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

### ➤ Programme Outline

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

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

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

### ➤ Seminars

PhD candidates who have completed the first year of their registration are required to present their Thesis Proposal in a Seminar (GRSM1901),

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

1. **GRSM1901:** Graduate Research Seminar I
2. **GRSM1902:** Graduate Research Seminar II
3. **GRSM1903:** Graduate Research Seminar III

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

### ➤ Programme Duration

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

### ➤ Examination

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

## COURSE OFFERINGS – AY2020-2021

### SEMESTER I

**HIST6700:** Research Paper

**HIST6003:** Historiography and the Emergence of West Indian History

**HIST6701:** History & Heritage: Theory and Application

**HIST6718:** Practicum in Heritage Studies

**HIST6802:** Cultural Resource Management

**HIST6900:** Graduate Reading Course in Heritage Studies

### SEMESTER II

**HIST6700:** Research Paper

**HIST6702:** Artifacts, Museums and Archives

**HIST6704:** Oral History: Sources and Methods

**HIST6718:** Practicum in Heritage Studies

**HIST6900:** Graduate Reading Course in Heritage Studies

## COURSE DESCRIPTIONS

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

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

### **HIST6301: STATE & THE SOCIETY IN AFRICA 1500-1900**

The course is designed to explain the origins and character of the pre-colonial state and its relationship with civil society prior to the conquest and colonization of the continent by European powers. Discussions will be organized around four broad interrelated themes: the forms of indigenous socio-political organization in Africa before 1900; the indigenous cultural and religious institutions of Africa and their interconnections with the socio-political organizations before 1900; the economic foundations of these socio-political, religious and cultural organizations before 1900; and the consequences of European intervention in Africa's internal affairs during the last quarter of the nineteenth century.

### **HIST6401: THE CRISIS OF PARLIAMENTARY DEMOCRACY: WESTERN EUROPE BETWEEN THE WARS (1918-1939)**

The course examines the process by which, in the wake of the Bolshevik Revolution in Russia, a disastrous post-war settlement, and the onset of the world-wide economic depression, western European states became

increasingly vulnerable to authoritarian movements in the 1920's and 1930's. Varieties of Fascism, above all, appealed to Europeans increasingly disillusioned with parliamentary democracy and it is Fascism, its ideological roots and its practical manifestations, which constitutes the central core of this course.

### **HIST6700: RESEARCH PAPER**

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

### **HIST6701: HISTORY & HERITAGE: THEORY & APPLICATION**

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

### **HIST6702: ARTIFACTS, MUSEUMS & ARCHIVES**

This course is intended to explore the role and value of museums and archives in society. It provides knowledge of the theory and practices in four main arenas: collection, curation, management and display of artifacts in museums. The course introduces students to relevant aspects of theory and practice, and to current issues in these fields. Field visits to museums, historic institutions and archives are integral to the course and are compulsory. The course will be taught through a combination of lecture and seminar discussions – including regular student presentations.

### **HIST6703: HISTORIC LANDSCAPES & ENVIRONMENTAL HISTORY**

An examination of the theoretical and methodological approaches to the study of landscape with emphasis on natural /vernacular and build environment is undertaken in this course. Peoples changing

attitudes toward the land and the means employed to subdue, divide, exploit and manage space and the impact these have on the environment will be discussed. Landscape as layers of history, palimpsests, thus becomes central to this course.

#### **HIST6704: ORAL HISTORY: VALUES & TECHNIQUES**

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

#### **HIST6710: AUDIOVISUAL HISTORY**

This course is a focus on capturing history and heritage through audio-visual/multimedia technologies. In this course, students will learn how to plan, record, edit and distribute history in multimedia format. Students will be introduced to digital audio and video recording software and techniques. The course also examines intellectual property issues, ethical issues and archiving of audio-visual materials. This course will equip students with the knowledge and skills to produce and present Caribbean history and heritage using audio-visual media.

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

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

#### **HIST6718: PRACTICUM IN HERITAGE STUDIES**

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

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

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

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

This course takes postgraduate students through the process of locating relevant reading material on a topic of interest in Heritage Studies, summarising the most relevant information, and critically assessing the usefulness of the information to a field of study, a debate or a piece of research.



The student will select a topic in consultation with a supervisor, read material within the area where the topic falls and meet the supervisor at set times to discuss the progress in their understanding of the literature. The course will assist Heritage Studies research students in mastering skills associated with self-directed learning. Students are provided with a basic structure within which to explore their chosen topic or sub-field within the discipline of Heritage Studies.

#### **RESEARCH PAPERS & SEMINARS**

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

***Message from the Head of Department***

The graduate student in any higher educational institution is the most important asset for the enterprise of driving research, succession planning, and most importantly, responding to the socio-cultural landscape of which graduate students through research become key interpreters. There is thus a significant responsibility that we hold for nurturing graduate success. In light of the foregoing, I am pleased on behalf of the Institute of Caribbean Studies' (ICS) Faculty and Staff, to welcome new and returning graduate students to the 2020/2021 academic year!

If you haven't already heard, the growing areas of Cultural Studies and Applied Cultural Studies, in particular, Cultural and Creative Industries and Music and Performance Studies are our forte. Our cutting-edge Cultural Studies graduate programmes have successfully produced over 40 graduates including 21 Ph.D.'s spread across areas of music, fashion, sport, Rastafari, dancehall, gender, entertainment management, and creative industries. These fundamental areas for scholarly engagement have attracted students and scholars locally, regionally, and internationally. Our graduates at both the M.A. and M.Phil. /Ph.D. levels are all highly placed in organisations such as UNESCO, the RJR/Gleaner Co., the Edna Manley College, JAMCOPY, and various government ministries.

As you embark on this leg of your academic journey, we are delighted to serve and nurture you. We are grateful that you, not only chose this Faculty, but you will entrust the staff of the ICS with academic training toward a component of your professional development. We have spent many years honing our competences as a department and invite you to enter our doors for advice, academic guidance and inspiration when you are in need. We invite you to participate in the ICS seminars, conferences, and annual lectures honouring key figures such as Walter Rodney, Bob Marley, and Stuart Hall. These events are as much for your enrichment as for the general public.

As you strive for excellence in this world-class regional learning environment, we look forward to serving you in your years ahead. Best wishes for a positive year of growth!

***Dr. Sonjah N. Stanley Niaah***  
***Head of Department***

## GENERAL PROGRAMME DETAILS

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

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

## MA, MPhil & PhD IN CULTURAL STUDIES

### ➤ Entry Requirements

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

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

### ➤ Programme Duration

#### **Full-time**

The minimum period of enrolment for the award of the degree is one (1) year for the MA, two (2) years for the MPhil and three (3) years for the PhD. All full-time MPhil candidates are required to submit their theses for examination within three (3) years of their initial registration; and PhD candidates within five (5) years.

#### **Part-time**

For students who register part-time, the minimum period of enrolment for the award of the degree is two (2) years for the MA,

three (3) years for the MPhil and five (5) years for the PhD. All part-time MPhil candidates are required to submit their theses for examination within five (5) years of their initial registration; and PhD candidates within seven (7) years.

### ➤ Final Research Paper/Thesis

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

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

PhD students are required to complete a thesis which should be a maximum of 80,000 words.

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

### ➤ **Upgrading to the PhD**

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

### ➤ **Seminars**

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

### ➤ **Programme Outline**

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

### ➤ **PROGRAMME STRUCTURE**

<b>COMPULSORY COURSES</b>
<b>CLTR6000:</b> Theory & Conceptualization of Culture <b>CLTR6010:</b> Debates in Caribbean Cultural Identity <b>CLTR6030:</b> Dynamics of Caribbean Culture ( <i>yearlong</i> ) <b>CLTR6100:</b> Methods of Inquiry in Cultural Studies  <b>CLTR6990:</b> Research Paper ( <i>Compulsory</i> )
<b>ELECTIVES</b>
<b>CLTR6200:</b> Language & Culture <b>CLTR6230:</b> Caribbean Popular & Creative Culture <b>CLTR6250:</b> Caribbean Cultural Diasporas

### **GRADUATE SEMINARS**

#### **MPhil:**

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

#### **PhD:**

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

## COURSE DESCRIPTIONS

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

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

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

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

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

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

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

The course explores the problems encountered in cultural research and guides students through the methodological approaches applicable to Cultural Studies. By examining the conceptual formulations that

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

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

The primary aim of this course is to explore the relationship between language and culture. In so doing, the course will examine several related topics in some depth to enable students to construct a coherent and cohesive perspective about a subject that is complex and wide ranging. Language plays a crucial role in perpetuating cultural norms in both its oral and printed manifestations. As such, language both embodies and expresses cultural reality, and in so far as it is used to express thoughts and ideas and to describe events and experiences it becomes a symbol of a people's social identity. But language is itself a semiotic system with signs that have a cultural value. Communication is one of the primary uses of language and in this context it is inextricably bound with culture. Language is also a medium through which the cultural identity of a people is expressed. When certain language varieties are subjected to negative value judgments and are prohibited from use in particular domains because of negative valuations and notions of inferiority that are ascribed to them, these negative perceptions are extended to the speakers of these varieties who view the rejection of their language as a form of social and cultural rejection as well. The course will explore these and other issues related to language and culture.

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

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

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

This course explores the complex cultural connections between Caribbean peoples in the region and diaspora. It seeks to understand the question of transnational identity as a lived experience, as well as the meaning of H/home. The course explores

the meanings of the Diasporic experience by reviewing the history/ies of migration and by examining the racial and gender issues that arise. Caribbean cultural circuits created through festivals as well as the spiritual practices that link the metropolitan cities of Toronto, New York and London will also be assessed. As a result, this study of Caribbean Cultural Diasporas challenges the concept of frontiers and boundaries and examines the roots/routes used to create and re-create the Caribbean experience in the metropole.

### **CLTR6990: RESEARCH PAPER**

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

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

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

*Message from the Head of Department*



Our Linguistics Postgraduate Programmes offer a variety of concentrations and emphases that you may choose from. If your interest lies with Language Acquisition, Sociolinguistics, Theory and Approaches to the Teaching of English Language or World Englishes, you need to explore the offerings of our Programmes listed below:

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

We also offer a wide array of electives in Linguistics that are open to post graduate students in other Departments.

Our Philosophy Section offers programmes leading to the MA, MPhil and PhD degrees. Students pursuing a degree in any of these programmes are afforded the opportunity to explore in depth the fundamental principles underpinning human knowledge, ideas and values.

***Dr. Ingrid McLaren***  
***Head of Department***

## LINGUISTICS & ENGLISH LANGUAGE PROGRAMMES

### POSTGRADUATE DIPLOMA IN LINGUISTICS

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

#### ➤ Entry Requirements

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

#### ➤ Programme Delivery

The Diploma in Linguistics is open for both full-time and part-time registration. Full-time students completing coursework normally register in 3 courses each semester, part-time students in two. The Diploma in Linguistics can be completed at minimum, in

two semesters and a summer (full-time), with the possibility of entry in September or January.

#### ➤ Programme Details

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

In addition, students are also required to complete at least **13** other credits in Linguistics courses, for a minimum of **20 credits** in total.

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

#### ➤ PROGRAMME STRUCTURE

##### Minimum of 20 credits broken down as follows:

##### **CORE COURSES:**

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

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

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

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

##### **DEPARTMENTAL REQUIREMENTS**

**LING6011:** Descriptive & Analytic Approaches to the Study of Phonology

**LING6012:** Descriptive & Analytic Approaches to the Study of Syntax

**LING6610:** Creole Linguistics

**LING6310:** Sociolinguistics

##### **ONE /TWO ELECTIVE (S) from the Following:**

**LING6021:** Advanced Topics in Phonology

**LING6022:** Advanced Topics in Syntax

**LING6320:** Advanced Topics in Language Variation

**LING6620:** Advanced Topics in Creole Linguistics

**LING6420:** Discourse Theory & Interpersonal Communication

**LING6103:** Principles and Methods of English Language Teaching

**LING6405:** The Classroom as a discourse space

**LING6107:** Language Acquisition: Theory & Practice in the Caribbean

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

**LING6109:** Linguistics in Language Arts Education

**LING6900:** Graduate Reading Course in Linguistics



## MA IN LINGUISTICS

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

### ➤ Entry Requirements

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

### ➤ Programme Delivery

The MA in Linguistics is open for both full-time and part-time registration. Full-time students completing coursework normally

register in 3 courses each semester, part-time students in two. The MA in Linguistics can be completed at minimum, of two years (full-time), with the possibility of entry in September or January.

### ➤ Programme Details

Students in the MA Linguistics must earn at least **35 credits** in all, of which **6 credits** may be in the form of a MA thesis.

Included in the 35 credits, students are required to complete courses in Research Methodology and Advanced Academic English (exempt for some students), and a workshop on Professionalism in Linguistics.

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

### ➤ PROGRAMME STRUCTURE

#### Minimum of 35 credits broken down as follows:

##### **CORE COURSES:**

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

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

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

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

##### **DEPARTMENTAL REQUIREMENTS**

*(For students with no or insufficient background in following areas of Linguistics)*

**LING6011:** Descriptive & Analytic Approaches to the Study of Phonology

**LING6012:** Descriptive & Analytic Approaches to the Study of Syntax

**LING6310:** Sociolinguistics

**LING6610:** Creole Linguistics

##### **TWO /THREE ELECTIVES from the Following:**

**LING6021:** Advanced Topics in Phonology

**LING6022:** Advanced Topics in Syntax

**LING6320:** Advanced Topics in Language Variation

**LING6620:** Advanced Topics in Creole Linguistics

**LING6420:** Discourse Theory & Interpersonal Communication

**LING6103:** Principles and Methods of English Language Teaching

**LING6405:** The Classroom as a discourse space

**LING6107:** Language Acquisition: Theory & Practice in the Caribbean

**LING6401:** The Grammar of English: An Extraprologatory Approach

**LING6109:** Linguistics in Language Arts Education

**LING6900:** Graduate Reading Course in Linguistics

**NB.**

- Students who take **LING6011, LING6012, LING6310, and LING6610** as Departmental Requirements may take the respective Advanced Core courses (**LING6021, LING6022, LING6320, and LING6620**) as Electives.
- Students have the option of doing a **6-credit Research Paper (LING6599)** in place of **two** Electives.

## **MPhil/PhD IN LINGUISTICS**

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

### ➤ **Entry Requirements**

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

### ➤ **Programme Delivery**

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

### ➤ **Programme Details**

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

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

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

### ➤ **PROGRAMME STRUCTURE**

#### **Minimum of 14 credits in coursework plus a THESIS (6 Credits)**

##### **CORE COURSES:**

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

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

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

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

##### **DEPARTMENTAL REQUIREMENTS**

**LING6023:** Theoretical Approaches to the Study of Syntax

**LING6024:** Theoretical approaches to the Study of Phonology

**LING6320:** Advanced Topics in Linguistic Variation

##### **ONE ELECTIVE from the Following:**

**LING6620:** Advanced Topics in Creole Linguistics

**LING6420:** Discourse Theory & Interpersonal Communication

**LING6103:** Principles and Methods of English Language Teaching

**LING6405:** The Classroom as a discourse space

**LING6107:** Language Acquisition: Theory & Practice in the Caribbean

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

**LING6109:** Linguistics in Language Arts Education

**LING6900:** Graduate Reading Course in Linguistics

➤ **Programme Overview**

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

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

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

➤ **The Programme Calendar**

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

➤ **PROGRAMME STRUCTURE**

<b>YEAR I/SEMESTER I &amp; II</b>
<p><b>LING6008:</b> Morphology and Syntax for Graduate Students  <b>LING6307:</b> Sociology of Language for Graduate Students  <b>LING6014:</b> Research Skills in the English Language</p>
<p><b>LING6302:</b> Sociolinguistics of English Language and Society  <b>LING6304:</b> English in the Digital Environment</p>
<b>YEAR I/SEMESTER III (Summer)</b>
<p><b>LING6007:</b> Phonetics and Phonology for Graduate Students  <b>LANG6099:</b> Advanced Academic English Language Skills</p>
<b>YEAR II / SEMESTER I &amp; II</b>
<p><b>LING6406:</b> The Pronunciation and Spelling of English  <b>LING6401:</b> The Grammar of English” An Extrapolatory Approach</p>
<p><b>LING6402:</b> World Englishes  <b>LING6100:</b> Professional &amp; Technical Writing in English: Theory &amp; Practice (<i>Professional Option</i>)                      OR  <b>LING6201:</b> Comparative Caribbean English-lexified Creole (<i>Education Option</i>)</p>

## YEAR II / SEMESTER III (Summer)

**LING 6106:** The Content of the Tertiary Level English Language Courses

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

**LING 6103:** Theory & Approaches to the Teaching of the English Language (*Education Option*)

## MA, MPhil & PhD in PHILOSOPHY

### ➤ Programme Outline

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

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

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

### ➤ Entry Requirements

Persons with University degrees in any discipline may be admitted. However, persons with little or no background in Philosophy at undergraduate level may be required to come in as Qualifying Students, and pass prescribed undergraduate

### ➤ PROGRAMME STRUCTURE

#### REQUIRED COURSES

**PHIL6001:** Advanced History of Philosophy

**PHIL6002:** Advanced Epistemology

**PHIL6003:** Advanced Metaphysics

**PHIL6004:** Advanced African Philosophy

**PHIL6005:** Advanced Value Theory

**PHIL6006:** Advanced Political Philosophy

**PHIL6599:** Research Paper

Philosophy courses, before being admitted to the MA Philosophy programme.

### ➤ Research Degrees - MPhil / PhD

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

### ➤ Assignment to supervisors

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

### ➤ Upgrading to PhD

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

## COURSE DESCRIPTIONS

### LANGUAGE COURSES

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

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

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

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

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

Making editorial decisions is almost invariably one of the functions which anyone styled to be an 'expert' in the English Language is expected to be able to do. Thus, almost inevitably, a graduate from this specialisation will be expected to perform is that of editing English Language texts. This course seeks to formalise the student's exposure and training of the English

Language expert so that the functions of arbiter on style, intelligibility and referencing conventions, can be carried out with professionalism and proficiency. It also familiarises them with the digital tools necessary to aid in the entire range of editorial functions with reference to English.

### LINGUISTICS COURSES

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

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

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

This course is divided into two sections, a morphology section and a syntax section. In the Morphology section you will learn about how words are constructed. The focal point will be basic building blocks, called morphemes, and the kinds of functions and meanings that these building blocks can perform, both within the word and across words in a sentence. The syntax section overlaps to some degree with the morphology section. It looks at the relationship between words in a sentence and the ways that these are expressed by means of inflectional morphology, through

word ordering and as a result of membership of phrases that are themselves components of the sentence. In applying what they have learnt, students will be required to take a small corpus of English Language material and present a basic grammatical description of this material, covering its morphology and syntax, as a short research paper.

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

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

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

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

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

This course is about researching and research methods and demystifying certain

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

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

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

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

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

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

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

theoretical approaches under consideration have been, and could be used as the basis of the treatment of creole language data.

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

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

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

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

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

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

the speaking of English in academic and professional contexts.

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

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

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

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

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

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



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

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

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

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

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

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

and/or loss of language varieties, ecolinguistics and language planning.

### **LING6310: SOCIOLINGUISTICS**

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

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

The goal of this course is to study language use from the perspective of models which seek to interpret and to predict the choice of language features by individual speakers and the groups to which they belong. It tracks significant contributions of variation studies in Linguistics, starting with the critiques of Chomskyan Linguistics in the 1960s by Hymes and Labov. The course moves the student to the most recent work in the area via a path which produces an understanding of how the sub-discipline developed. The course will particularly favour approaches which have been applied to the Caribbean language situation.

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

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

### **LING6402: WORLD ENGLISHES**

This course exposes students to the wide distribution and continual spread of



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

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

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

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

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

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

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

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

This course focuses on the Creole languages of the Caribbean, and explores issues

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

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

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

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

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

use software to carry out a morphosyntactic analysis of a body of fieldwork data.

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

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

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

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

### **PHILOSOPHY COURSES**

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

This course considers some of the central problems and some of the central thinkers of a specific period, to be determined by the course lecturer, in the History of Philosophy, and expects a reading of the primary texts of the periods under study. The periods include Philosophies of the Ancient World (e.g., India, China, Asia Minor and Africa); Socrates, Plato and Aristotle; Post-Aristotelian Philosophy–Christianity in its early days, Medieval Philosophy; Modern Philosophy–Bacon, Descartes, Leibnitz, Spinoza, Malebranche, Hobbes, Locke, Hume,

Rousseau, Machiavelli, Berkeley, Kant, etc.; Contemporary period–Wittgenstein, Russell, Rorty, Derrida, Ayer, Quine, Wiredu, Sodipo, Nkrumah, Garvey, Malcolm X, Du Bois, Nyerere, Awolowo, etc.

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

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

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

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

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

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

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

This advanced course in ethics and ethical theory will look critically at Ethics and

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

**PHIL6006: ADVANCED POLITICAL PHILOSOPHY**

This course examines philosophical theories of political organization. Such issues as justice, distributive justice and power, rights, freedom, slavery, colonialism, individualism, legitimacy, ideology, alienation, rape, sexual harassment, pornography, racism and

racialism, the new globalism, multicultural politics and the public good will be discussed. Current conceptual, ontological, epistemological, and methodological issues in philosophy of social science will be examined. This course will examine the age of ideology, the place of education in socio-political engineering, and indoctrination versus coercion in the political arena.

**PHIL6599: RESEARCH PAPER**

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

***Message from the Head of Department***

On behalf of the Faculty and Staff, I warmly welcome you to the Department of Library and Information Studies. Archives, libraries and museums are recognized worldwide as important institutions and therefore, the training of archivists, librarians and curators are growing fields to prepare information professionals to manage the rapid increase in the production of recorded information.



The Department delivers four (4) comprehensive graduate programmes. The Archives and Records Management programme has 36 credits and was developed to provide a dedicated space for the academic analysis of Caribbean memory and recordkeeping practices, which are emerging out of the realities of the Caribbean experiences.

The Master of Arts in Library and Information Studies has 36 credits and was specifically designed for practicing information professionals who need to pursue a master degree in their field of practice while the Master of Library and Information Studies also with 36 credits, was developed for prospects with an undergraduate degree other than librarianship. The Master of Library and Information Studies has two options. Students can either choose to do the Independent Study or the Research Paper. If the Independent Study is selected, students will need to take an extra course to get the 36 credits.

In order for you to get on the job training, the Archives and Records Management Programme and the Master of Library and Information Studies have an Internship Programme in which students are assigned to archives, libraries, museums, documentation or heritage centres.

Our revitalized MPhil/PhD programme offers mature candidates the privilege of contributing new scholarship to the dynamic domain called *Information Studies*. Information Studies is an interdisciplinary domain concerned with the creation, organization, management, and uses of information in all its forms, formats and expressions. It includes Archival Studies, Library Studies, Museum Studies and Records Management and applies the practices, perspectives, and tools of management, information technology, information preservation, history and cultural heritage to the creation, collection, organization, preservation, and dissemination of information resources. We welcome our new candidates and look forward to your exciting research projects.

These programmes are offered online and face-to-face making it possible to pursue the programmes in the comfort of your homes or engage with lecturers face-to-face in an attractive and conducive Department on the beautiful Mona Campus. Students are trained, for example, in the use of technology, creating databases, digital curation, metadata and preservation and preservation of resources in tropical environment. Our programmes prepare students to become knowledgeable and skilled information professionals who will play a pivotal role in society by having the capacity to manage information units and provide various effective information services to meet users' information needs.

These are exciting days for our Department! Thank you for choosing to pursue your ambitions with us! We look forward to an exciting and productive year. Welcome!

***Dr. Paulette Stewart***  
***Head of Department***

➤ **Programme Objective**

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

➤ **Entry Requirements**

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

➤ **Duration of Programme**

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

additional courses for Option 2.

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

➤ **Programme Outline**

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

1. **TEN** 3-credit courses totalling 30 credits
2. Six weeks practicum (fieldwork, 3 credits)

**AND**

3. **OPTION 1:** Research Paper of 10,000-15,000 words (6 credits)

**OR**

**OPTION 2:** Independent Study worth 3 credits and the course LIBS6901: Trends & Issues in the Library & Information Environment (3 credits)

➤ **PROGRAMME STRUCTURE**

**YEAR I/SEMESTER I:**

**CORE COURSES**

**LIBS6001:** Foundations of Library & Information Studies

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

**LIBS6301:** Bibliography and Reference Methods & Materials

**LIBS6501:** Information Technology I

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

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

**ELECTIVES**

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

**LIBS6203:** Metadata & Resources Discovery

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

<b>YEAR I/SEMESTER II:</b>
<p><b>CORE COURSES:</b>  <b>LIBS6201:</b> Catalogue Creation &amp; Use  <b>LIBS6401:</b> Research Methods in Library &amp; Information Studies  <b>*LIBS6307:</b> Information Sources in the Humanities, Social Sciences and Science &amp; Tech  <i>(*All students must complete a resource-based course; either LIBS6306 or LIBS6307)</i></p> <p><b>ELECTIVES</b>  <b>LIBS6003:</b> Information Literacy Instruction  <b>LIBS6503:</b> Introduction to Digital Libraries</p>
<b>SUMMER TERM/SEMESTER III</b>
<p><b>LIBS6202:</b> Subject Analysis &amp; Indexing in Information Retrieval  <b>LIBS6504:</b> Integrated Library Systems</p> <p><b>ELECTIVE</b>  <b>MGMT6015:</b> Basic Statistics</p>
<b>YEAR II/SEMESTER I</b>
<p><b>LIBS6899:</b> Research Paper <i>OPTION 1</i>  <b>OR</b>  <b>LIBS6902:</b> Independent Study <i>OPTION 2</i></p> <p><i>NB. Students opting to do <u>OPTION 2</u> should register for LIBS6901 in <u>SEMESTER I/YEAR I</u></i></p>
<b>YEAR II/SEMESTER II</b>
<b>LIBS6899:</b> Research Paper <i>OPTION 1</i>
<b>SUMMER TERM/SEMESTER III</b>
<b>LIBS6904:</b> Practicum in Library and Information Studies <i>(six weeks)</i>

## MA IN LIBRARY & INFORMATION STUDIES (MALIS) *(Face to Face & Online)*

### ➤ Programme Objective

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

### ➤ Entry Requirements

Admission to the programme will normally require:

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

### ➤ Programme Duration

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

### ➤ Programme Outline

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

➤ PROGRAMME STRUCTURE

<b>YEAR I /SEMESTER I</b>
<b>CORE COURSES</b> <b>LIBS6501:</b> Information Technology I <b>LIBS6901:</b> Trends & Issues in the Library & Information Environment <b>*LIBS6306:</b> Legal Information Resource Management <i>(*All students must complete a <b>resource-based course</b>; either <b>LIBS6306</b> or <b>LIBS6307</b>)</i>  <b>ELECTIVES</b> <b>LIBS6203:</b> Metadata & Resources Discovery <b>LIBS6801:</b> Copyright Issues Affecting Caribbean Libraries and Information Services  <b>One (1) course from another Dept. or Faculty with the approval of DLIS</b> <b>E.g. HIST6702:</b> Artifacts, Museums and Archives
<b>YEAR I /SEMESTER II</b>
<b>CORE COURSES</b> <b>LIBS6002:</b> Information, Communication & Society <b>LIBS6003:</b> Information Literacy Instruction <b>LIBS6401:</b> Research Methods in Library and Information Work <b>*LIBS6307:</b> Information Sources in the Humanities, Social Sciences and Science & Tech <i>(*All students must complete a <b>resource-based course</b>; either <b>LIBS6306</b> or <b>LIBS6307</b>)</i>  <b>ELECTIVES</b> <b>LIBS6503:</b> Introduction to Digital Libraries <b>One (1) course from another Dept. or Faculty with the approval of DLIS</b>
<b>SEMESTER III/SUMMER TERM</b>
<b>CORE COURSES</b> <b>MGMT6015:</b> Basic Statistics <b>LIBS6504:</b> Integrated Library Systems  <b>LIBS6899:</b> Research Paper (under supervision) <b>LIBS6899:</b> Research Paper (10,000-15,000 words)
<b>YEAR II /SEMESTERS I AND II</b>
<b>LIBS6899:</b> Research Paper

## MA IN ARCHIVES AND RECORDS MANAGEMENT (MAARCM) (face to face & online)

### ➤ Programme Objective

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

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

### ➤ Entry Requirements

Admission to the programme will normally require:

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

### ➤ Programme Outline

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

### ➤ PROGRAMME STRUCTURE

<b>YEAR 1 / SEMESTER I</b>
<b>CORE COURSES:</b> <b>ARCM6001:</b> Fundamentals of Archives and Records <b>LIBS6106:</b> Management of Library & Information Units <b>ARCM6010:</b> Methods of Inquiry for Archives and Recordkeeping
<b>YEAR 1 / SEMESTER II</b>
<b>CORE COURSES</b> <b>ARCM6002:</b> Acquisition, Organization and Access of Archival Materials <b>ARCM6003:</b> Preservation of Archival Materials in Tropical Environments <b>ARCM6004:</b> Records Management in the Digital Age
<b>YEAR 1 / SUMMER</b>
<b>ARCM6005:</b> A Practicum in an approved archives/records management facility 3 credits
<b>YEAR 2 / SEMESTER 1</b>
<b>CORE COURSES:</b> <b>ARCM6006:</b> Memory and Recordkeeping in the Caribbean <b>ARCM6007:</b> Preserving and Managing Sound and Visual Media <b>LIBS6501:</b> Information Technology I <b>ELECTIVES</b> <b>LIBS6002:</b> Information Communication and Society <b>ARCM6008:</b> Digital Curation <b>ARCM 6011:</b> Archival Advocacy and Community Archives in the Caribbean
<b>YEAR 2 / SEMESTER II</b>
<b>ARCM6009:</b> Research Paper (10,000—15,000 words)  <i>Students are expected to begin working on their Research Paper which should be handed at the end of the 3<sup>rd</sup> Semester – Summer Term.</i>



### ➤ Introduction

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

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

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

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

The programme will facilitate the student to evaluate seminal and current theories and models, as well as demonstrate a rich understanding of the literature and research methodologies in the field. Through the

programme, the student will be assisted in honing the research problem, developing the investigation with competence and rigour, and presenting the achievements and findings with intellectual maturity. The student will be required to register for and successfully complete three taught courses. The programme lasts for a minimum of three (3) years full-time, beginning in September. Applicants should provide a research proposal outlining the scope of the intended study at time of application.

### ➤ Qualifications for Admission

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

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

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

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

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

## COURSE DESCRIPTIONS

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

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

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

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

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

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

information behaviour will be explored and the impact that this has on users when they seek information. Students will be allowed to conduct needs assessments, and get practice in writing effective library research assignments.

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

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

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

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

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

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

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

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

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

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

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

This course is intended to acquaint students with the nature of the literature related to the Humanities, Social Sciences and Science and Technology. It examines the information services related to each discipline and seeks to acquaint students with the characteristics of the users of the literature in these disciplines. It examines the information

seeking behaviours of researchers in the Humanities, Social Sciences and Science and Technology and the primary, secondary and tertiary sources of information used by these scholars. The course also focuses on the access to Caribbean information resources for these disciplines in relation to communication and improved access to resources. It also includes the description of the traditional scholarly communication process and assesses the impact of information communication technology on this process.

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

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

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

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

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

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

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

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

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

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

### **LIBS6899: RESEARCH PAPER**

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

research in a formal and collegial setting and to get feedback about their research.

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

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

### **LIBS6902: INDEPENDENT STUDY**

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

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

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

### **MGMT6015: BASIC STATISTICS**

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

The course places strong emphasis on understanding the fundamental statistical concepts, interpreting data and the results of statistical analysis and not on the details of

the computation (formulae). In delivering the course, efforts will be made to present each of the techniques in the context of real library problems and the statistical results will be used to illustrate how librarians can obtain insights on the solution to problems they are likely to encounter in practice. SPSS (Statistical Packages for the Social Science) will be used for the practical and application component of the course.

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

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

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

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

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

This course begins by examining the composition of archival materials in their varied formats and identifying those factors –both internal to their physical structures and influenced by external (environmental) elements - which cause them to deteriorate especially under tropical conditions. It then offers some solutions to prolonging the life of the materials before outlining the main

factors in a Preservation Programme. It discusses the options available to rehabilitating damaged/deteriorated materials either by restoring them to their original condition or by reformatting the information in them by microphotography or digitization techniques. The vulnerability of tropical countries to natural disasters as well response mechanisms to these disasters is covered in Disaster Planning. Using case studies of actual disasters, the difficulties small and economically vulnerable island states experience in coping and recovering from these harrowing events will be discussed.

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

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

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

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

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

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

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

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

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

#### **ARCM6008: DIGITAL CURATION**

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

#### **ARCM 6009: RESEARCH PAPER**

After completing the core courses it is expected that the students should be able to apply the lessons they have learned to exploring or investigating an issue relevant to one or both of the disciplines. The

Research Paper is based on an approved topic to be selected by the student relating to an aspect of Archival Studies. Under the guidance of a faculty member the student will conduct this research that will reflect a clear understanding of issues and offer practical solutions from the perspectives of Archival Studies.

#### **ARCM 6010: METHODS OF INQUIRY FOR ARCHIVES AND RECORDKEEPING**

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

#### **ARCM 6011: ARCHIVAL ADVOCACY & COMMUNITY ARCHIVES IN THE CARIBBEAN**

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

#### **PLEASE NOTE:**

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

***Message from the Head of Department***



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

***Rachel Moseley-Wood, PhD***  
***Head of Department***

## MA IN LITERATURES IN ENGLISH

### ➤ Academic Aims & Objectives

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

### ➤ Programme Goals & Objectives

On successful completion of the programme, students should:

- i. Have a solid grounding in literary studies and demonstrate knowledge of major periods, theories, methodologies, movements and genres in postcolonial and Caribbean literatures.
- ii. Have an enhanced awareness of the theoretical and cultural contexts of literary work.
- iii. Demonstrate sophisticated rhetorical skills of critical analysis, argumentation, and explication.
- iv. Demonstrate the ability to conduct independent research, by contributing

original work to the field, and engaging the theoretical discussions central to the field.

- v. Be able to independently design and teach secondary and tertiary level courses in literature.
- vi. Apply acquired knowledge and critical and creative skills in relevant professional and occupational contexts

### ➤ Programme Details

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

### ➤ Programme Duration

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

### ➤ Assessment of Student Performance

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

### ➤ PROGRAMME STRUCTURE

#### **COMPULSORY CORE COURSES & RESEARCH PAPER**

**LITS6001:** Twentieth Century Literary Theory

**LITS6690:** Research Methods in Literary Discourse

**LITS6000:** Research Paper

#### **ELECTIVES**

**Any FIVE of the following:**

**LITS6004:** Caribbean Poetics

**LITS6202:** Women, Fiction and Gender

**LITS6501:** Special Topics in West Indian Literature

**LITS6203:** Women, Poetry and Gender **OR**

**LITS6701:** Modern African Literature

**LITS6404:** Post colonialism and Shakespeare Criticism **OR**

**LITS6105:** Postcolonial Literatures and Theories

#### **OTHER:**

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

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



## MPhil/PhD IN LITERATURES IN ENGLISH

### ➤ MPhil Programme

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

### ➤ PhD Programme

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

## COURSE DESCRIPTIONS

### **LITS6001: TWENTIETH-CENTURY LITERARY THEORY**

The course explores the nature, development, and range of literary theory in the 20th century, as well as its contemporary deployment. Special attention will be given to selected topics from New Criticism, Marxist theory, Structuralism, Deconstruction, New Historicism, Feminist theory, African-American theory, Caribbean theory, Northrop Frye, Mikhail Bakhtin, and Postcolonial theory.

### **LITS6004: CARIBBEAN POETICS**

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

### **LITS6105: POSTCOLONIAL THEORIES AND LITERATURES**

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

what are the strengths or weaknesses of conceiving of postcolonial literatures as a field of comparative study and as ideologically driven by counter-discursive impulses?

### **LITS6202: WOMEN, FICTION AND GENDER**

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

### **LITS6203: WOMEN, POETRY AND GENDER**

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

### **LITS6404: POSTCOLONIALISM AND SHAKESPEARE CRITICISM**

This course aims to familiarize students with the Shakespearean canon, which has long been central to the study of literatures in English, even as it advances students' understanding of the ways in which that canon has been appropriated and its centrality challenged by postcolonial thinkers of the 20<sup>th</sup> century. As they explore theories and histories of colonialism and postcolonialism in and through several major Shakespearean plays, students will think and write about the various roles of Shakespearean production and reception in producing, supporting, and subverting dominant paradigms of nation, race, gender, subjectivity, and power in the past and present. The course will pay special attention to Shakespeare's important place in Caribbean writings of the 20<sup>th</sup> century by George Lamming, Aimé Césaire, Roberto

Fernández Retamar, Elizabeth Nunez, and others. Finally, the course will prompt and facilitate consideration of the conflicted meanings of “Shakespeare” as a global or even “universal” icon of literary genius; a prime representative of the British legacy; an expression of Western cultural history that includes key depictions of colonial encounter; and a space of resistance to oppression.

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

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

**LITS6690: RESEARCH METHODS IN LITERARY DISCOURSE**

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

**LITS6701: MODERN AFRICAN LITERATURE**

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

**LITS6000: RESEARCH PAPER**

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

*Message from the Head of Department*



Within the framework of a holistic and humanistic education in sync with the general mission of our Faculty, interculturalism as paradigm for the teaching and learning of foreign languages and cultures is the main thrust of all postgraduate programmes in the Department of Modern Languages and Literatures. Masters and doctoral studies in Translation, Literatures, and Language and Literatures in French and Spanish, will equip you with the knowledge and skills needed in your chosen field of studies. In today's postmodern, plural and multi-ethnic world, intercultural communication and practices are imperative for any profession, and our postgraduate programmes are solidly structured to further trigger your creativity and

knowledge to transform crises into equitable opportunities for growth and inclusion. You are invited to get involved in the engaging intercultural dynamism of our Department along with our dedicated lecturers from Argentina, China, Colombia, Cuba, El Salvador, France, Haiti, Jamaica, Japan, and Spain.

Welcome!

***Dr. Nina Bruni***  
***Head of Department***

## GENERAL PROGRAMME DETAILS

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

### 1. French

- Creole Language Studies
- The French Language in the Caribbean
- Modern Language Teaching in a Creole-speaking region
- Caribbean Literature in French with special reference to the poetry and prose of Haiti, Martinique and Guadeloupe.
- African Literature in French
- Women writers from the French Caribbean and Francophone West
- Africa Francophone Culture

### 2. Spanish

- 20th Century Spanish Novel
- Spanish Caribbean Literature
- Central American Literature
- Selected Spanish American authors
- Afro-Hispanic Literature

### 3. French & Spanish & or English

- Comparative study of Caribbean Literatures in Spanish, French and English.

## MA IN TRANSLATION (SPANISH AND FRENCH)

### ➤ Entry Requirements

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

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

*NB. Prospective candidates may be required to do a diagnostic test.*

### ➤ Programme Rationale

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

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

appropriate equivalent of the source text. The programme will also enable students to assess their own translation performance and competence.

### ➤ Programme Description & Outline

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

Students will be provided with hands-on experience and training in the use of Computer Assisted Translation (CAT) tools needed in the translation of a wide variety of textual genres, from different fields (technical, scientific, legal, literary and journalistic). In order to ensure that the programme is kept up-to-date, each course will rely heavily on the use of current,

authentic material provided by the lecturer or sourced by the student. Delivery of courses will not be lecturer-dominated but will require student participation and peer assessment. Guest lectures will also be participatory.

➤ **Academic Aims & Objectives**

The programme aims to:

- Enhance students’ linguistic skills in English, French and Spanish;
- Expose students to current theoretical thinking and linguistic theories on translation and help them to develop an understanding of their relation to the practice of translation;
- Aid students in developing their critical and analytical skills, composing skills, research and production skills and improve their overall cognitive abilities through the translation process.
- Develop in students the ability to draw on extra-linguistic knowledge, to make sound decisions in translation;
- Develop students’ ability to manage translation projects.

➤ **Assessment & Research Project**

Assessment will involve translation, research essays and/or project reports.

➤ **PROGRAMME STRUCTURE**

**CORE COURSES**

**TRAN6101:** Principles and Practices of Translation

**TRAN6102:** General Translation

**TRAN6103:** Institutional Translation

**TRAN6104:** Technical Translation

**TRAN6201:** Financial Translation

**TRAN6202:** Management of Translation Projects

**TRAN6203:** Legal Translation

**TRAN6204:** Research Project (Commented Translation/Extended Translation)

MA candidates will be required to do a Commented/Extended Translation (TRAN6204 - a 15,000-word Research Project from either French and/or Spanish).

Texts for translation will be of high level complexity, have not been previously translated and must be related to any of the topics in the programme. The translation will be done as commented/extended translation. A commented or extended translation means that the translated text is accompanied by a critical commentary which includes the linguistic challenges, justification of translation choices, research related to the text, detailed glossary and a bibliography in MLA format. The critical commentary for translation should add up to no less than 15, 000 words.

➤ **Award of Degree**

To qualify for the award of the degree, candidates must pass all course work, exams and the research project, with a minimum of 50%.

Candidates may be allowed only one re-sit of one failed course by the Board for Graduate Studies on the recommendation of the Examiners. Students who fail both courses in Year 1 will be required to withdraw.

## **MPhil AND PhD PROGRAMMES**

MPhil and PhD candidates are required to take **9 credits** of taught Graduate courses, two courses from the Department of Literatures in English and one from St. Augustine, Department of Modern Languages and Linguistics (see list below). Students conducting research on French or Spanish language teaching and learning shall take these credits in the School of Education.

### **YEAR I/SEMESTER I & II**

#### ***Courses (from the Department of Literatures in English)***

**LITS6001:** Twentieth-Century Literary Theory

**LITS6105:** Postcolonial Literatures and Theories

Any other Theory Course from the Department of Literatures in English

#### ***Course (from the St. Augustine Campus)***

**SPAN6039:** From Autobiography to Testimonial: Narratives of Authority, Self & Community  
THESIS

## COURSE DESCRIPTIONS

### **TRANS 6101: PRINCIPLES AND PRACTICES OF TRANSLATION**

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

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

### **TRANS6102: GENERAL TRANSLATION**

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

### **TRANS 6103: INSTITUTIONAL TRANSLATION**

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

### **TRANS6104: TECHNICAL TRANSLATION**

Students will be required to translate scientific and technical texts, from specialized areas such as technology, metrology, computer science, medicine, engineering, construction, water, roads and transport. Course material will be drawn

from the vast amount of literature available in these fields.

### **TRANS 6201: FINANCIAL TRANSLATION**

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

### **TRANS6202: MANAGEMENT OF TRANSLATION PROJECTS**

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

### **TRANS6203: LEGAL TRANSLATION**

The course provides exposure to the study of the types of legal documents most likely to be encountered by professional translators. It introduces students to common legal concepts, terminology and instruments, using a comparative approach to the analysis and translation of the language and conventions of the common law and civil law systems. The materials to be translated are documents commonly used in the four areas of focus - certificates, deeds, declarations, wills, divorce decrees, division of property, leases, sale agreements, mortgages, debentures, promissory notes, bills of sale, insurance contracts, tax assessments.

### **TRANS6204: FINAL RESEARCH PROJECT - COMMENTED/EXTENDED TRANSLATION**

All students in the MA in Translation Programme (Spanish/French) will be



required to translate **two 2,500-word texts (one from French and one from Spanish)**.

Texts for translation will be of high level complexity, have not been previously translated and must be related to any of the topics in the programme. Both texts will be done as commented/extended translations.

A commented or extended translation means that the translated text is accompanied by a critical commentary which includes the linguistic challenges, justification of

translation choices, research related to the text, detailed glossary and a bibliography in MLA format. The critical commentary for both translations should add up to no less than 15,000 words (i.e. 7,500 words per text).

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

### *Message from the Head of Department*



On behalf of the staff of the School of Education (SOE) it is with great pleasure that I welcome all students to the Faculty of Humanities and Education as incoming Director of the SOE. I also extend a very special welcome to the new undergraduate and graduate students who have chosen to pursue studies in Education and at the UWI.

The School of Education serves a fairly wide cross-section of persons – pre-trained and trained teachers, teacher educators, educational leaders and other professionals at all levels of the education system. We are mindful of the fact that there are several options available for furthering your studies and yet you

have made a choice to pursue studies at the UWI. We are therefore committed to providing quality education for all our students through the wide range of programmes, offered via various modalities at the undergraduate and graduate levels.

If you are an undergraduate, you are either an aspiring teacher who has decided to do the B. Ed degree to become professionally certified or you are already teacher-trained, but need to upgrade your status from a teaching diploma to a Bachelor's degree. While some postgraduate students are here for professional certification, the majority of you are here to pursue Masters or Doctoral degrees for career advancement.

We continue to take steps to improve the services we offer to our students. These include:

- Upgrading our website to provide more information on the courses and programmes we offer, and the research and outreach projects being conducted in the School.
- Expanding the reach of our programmes in Jamaica and the Caribbean through the use of web-conferencing technology. The B.Ed. In-service programme is showing steady growth in Mathematics, English and Social Studies Education. This programme is offered on a part time basis by blended delivery to teachers who need to obtain the B.Ed. degree but are unable to get leave to pursue full-time study at this time. For the past 6 years the SOE has also offered the Post Graduate Diploma in Education by blended delivery to students in countries such as Jamaica, St. Lucia, Dominica, Montserrat, Bermuda, Anguilla and the Cayman Islands, through the MEd Summer and Online Unit.
- Increasing the number of M.Ed degree programmes is one of our priorities. This year we will offer the M.Ed in Education for Sustainable Development, Global Citizenship and Peace for the first time. We also anticipate offering, for the first time, the M.Ed in Special and Inclusive Education to a group of students from Belize.
- Constantly upgrading our facilities to ensure that the learning environment is aesthetically pleasing, comfortable and technologically adequate is important to us in the School. Our newest classroom, SLT4, boasts cutting edge technology for the delivery of classes by web conferencing.

I hope that your UWI experience will be rich, rewarding and memorable. While you give priority to your academic pursuits, I encourage you to strike the right balance and also to get involved in university life. Make use of the range of opportunities for service, fun and personal development. Try to interact meaningfully with the wide cross-section of students who are also here. These interactions can be the start of lasting friendships and professional networks. Take advantage of the student advising sessions and other activities at orientation to obtain accurate information on your programmes. Become familiar with the resources in the libraries, come prepared for classes and, above all, approach your studies with diligence, honesty and the utmost integrity.

I wish you a very productive and rewarding academic year.

**Marcia Rainford, PhD**  
**Director, School of Education**

### Overview of Face-to-Face Programmes

The Master's programme offered by the School of Education is delivered through face-to-face and online classes. The face-to-face classes are offered in the afternoons between the hours of 4:00 to 7:00 pm or 5:00 – 8:00 pm, Mondays through Fridays.

The Master of Education (M.Ed.) programmes which are offered face-to-face are Curriculum and Instruction, Educational Psychology, Science Education, Mathematics Education, Educational Measurement, Educational Administration, Language Education, Early Childhood Education (Pedagogy), Literacy Studies (self-financed) and Educational Planning and Policy (self-financed).

The Master of Arts (MA) programmes which are offered face-to-face by the School are the Master of Arts in Technical Vocational Education and Training and Workforce Development (self-financed), Master of Arts in Teacher Education and Teacher Development and the Master of Arts in Higher Educational Management (self-financed).

MPhil and PhD programmes are offered in most of the specializations mentioned above. The Master's programmes offered by the School of Education are structured to meet the needs of diverse learners, targeting their academic development, professional certification, and personal goals. The list of masters courses are fully outlined below.

## M.Ed. CURRICULUM AND INSTRUCTION

### ➤ Programme Summary

This option builds on basic curriculum theory already covered at the undergraduate level and strengthens students' understanding of the foundational principles in philosophy, psychology and sociology that undergird curriculum development. It examines ways in which the curriculum field has been reconceptualised and provides an in-depth study of curriculum change and implementation. A comparative study of various attempts at curriculum reforms both in the Caribbean and further afield demonstrates how curriculum decision making and policy can be informed by research. Evaluation theory and various approaches used in doing evaluations provide a sound preparation for graduates of this option to evaluate programmes. Students who do this option are encouraged to do graduate courses in their areas of specialisation in order to hone their skills and competencies as curriculum developers. The option targets those who foresee a career in

curriculum development in Curriculum Units in the Ministries of Education, as lecturers in curriculum development at the tertiary level as well as practitioners in the private sector with jobs that require curriculum development skills.

This programme targets professionals involved in curriculum development at the international, regional, national, institutional, and classroom levels. It is designed to enable participants to explore issues relevant to curriculum development, implementation, institutionalization and evaluation with a view to developing skills in curriculum analysis and decision-making at various levels. Participants should be able to further their understanding of the curriculum innovation and change process with reference to significant curriculum reforms at the local, regional and international levels. This programme is offered both online and face-to-face.

## ➤ PROGRAMME STRUCTURE

### Option A: Twelve Taught Courses ONLY - 36 Credits

#### Compulsory Courses

**EDCU6017:** Philosophical, Psychological and Sociological Foundations of Curriculum

**EDCU6018:** Principles of Curriculum Development, Implementation and Evaluation

**EDCU6026:** Curriculum Evaluation

**EDCU6024:** Pedagogies Across the Caribbean

**EDCU6310:** Curriculum Policy and Planning

**EDRS6002:** Research Methods

**EDRS6004:** Applied Research in Education

#### ONE Additional Research Course from list below

**EDRS6023:** Introduction to Qualitative Research *OR*

**EDRS6726:** Quantitative Research Methods *OR*

**EDRS6003:** Mixed Methods Research in Education

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

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

#### Compulsory Courses:

**EDCU6017:** Philosophical, Psychological and Sociological Foundations of Curriculum

**EDCU6018:** Principles of Curriculum Development, Implementation and Evaluation

**EDCU6026:** Curriculum Evaluation

**EDCU6024:** Pedagogies Across the Caribbean

**EDCU6310:** Curriculum Policy and Planning

**EDRS6002:** Research Methods

#### ONE Research Course from list below:

**EDRS6023:** Introduction to Qualitative Research *OR*

**EDRS6726:** Quantitative Research Methods *OR*

**EDRS6003:** Mixed Methods Research in Education

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

## M.Ed. EDUCATIONAL PSYCHOLOGY

### ➤ Programme Summary

The primary goal of Educational Psychology is to help our educators develop their abilities to work effectively with children and adolescents – in other words, to teach. Emphasis, however, is also on an educator with a broader base – one who can offer training and expertise to a wider workforce.

Educational Psychology includes theory and research about human learning and development, particularly as they relate to students' experiences in schools. It is also an applied subject with implications for instructional methods and teacher behaviour. The programme seeks to provide

a balanced view of Educational Psychology by including many suggestions for instructional practice and, at the same time, developing a deeper understanding of the nature of learning and teaching.

The programme focuses on human learning and development. It also stresses cognitive development, memory socialization and development in family, school and society. Teachers trained in, say, Cognitive Psychology are better equipped to teach children about, for example, the brain and its functioning and how to cope with their learning etc. Focus is also placed on group differences and diversities, special needs and the broad range of student ability. How to

effectively instruct through interesting and productive methods and the use of positive classroom management techniques are also given immense priority. The programme also involves the measurement of achievement outcomes, together with the

development of techniques to help educators create and use methods, as well as interpret and apply the results. References are selected from a wide range of international literature as well as those that are locally done/sourced.

➤ **PROGRAMME STRUCTURE**

**OPTION A : TWELVE Taught Courses - 36 Credits**

**Compulsory Courses:**

**EDPS6013:** Cognition and Learning

**EDPS6003:** Human Growth and Development

**EDPS6012:** Social Psychology and its Implications for Education

**EDPS6005:** Measurement of Psychological and Educational Constructs

**EDRS6002:** Research Methods

**EDRS6004:** Applied Research in Education

**ONE Research Course from list below:**

**EDRS6023:** Introduction to Qualitative Research *OR*

**EDRS6726:** Quantitative Research Methods *OR*

**EDRS6003:** Mixed Methods Research in Education

**Recommended Electives**

**EDCU6003:** Learning Disabilities

**EDPS6015:** Temperament-based Classroom Management in Early Childhood Classrooms

Plus **THREE** other free electives

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

**Compulsory Courses:**

**EDPS6013:** Cognition and Learning

**EDPS6003:** Human Growth and Development

**EDPS6012:** Social Psychology and its Implications for Education

**EDPS6005:** Measurement of Psychological and Educational Constructs

**EDRS6002:** Research Methods

**ONE Research Course from list below:**

**EDRS6023:** Introduction to Qualitative Research *OR*

**EDRS6726:** Quantitative Research Methods *OR*

**EDRS6003:** Mixed Methods Research in Education

**Recommended Electives**

**EDCU6003:** Learning Disabilities

**EDPS6015:** Temperament-based Classroom Management in Early Childhood Classrooms

Plus **ONE** other free elective

## M.Ed. SCIENCE EDUCATION

### ➤ Programme Summary

The M. Ed. in Science Education is specially designed for science teachers employed at the secondary and tertiary levels who are keen on advancing their careers and wish to deepen their knowledge of science teaching and learning. The programme exposes students to current thinking in the teaching and learning of science and places value on the professional needs and experiences of participants in the selection, conduct and delivery of course materials. It requires the conduct of research into issues related to the teaching and learning of science and encourages the incorporation of research-based pedagogy in order to ultimately improve practice. A total of nine taught courses from the areas of science education, research methods and general education as well as a discipline-based research project comprise the programme requirements. Individuals who have a Bachelor's degree in science or science education and are trained teachers are eligible to apply.

### ➤ Objectives

The MEd in Science Education is specially designed for science teachers employed at the secondary and tertiary levels who are keen on advancing their careers and wish to deepen their knowledge of science teaching and learning. The programme exposes students to current thinking in the teaching

and learning of science and places value on the professional needs and experiences of participants in the selection, conduct and delivery of course materials. It requires the conduct of research into issues related to the teaching and learning of science and encourages the incorporation of research-based pedagogy in order to ultimately improve practice.

### ➤ Entry Requirements

A first degree at or above the Lower Second Honours Level; or a grade point average equivalent to a B or above; **and** a professional qualification in teaching such as a postgraduate diploma or certificate, or an approved equivalent.

### Equivalents

Applicants with a U.W.I. B. Ed. degree gained before the honours classifications were introduced (between 1970 -1985), must have a minimum of B grade average. Applicants who graduated before 1970 must have a minimum of B in their research study. Applicants with a Pass Degree will be considered only in exceptional cases where the candidate's professional experience and performance suggest further intellectual development. Such special applications are subject to the approval of the Board for Graduate Studies.

### ➤ PROGRAMME STRUCTURE

#### OPTION A: TWELVE Taught Courses ONLY - 36 Credits

##### Core Courses:

**EDSC6401:** Trends in Curriculum Development in Science

**EDSC6402:** Learning and Teaching in Science

**EDSC6403:** Measurement and Assessment in Science

**EDSC6404:** Environmental Education

**EDSC6405:** Issues, Readings and Research in Science Education

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

##### Compulsory Research Electives

**EDRS6002:** Research Methods

**EDRS6004:** Applied Research in Education

##### ONE Research Course from list below:

**EDRS6023:** Introduction to Qualitative Research *OR*

**EDRS6726:** Quantitative Research Methods *OR*

**EDRS6003:** Mixed Methods Research in Education

**Plus THREE other free electives**

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

### Compulsory Courses:

**EDSC6401:** Trends in Curriculum Development in Science

**EDSC6402:** Learning and Teaching in Science

**EDSC6403:** Measurement and Assessment in Science

**EDSC6404:** Environmental Education

**EDSC6405:** Issues, Readings and Research in Science Education

**EDSC6406:** Teaching Methodologies in Chemistry for the Post-Secondary

### Compulsory Research Elective

**EDRS6002:** Research Methods

### ONE Research Course from list below:

**EDRS6023:** Introduction to Qualitative Research *OR*

**EDRS6726:** Quantitative Research Methods *OR*

**EDRS6003:** Mixed Methods Research in Education

### Plus ONE other free elective

## M.Ed. MATHEMATICS EDUCATION

### ➤ Programme Summary

The need to produce educators who are qualified in both mathematics content and mathematics education is great, at a time when there is much room for improvement in how mathematics is taught and learnt. The Masters in Mathematics Education (M.Ed.) programme engages participants in developing an understanding of a range of areas of research and practices for effective teaching and learning of the subject. The course content provides opportunities for the participants to gain insights relating to different aspects of the programme to include: the mathematics curriculum, mathematical thinking and learning, and technology in the mathematics classrooms. Other relevant areas of study are also addressed.

The programme is designed for secondary and tertiary practicing teachers, but other persons with experience and a strong background in mathematics content and education also qualify for entry to the programme. The entry requirement is a good first degree in mathematics and teacher-training qualification in the subject area, or a good class of degree in the Bachelor in Mathematics Education (B.Ed.).

### ➤ Admission Requirements

A good first degree in Mathematics and teacher training qualification in the subject

area, or a good class of degree in the Bachelor in Mathematics Education (B.Ed.). Candidates for admission must qualify under the general university regulations for a master's degree:

1. A first degree in Mathematics at or above the Lower Second Honours Levels; or a grade point average equivalent to a B or above, unless the Campus Committee in any particular case otherwise decides.
2. A professional qualification in teaching such as a postgraduate diploma or certificate, or an approved equivalent. Full documentation of the applicant's academic record and referees' reports must be submitted to Graduate Studies and Research, Mona.

### **Equivalents**

Applicants with a U.W.I. B. Ed. degree gained before the honours classifications were introduced (1970-1985), must have a minimum of B grade average or Applicants who graduated before 1970 must have a minimum of B in their research study. Applicants with a Pass Degree will be considered only in exceptional cases where the candidate's professional experience and performance suggest further intellectual development. Such special applications are subject to the approval of the Board for Graduate Studies.

## ➤ PROGRAMME STRUCTURE

### OPTION A : TWELVE Taught Courses ONLY - 36 Credits

#### Core Courses:

- EDME6201:** Mathematics Thinking and Learning
- EDME6202:** Mathematics Curriculum
- EDME6207:** Selected Topics in Mathematics Education
- EDME6204:** Research in Mathematics

#### Compulsory Research Electives

- EDRS6002:** Research Methods
- EDRS6004:** Applied Research in Education

#### ONE Research Course from list below:

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

Plus **FIVE** other free electives

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

#### Compulsory Courses:

- EDME6201:** Mathematics Thinking and Learning
- EDME6202:** Mathematics Curriculum
- EDME6207:** Selected Topics in Mathematics Education
- EDME6204:** Research in Mathematics

#### Compulsory Research Elective

- EDRS6002:** Research Methods

#### ONE Additional Research Course from list below:

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

Plus **THREE** other free electives

## M.Ed. EDUCATIONAL MEASUREMENT

Within the Caribbean, there is a dearth of properly trained Educational Measurement specialists to satisfy institutional needs of programmes being implemented nationally and regionally. This programme is designed to respond to these needs.

### ➤ Programme Aims and Objectives

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

- Design instruments that satisfy the technical requirements of educational and psychological measurement

- Conduct data analysis and prepare relevant reports on the quality of educational and psychological tests
- Advise on various types of tests, items and questions that are appropriate for the intended purpose
- Apply the skills of educational and psychological measurement to monitor development and change in the education sector
- Design and conduct research in the field of educational and psychological measurement and prepare relevant reports to guide decision making or to add to the understanding of educational phenomena.



## ➤ PROGRAMME STRUCTURE

<b>OPTION A - TWELVE Taught Courses ONLY - 36 Credits</b>
<b>Compulsory Courses:</b> <b>EDEM6723:</b> Educational & Psychological Measurement <b>EDME6716:</b> Issues in Internal Assessment <b>EDRS6726:</b> Quantitative Research Methods <b>EDEM6709:</b> Advanced Educational & Psychological Measurement <b>EDRS6116:</b> Fundamental of Data Analysis <b>EDRS6002:</b> Research Methods <b>EDRS6004:</b> Applied Research in Education
<b>ONE Additional Research Course from list below:</b> <b>EDRS6023:</b> Introduction to Qualitative Research <i>OR</i> <b>EDRS6003:</b> Mixed Methods Research in Education
<b>Plus FOUR other free electives</b>
<b>Option B: NINE Taught Courses &amp; a Research Project - 36 Credits</b>
<b>Compulsory Courses:</b> <b>EDEM6723:</b> Educational & Psychological Measurement <b>EDME6716:</b> Issues in Internal Assessment <b>EDRS6726:</b> Quantitative Research Methods <b>EDEM6709:</b> Advanced Educational & Psychological Measurement <b>EDRS6116:</b> Fundamental of Data Analysis <b>EDRS6002:</b> Research Methods
<b>ONE Additional Research Course from this list below:</b> <b>EDRS6023:</b> Introduction to Qualitative Research <i>OR</i> <b>EDRS6003:</b> Mixed Methods Research in Education
<b>Plus TWO other free electives</b>

## M.Ed. EDUCATIONAL ADMINISTRATION

### ➤ Programme Summary

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

### ➤ Entry Requirements

A first degree at or above the Lower Second Honours Level; or a grade point average

equivalent to a B or above; and a professional qualification in teaching such as a postgraduate diploma or certificate, or an approved equivalent.

### *Equivalents*

Applicants with a U.W.I. B. Ed. degree gained before the honours classifications were introduced (between 1970 -1985), must have a minimum of B grade average. Applicants who graduated before 1970 must have a minimum of B in their research study.

Applicants with a Pass Degree will be considered only in exceptional cases where the candidate's professional experience and performance suggest further intellectual development. Such special applications are subject to the approval of the Board for Graduate Studies.

## ➤ PROGRAMME STRUCTURE

### OPTION A: TWELVE Taught Courses ONLY - 36 Credits

#### Compulsory Courses:

**EDPS6301:** Introduction to Educational Administration  
**EDPS6304:** School Personnel Management  
**EDEA6304:** Educational Leadership  
**EDEA6305:** Educational Planning and Management  
**EDEA6308:** Educational Supervision  
**EDRS6002:** Research Methods  
**EDRS6004:** Applied Research in Education

#### ONE Additional Research Course from this list below:

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

#### Recommended Electives

**EDEA6310:** Law and Ethics for School Administrators  
**EDEA6315:** Management of School Finances for School Administrators  
**EDEA6901:** Trends & Issues in Higher Education

#### Plus ONE other free elective

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

#### CORE & Compulsory Research Courses are:

**EDPS6301:** Introduction to Educational Administration  
**EDPS6304:** School Personnel Management  
**EDEA6304:** Educational Leadership  
**EDEA6305:** Educational Planning and Management  
**EDEA6308:** Educational Supervision  
**EDRS6002:** Research Methods

#### ONE Additional Research Course from list below:

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

#### Recommended Electives

**EDEA6310:** Law and Ethics for School Administrators  
**EDEA6315:** Management of School Finances for School Administrators

## M.Ed. LANGUAGE EDUCATION

### ➤ Programme Summary

Our perspective on language learning and teaching is markedly pedagogical and informed by an awareness of the role social context plays in the learning and teaching of English in a Creole speaking environment. There is a rich blend of the study of language and literature that is informed by research, policy and praxis. Our major goal is to facilitate the development of teachers of English and literacy studies, curriculum planners and teacher trainers through a core

of specialization courses that cover these key areas in language and literature learning:

- Second language learning theories and practice
- Evidence-based research in the learning and teaching of English in a Creole-speaking environment
- Writing instruction for language and literacy acquisition

- Children’s narratives and language development
- Literature study and instruction in post – secondary learning contexts
- The study of literature for sustainable development

The programme is enhanced by courses in educational research methods (quantitative and qualitative) that support Independent scholarship in the form of a final Research Project.

➤ **Entry Requirements**

A first degree at or above the Lower Second Honours Level; or a grade point average equivalent to a B or above; **and** a professional qualification in teaching such as a postgraduate diploma or certificate, or an approved equivalent.

**Equivalents**

Applicants with a U.W.I. B. Ed. degree gained before the honours classifications were introduced (between 1970 -1985), must have a minimum of B grade average. Applicants who graduated before 1970 must have a minimum of B in their research study. Applicants with a Pass Degree will be considered only in exceptional cases where the candidate’s professional experience and performance suggest further intellectual development. Such special applications are subject to the approval of the Board for Graduate Studies.

➤ **Duration:** Two Years

➤ **PROGRAMME STRUCTURE**

<b>OPTION A : TWELVE Taught Courses ONLY -36 Credits</b>
<p><b>Core Courses:</b>  <b>EDLA6104:</b> Language and Cognitive Processes  <b>EDLA6003:</b> Language Teaching and Learning in a Creole-Speaking Environment  <b>EDLA6106:</b> The Teaching of Writing  <b>EDLA6107:</b> The Teaching of Literature at the Primary Level  <b>EDLA6108:</b> The Teaching of Literature at the Secondary Level  <b>EDLA6109:</b> Literature and Education for Sustainable Development  <b>EDLA6110:</b> Children and Narrative</p> <p><b>Compulsory Research Electives</b>  <b>EDRS6002:</b> Research Methods  <b>EDRS6004:</b> Applied Research in Education</p> <p><b>ONE additional Research Course from this list</b>  <b>EDRS6023:</b> Introduction to Qualitative Research <i>OR</i>  <b>EDRS6726:</b> Quantitative Research Methods <i>OR</i>  <b>EDRS6003:</b> Mixed Methods Research in Education</p> <p><b>Plus TWO other free electives</b></p>
<b>OPTION B : NINE Taught Courses &amp; a Research Project - 36 Credits</b>
<p><b>Core Courses:</b>  <b>EDLA6104:</b> Language and Cognitive Processes  <b>EDLA6003:</b> Language Teaching and Learning in a Creole-Speaking Environment  <b>EDLA6106:</b> The Teaching of Writing  <b>EDLA6107:</b> The Teaching of Literature at the Primary Level  <b>EDLA6108:</b> The Teaching of Literature at the Secondary Level  <b>EDLA6109:</b> Literature and Education for Sustainable Development  <b>EDLA6110:</b> Children and Narrative</p>

### **Compulsory Research Elective**

**EDRS6002:** Research Methods

### **ONE Additional Research Course from list below:**

**EDRS6023:** Introduction to Qualitative Research or

**EDRS6726:** Quantitative Research Methods OR

**EDRS6003:** Mixed Methods Research in Education

## **M.Ed. EARLY CHILDHOOD EDUCATION (PEDAGOGY)**

### ➤ **Programme Summary**

The reconceptualised M.Ed. in ECE programme seeks to provide participants with the competencies and requisite skills to meet the needs of young children and to make a contribution to the development of the early childhood sector in Jamaica and the wider Caribbean. As they progress through the programme students will improve their critical and analytic thinking while simultaneously improving their practice and research skills. Through this, they will be given opportunities to engage in rich discourse on key areas relevant to early childhood education and early childhood leadership. Participants will also have the opportunity to review extant literature, conduct field work, conduct research and disseminate findings to their colleagues and other stakeholders.

### ➤ **Entry Requirements**

To be eligible for admission to the programme applicants must have an undergraduate degree in early childhood or primary education with at least a Lower Second Class Honours degree or its equivalent. Admission of those who do not have these qualifications will be based upon the discretion of the programme coordinator. Those who do not possess a degree in Early Childhood Education would normally have at least 3 years of experience in teaching children at the early childhood level.

### ➤ **PROGRAMME STRUCTURE**

#### **OPTION A : TWELVE Taught Courses ONLY -36 Credits**

#### **SPECIALIST CORE COURSES (18 Credits)**

**EDEC6400:** Instructional Approaches for Teaching in the Early Childhood Classroom

**EDEC6401:** Promoting Social Emotional Competence in Young Children

**EDEC6403:** The Early Childhood Curriculum

**EDEC6405:** Education and Assessment of Young Children with Special Needs

**EDEC6406:** Current Developments in Early Childhood Education

**EDED6804:** Early Childhood Development in Caribbean Context

#### **THREE Electives from the following:**

**EDPS6015:** Temperament -Based Classroom Management in Early Childhood Development

**EDEC6402:** Literacy and Literature for Young Children

**EDEC6005:** Programme Management

**EDLA6003:** Language Teaching & Learning in a Creole-Speaking Environment

**EDEC6407:** Early Intervention; Planning for, & Supporting Infant & Toddler Development  
*(Highly Recommended)*

**Compulsory Research Course**

EDRS6002: Research Methods

**TWO Courses from the following:**

EDRS 6726: Quantitative Research Methods

EDRS6023: Introduction to Qualitative Research

EDRS6003: Mixed Methods Research in Education

EDRS6004: Applied Research in Education

**OPTION B : NINE Taught Courses & a Research Project - 36 Credits****SPECIALIST CORE COURSES (18 Credits)**

EDEC6400: Instructional Approaches for Teaching in the Early Childhood Classroom

EDEC6401: Promoting Social Emotional Competence in Young Children

EDEC6403: The Early Childhood Curriculum

EDEC6405: Education and Assessment of Young Children with Special Needs

EDEC6406: Current Developments in Early Childhood Education

EDED6804: Early Childhood Development in Caribbean Context

**ONE Elective from the following:**

EDPS6015: Temperament -Based Classroom Management in Early Childhood Development

EDEC6402: Literacy and Literature for Young Children

EDEC6005: Programme Management

EDLA6003: Language Teaching &amp; Learning in a Creole-Speaking Environment

EDEC6407: Early Intervention; Planning for, &amp; Supporting Infant &amp; Toddler Development

*(Highly Recommended)***Research Courses**

EDRS6002: Research Methods

EDRS6801: Research Project

**ONE Course from the following:**

EDRS6726: Quantitative Research Methods

EDRS6023: Introduction to Qualitative Research

EDRS6003: Mixed Methods Research in Education

**M.Ed. LITERACY STUDIES****➤ Programme Summary**

The Master of Education in Literacy Studies is designed to assist literacy professionals-classroom teachers, teacher trainers, curriculum developers and supervisors - to acquire the higher levels of knowledge and skills to make contributions to literacy development in the region. Emphasis is placed on the content and process of best literacy practices and the theory to inform these practices in the context of particular professional roles.

**➤ Aims & Objectives**

This programme prepares professionals to:

- Become familiar with best literacy practices and current research

- Develop the expertise to lead literacy related projects and other forms of support that enhance literacy development
- Develop framework for literacy instruction and assessment in the context of particular settings
- Take leadership roles in developing and supporting literacy programmes at different levels of the educational system
- View children's literacy development in such a way that assessing children's achievement and planning instruction mutually influence each other in everyday classroom activities

**➤ Entry Requirements**

A first degree at or above the Lower Second Honours Level; or a grade point average equivalent to a B or above; and A professional qualification in teaching such as a postgraduate diploma or certificate, or an approved equivalent.

**Equivalents**

- Applicants with a U.W.I. B. Ed. degree gained before the honours classifications were introduced (between 1970 -1985), must have a minimum of B grade average.

Applicants who graduated before 1970 must have a minimum of B in their research study.

- Applicants with a Pass Degree will be considered only in exceptional cases where the candidate’s professional experience and performance suggest further intellectual development. Such special applications are subject to the approval of the Board for Graduate Studies.

➤ **PROGRAMME STRUCTURE**

<b>OPTION A : TWELVE Taught Courses ONLY</b>
<p><b>Compulsory Courses:</b>  <b>EDLA6003:</b> Language Teaching and Learning in a Creole-Speaking Environment  <b>EDLS6611:</b> Assessment of Literacy Performance  <b>EDLS6612:</b> Advanced Research Seminar in Literacy  <b>EDLS6613:</b> The Teaching of Writing as Literacy Development II  <b>EDLS6801:</b> Literacy Theory, Policy and Practice at the Primary Level  <b>EDRS6002:</b> Research Methods  <b>EDRS6004:</b> Applied Research in Education</p>
<p><b>ONE Additional Research Course from list below:</b>  <b>EDRS6023:</b> Introduction to Qualitative Research <i>OR</i>  <b>EDRS6726:</b> Quantitative Research Methods <i>OR</i>  <b>EDRS6003:</b> Mixed Methods Research in Education</p> <p><b>Plus FOUR other free electives</b></p>
<b>OPTION B: NINE Taught Courses &amp; Supervised Research Project</b>
<p><b>CORE* &amp; Compulsory courses</b>  <b>EDLA6003:</b> Language Teaching and Learning in a Creole-Speaking Environment*  <b>EDLS6611:</b> Assessment of Literacy Performance*  <b>EDLS6612:</b> Advanced Research Seminar in Literacy*  <b>EDLS6613:</b> The Teaching of Writing as Literacy Development II*  <b>EDLS6801:</b> Literacy Theory, Policy and Practice at the Primary Level*  <b>EDRS6002:</b> Research Methods</p> <p><b>THREE Additional Courses which would include:</b>  <b>EDRS6023:</b> Introduction to Qualitative Research <i>OR</i>  <b>EDRS6726:</b> Quantitative Research Methods <i>OR</i>  <b>EDRS6003:</b> Mixed Methods Research in Education  <b>Plus TWO other electives</b></p>

➤ **Programme Summary**

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

➤ **Programme Objectives**

The programme will provide participants with skills to:

- Undertake in-depth educational needs analysis
- Articulate and develop policy options
- Undertake and facilitate planning activities at the institution; and government levels
- Implement a coherent set of educational plans and policies
- Monitor and evaluate the effectiveness of educational plans

➤ **Entry Requirements**

To be eligible for admission, applicants must have: A first or second degree from

- an approved institution with a GPA of 2.5 or above
- Professional teacher training as a teacher **or** five years of experience in a position of teaching, educational administration or working in an educational planning environment.

➤ **Duration of Programme:** Two Years

➤ **Programme Details**

This programme of study consists of 36 credits and is offered by two *Options A* and *B*. *Option A* is a fully taught programme while, *Option B* requires the completion of a research project. Both options require students to do eighteen (18) credits in the content areas, nine (9) credits in Planning and nine (9) in Policy. Students taking either option will do a Foundation course (3 credits). Students who select *Option A* are required to complete nine (9) credits in research courses while *Option B* students are required to do six (6) credits. *Option A* students are required to complete a maximum of six (6) elective credits. Students who select *Option B* are required to do a research project for nine (9) credits.

➤ **PROGRAMME STRUCTURE**

<b>YEAR 1/SEMESTER I</b>
<b>Compulsory courses</b> <b>EDRS6002:</b> Research Methods <b>EDPP6510:</b> Educational Planning and Social Development in the Caribbean** <b>EDPP6502:</b> Educational Policy in the Caribbean: Context, Process, and Politics**
<b>YEAR 1/SEMESTER II</b>
<i>Students will be required to complete both specialization courses &amp; may elect to do one of the research courses</i> <b>EDPP6504:</b> Comparative Educational Legislations and Policies** <b>EDEA6305:</b> Educational Planning and Management <b>EDRS6024:</b> Quantitative Research in Education <b>OR</b> <b>EDRS6023:</b> Introduction to Qualitative Research

<b>YEAR I/SUMMER</b>
<i>Students will be required to complete both courses</i>
<b>EDPH6001:</b> Philosophy of Education for the Caribbean** <b>EDPP6506:</b> Educational Planning Methods – Concepts and Applications**
<b>YEAR II/ SEMESTER I</b>
<i>Students will be required to complete the specialization courses or do all three courses, depending on their chosen Alternative &amp;/ or credits to date &amp; remaining specialization courses</i>
<b>EDRS6003:</b> Mixed Methods Research in Education <b>EDPP 6501:</b> Policy Development, Implementation and Evaluation** <b>EDPP6509:</b> Programme Monitoring and Evaluation in Education <b>ONE Elective ( Track A students only)</b>
<b>YEAR II/ SEMESTER II</b>
<i>Students will be required to complete the compulsory course and choose one of the other two courses depending on their credit accumulation and their chosen research alternative (A or B)</i>
<b>EDPP6514:</b> Education Economics ** <b>EDRS6023:</b> Introduction to Qualitative Research <b>EDPP 6511:</b> Planning for Higher Education Management <b>EDRS 6004:</b> Applied Research in Education
<b>ELECTIVES: <u>Alternative A</u> students may elect to do any of these courses</b>
<b>EDEA6902:</b> Introduction to Higher Education Administration <b>EDPP6512:</b> Organizational Assessment and Evaluation <b>EDPP6513:</b> Strategies for Funding Tertiary Education <b>SBCO 6110:</b> Financial Management and Accounting <b>SBCO 6310:</b> Transformational Leadership <b>SBHR6030:</b> Organizational Development and Change <b>EDHE6710:</b> Seminar on Issues in the Caribbean <b>EDTV6000:</b> Philosophical Foundations of TVET and WFD

**(\*\*Denotes Compulsory Course)**

## **M.Ed. EDUCATION FOR SUSTAINABLE DEVELOPMENT, GLOBAL CITIZENSHIP & PEACE**

### ➤ **Programme Summary & Aims**

The programme builds capacity amongst national and regional teachers and educators at all levels. The aim is to enhance their knowledge, skills, and expertise with respect to curricula design, classroom teaching and practice, and whole-institution approaches within the formal education sector. The programme also aims to target those involved in non-formal education, development, and humanitarian work in order that life-long learning across all sectors of society can take place. The programme aims to produce graduates who will be able to:

- Describe, discuss, and analyse global, regional, and national sustainable development issues;
- Discuss the theory, philosophy, characteristics, and goals of Education for Sustainable Development, Global Citizenship, and Peace;
- Demonstrate a range of skills consistent with the transformational teaching and learning processes embodied in the programme's educational paradigms, including systemic thinking, critical reflection, critical-thinking, analytical, problem-solving, visioning, leadership, teamwork, and activist skills;



- Value multi-cultural, interdisciplinary, holistic, intergenerational, local, and global perspectives and integrate these into formal and non-formal education; and
- Apply a range of methodologies and approaches in formal and non-formal Education for Sustainable Development, Global Citizenship, and Peace.

#### ➤ **Entry Requirements**

To be eligible for admission, applicants must have:

- A first or second class degree from an approved institution in a relevant subject area, with a minimum GPA of 2.5 or its equivalent; and either
- Professional training as a teacher; OR
- Five years of experience in a position in teaching; educational administration; nongovernmental organisation or community development programme management; or experience in a relevant United Nations agency or other development agency.

#### ➤ **Delivery Mode & Programme Duration**

The duration of the programme is two years full-time and the mode of delivery is face-to-face.

#### ➤ **Programme Details**

This programme of study consists of 36 credits and offer students the option to pursue **TWO** tracks options. Track ***option one*** is for those coming from/entering into a formal education setting (e.g., teachers) and Track ***option two*** is for those pursuing careers within United Nations agencies, nongovernmental organisations, community-based organisations, humanitarian organisations, and other sectors of society.

#### ➤ **PROGRAMME STRUCTURE**

##### **OPTION A: TWELVE Taught Courses ONLY**

###### ***CORE COURSES (12 Credits)***

**EDSD6501:** Theories, Perspectives, & Issues in Environmental Education & Education for Sustainable Development

**EDSD6502:** Climate Change and Disaster Risk Reduction Education

**EDSS6608:** Education and Citizenship

**EDSD6503:** Conflict Resolution and Violence Prevention in Education

###### ***Research Courses (9 Credits)***

**EDRS6002:** Research Methods

**EDRS6004:** Applied Research in Education

The programme will also offer students in **both** Tracks the choice to pursue either **Option A or Option B**. **Option A:** Students complete 12 three-credit courses, inclusive of the three-credit course, Applied Research in Education, leading to a 5,000-word report. For students choosing this Option, field research undertaken as part of the Applied Research in Education course must be focused on an area of Education for Sustainable Development, Global Citizenship, and/or Peace.

**Option B:** Students complete 9 three-credit courses and a 15,000 word nine-credit project.

For students choosing this Option, research undertaken must be focused on an area of Education for Sustainable Development, Global Citizenship, and/or Peace. The programme shall be structured as follows:

**Option A and Option B** students, in both tracks, are required to do seven (7) courses in the specialisation, which includes the four (4) core courses and the three (3) track courses.

Note that for students who wish to switch tracks, their programme duration would be extended as students have to complete all three track courses for the track that they opt to pursue.

Additionally, students in Track Option Two would be required to complete a teaching certification from a registered institution before being allowed to switch to Track Option One as this Track is specifically for those who have professional training as a teacher.

***ONE of the following:***

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

**TRACK COURSES (9 Credits)**

**Track Option ONE**

- EDSD6504:** Approaches to Education for Sustainable Development
- EDSD6505:** Gender and Peace Education
- EDSD6506:** Values-based Education

**OR**

**Track Option TWO**

- EDSD6507:** Leading Sustainable Development
- EDSD6508:** Designing Non-formal Education for Sustainable Development Programmes
- EDSD6509:** project Management and Proposal Writing

**TWO Courses (6 Credits) from the following:**

- EDAE6001:** Adult Learning Methods and Teaching Strategies
- EDTE6023:** Changing Cultures, Changing Schools
- EDEA6304:** Educational Leadership
- EDSC6404:** Environmental Education
- EDLA6109:** Literature and Education for Sustainable Development
- EDCU6018:** Principles of Curriculum Development, Implementation and Evaluation
- EDTE6024:** Teacher Leadership
- ENVR6406:** Socio-Ecology and Natural Resource Management
- GEND6105:** Gender in Conflict Situations
- GEND6402:** Gender, Political Activism and Mobilisation

Other relevant and open electives from Faculties within The University.

**OPTION B: NINE Taught Courses & Supervised Research Project**

**CORE COURSES (12 Credits)**

- EDSD6501:** Theories, Perspectives, and Issues in Environmental Education and Education for Sustainable Development
- EDSD6502:** Climate Change and Disaster Risk Reduction Education
- EDSS6608:** Education and Citizenship
- EDSD6503:** Conflict Resolution and Violence Prevention in Education

**Research Courses (6 Credits)**

- EDRS6002:** Research Methods

***ONE of the following:***

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

### **TRACK COURSES (9 Credits)**

#### **Track Option ONE**

**EDSD6504:** Approaches to Education for Sustainable Development

**EDSD6505:** Gender and Peace Education

**EDSD6506:** Values-based Education

**OR**

#### **Track Option TWO**

**EDSD6507:** Leading Sustainable Development

**EDSD6508:** Designing Non-formal Education for Sustainable Development Programmes

**EDSD6509:** project Management and Proposal Writing

**EDRS6801:** The Research Paper (**9 Credits**)

## **MA HIGHER EDUCATIONAL MANAGEMENT**

### ➤ **Programme Objectives**

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

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

### ➤ **Entry Requirements**

To be eligible for admission, applicants must: Have a minimum of a lower second class Bachelor's degree from UWI or an approved

institution; satisfy whatever special Faculty requirements that may exist for entry to certain specializations and courses.

### ➤ **Programme Details**

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

### ➤ **PROGRAMME STRUCTURE**

#### **OPTION A: TWELVE Taught Courses Only**

##### **Compulsory Courses:**

**EDRS6002:** Research Methods

**EDRS 6004:** Applied Research Methods Seminar

**ONE Course from the following:**

**EDRS6023:** Introduction to Qualitative Research  
**EDRS 6003:** Mixed Methods Research in Education  
**EDRS6726:** Quantitative Research Methods

**TWO Courses from the following:**

**EDEA6901:** Trends and Issues in Higher Education  
**EDEA6902:** Comparative Higher Education  
**EDEA6328:** Policy Analysis, Implementation and Evaluation

***SEVEN of the following courses, or FIVE courses plus TWO electives:***

**EDEA6324:** Planning for Higher Educational Management  
**EDEA6329:** Quality Assurance and Management in Higher Education  
**EDEA6320:** Organization, Structure and Challenges in Higher Education  
**EDEA6323:** Resource Management in Higher Education  
**EDEA6330:** Programme Monitoring and Evaluation for Higher Education Managers  
**EDEA6326:** Budgeting for Higher Education  
**EDEA6331:** Strategies for Funding Tertiary Education  
**EDEA6317:** Organization and Administration of Student Personnel in Caribbean HEI

**OPTION B: NINE Taught Courses Plus Research Project**

**EDRS 6002:** Research Methods

**ONE Course from the following:**

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

**TWO Courses from the following:**

**EDRS 6004:** Applied Research Methods Seminar  
**EDEA6901:** Trends and Issues in Higher Education  
**EDEA6902:** Comparative Higher Education  
**EDEA6328:** Policy Analysis, Implementation and Evaluation

***FIVE of the following courses, or FOUR courses plus ONE elective:***

**EDEA6324:** Planning for Higher Educational Management  
**EDEA6329:** Quality Assurance and Management in Higher Education  
**EDEA6320:** Organization, Structure and Challenges in Higher Education  
**EDEA6323:** Resource Management in Higher Education  
**EDEA6230:** Programme Monitoring and Evaluation for Higher Education Managers  
**EDEA6326:** Budgeting for Higher Education  
**EDEA 6331:** Strategies for Funding Tertiary Education  
**EDEA6317:** Organization and Administration of student personnel in Caribbean HEI

**Research Project**

**EDEA6319:** Research Project

## MA LEADERSHIP IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) AND WORKFORCE DEVELOPMENT (WFD)

### ➤ Programme Rationale

The University of the West Indies is committed to regional development through education and training. Since Technical Vocational Education and Training (TVET) and the workforce plays critical roles in sustainable social, ecological, and economic development of any nation, it is important for the University to make this particular contribution. While graduates of TVET programmes are currently in great demand throughout the Caribbean, there is still yet no other graduate studies programme in the region geared towards developing the leadership capacity to design and manage this critical area of training and development. Additionally, there is no online programme of this nature available at the universities in the region.

Graduates of this advanced level programme will be prepared to meet the needs of public and private sector industrial organizations, training institutions, and Ministries of Education for individuals who are capable and prepared to facilitate/provide capacity building, quality training, and leadership to monitor and guide developments in TVET and workforce preparation.

### ➤ Objectives

This programme is designed to achieve the following objectives:

- To satisfy the demands of CARICOM region for new TVET leaders who can design, manage and support TVET and workforce development programmes.
- To encourage, facilitate and guide new quality research and development activities in TVET to inform policy and workforce development.
- To provide a professional development track for TVET practitioners to improve their leadership capacity.
- To provide qualified instructional leaders with new skills and capabilities to improve the quality of existing TVET programmes

and to enhance the quality and performance of TVET institutions in the region.

- To prepare candidates for doctoral studies in the areas of TVET and WFD.
- To develop researchers in the field of TVET and WFD.

### ➤ Criteria for Admission

1. A first or second class degree, preferably upper second in any Science, TVET, WFD and Technology-related fields.
2. Professional qualification (at or above first degree or approved equivalence) in education is required. Candidates with qualifications in healthcare, social work or allied professions may be required to sit prescribed education courses.
3. A minimum of five years' work experience in a technical or vocational area is normally required.
4. Proof of computer literacy, which includes the ability to access and use web-based information systems, and participate in online learning.

### ➤ Programme Components

The components of the programme include the following menu of courses:

- TVET & WFD Core Courses (15 Credits)
- Applied Science (6 Credits Minimum)
- Optional Courses - Electives (6 Credits)
- Research (9 Credits)
- Field experience (3 Credits)
- Seminar

### ➤ Programme Outline

Student will be required to complete **42** credits which include a research project in order to satisfy the requirement for the Master's Degree as follows: Note that candidates are required to do six credits of electives and six credits of applied science courses.

➤ PROGRAMME STRUCTURE

<b>YEAR 1 / SEMESTER 1 (Possible 12 Credits)</b>
<b>Core Courses</b> <b>EDTV6000:</b> Philosophical Foundations of TVET & WFD <b>EDTV6003:</b> Management of TVET & WFD Programmes
<b>Applied Science</b> <b>EDRS6115:</b> Research Methods
<b>ONE Course from the following:</b> <b>EDTV6004:</b> Designing TVET & WFD Systems <b>EDTV6024:</b> Curriculum Development for TVET & WFD
<b>YEAR 1/ SEMESTER II (Possible 10 Credits)</b>
<b>CORE COURSES</b> <b>EDEA6309:</b> Leadership in Educational Admin and Training <b>EDTV6002:</b> Workforce Occupational Analysis
<b>EDTK6903:</b> Technology in Higher Education ( <i>Elective</i> ) <b>EDRS6116:</b> Fundamentals of Data Analysis ( <i>Applied</i> ) <b>SEMINAR 1:</b> Work, Ethics & National Development
<b>SUMMER (Possible 4 Credits)</b>
<b>EDEA6321:</b> Educational Resources Management (Applied) <b>EDTV6012:</b> Budget Planning and Financial Management (Applied) <b>SEMINAR 2:</b> Current Issues Affecting Implementation of TVET
<b>YEAR 2 / SEMESTER 1 (Possible 10 Credits)</b>
<b>CORE Course</b> <b>EDTV6005:</b> Comparative studies of TVET & WFD in Developed and Developing Countries
<b>EDEA6306:</b> Planning for the Education and Training System (Elective) <b>EDTV6033:</b> Structured field Experience <b>SEMINAR 3:</b> Critical Issues Affecting Workforce Development
<b>YEAR 2 / SEMESTER 2 (Possible 12 Credits)</b>
<b>EDRS6801:</b> Research Project (18,000 words)
<b>ONE course from the following:</b> <b>EDPS6013:</b> Educational and Psychological Measurement (Applied) <b>EDTV6023:</b> Distance & Online Learning Design & Delivery (Elective)

## MA TEACHER EDUCATION AND TEACHER DEVELOPMENT

### ➤ Programme Summary

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

### ➤ Entry Requirements

- A first degree at or above the Lower Second Honours Level; or a grade point average equivalent to a B or above; **and**

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

### *Equivalents*

Applicants with a U.W.I. B. Ed. degree gained before the honours classifications were introduced (between 1970 -1985), must have a minimum of B grade average.

Applicants who graduated before 1970 must have a minimum of B in their research study.

- Applicants with a Pass Degree will be considered only in exceptional cases where the candidate's professional experience and performance suggest further intellectual development. Such special applications are subject to the approval of the Board for Graduate Studies.

➤ **Duration:** Two Years

### ➤ PROGRAMME STRUCTURE

#### OPTION A - TWELVE Taught Courses ONLY - 36 Credits

##### **ONE Additional Research Course from list below:**

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

Plus **THREE** other free electives

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

##### **Core & Compulsory Research Courses:**

**EDAE6001:** Adult Learning Methods and Teaching Strategies  
**EDTE6022:** Inside Classrooms  
**EDTE6003:** Theory and Practice of Teacher Education  
**EDTE6021:** Supervising and Evaluating Pre- and In-Service Teachers  
**EDTE6023:** Changing Cultures Changing Schools  
**EDTE6024:** Teacher Leadership  
**EDRS6002:** Research Methods

##### **ONE Additional Research Course from list below:**

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

Plus **ONE** other free elective

### General Programme Details

#### ➤ **Rationale for the Master of Arts in Teaching (MAT)**

In the upper levels of the secondary school system, as well as in post-secondary, tertiary level and higher education institutions, there are many teachers/lecturers who hold first degrees, and in some instances, higher education credentials but have no professional training for teaching. In the non-formal and private education sectors there are also many graduates involved in the training of adults and are desirous of formal training to increase their efficiency and effectiveness in programme delivery.

Designed to suit the varying needs for training in the formal, non-formal and private education sectors, this programme has three tracks.

#### **TRACK 1 (T1)**

For the training of teachers who will prepare students at the secondary level for CAPE and Advanced level examinations. Often this includes persons who are entering teaching for the first time.

#### **TRACK 2 (T2 Currently not on offer)**

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

#### **TRACK 3 (T3 Currently not on offer)**

This caters to persons who are desirous of obtaining a general teaching qualification. These persons should normally have responsibilities for training in their place of work. **Candidates must be employed in an institution that will facilitate an internship.**

The programme is based on the premise that all teaching and training activities are designed to bring about change and that teachers and trainers should therefore be able to function as effective agents of change empowered with skills for self-evaluation and transformation.

#### ➤ **Qualifications for Admission**

To be eligible for admissions, applicants must:

- i. Have a first class or a second class degree (at least lower second or its equivalent) from an approved university.

- ii. Have a Diploma or Certificate from an approved university which is deemed to be equivalent to a First degree
- iii. Satisfy whatever special Faculty requirements may exist for entry to certain specialisations and courses.
- iv. Candidates who apply to track 1 or 2 should have at least a first degree in the specialisation they wish to pursue.

#### ➤ **Aims**

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

- Prepare students for CSEC, CAPE and Advanced Level examinations in an area of specialisation.
- Prepare trained teachers for all levels of the school System.
- Employ appropriate methodologies for teaching post-secondary and tertiary level students, as well as those in Higher Education.
- Deliver general training programmes to suit the needs of a varied clientele.

#### ➤ **Length of Programme**

The MAT is a flexible delivery programme offered by part time and full time study. The part-time programme begins in June, while full-time September.

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

**Part Time** study normally extends over a minimum of **SIX** semesters, and **TWO** summers and a maximum of **TWELVE** semesters. A part time student shall normally register for a minimum of **SIX** credits and a maximum of **NINE** credits per semester.

The programme is designed so that on successful completion of **PART 1**, participants who wish to terminate may be awarded the **Postgraduate Diploma in Education**. For those who proceed further, successful completion of **PART 2** will lead to the award of the **Master of Arts in Teaching**. Candidates must state the track for which they are applying and the area of the specialisation.



➤ **Programme Content**

The programme normally consists of a minimum of forty six credits and prepares candidates for both general teaching and studies which focus on one area of specialisation with credits distributed as follows:

**1. Theory of Education**

- i. A minimum of sixteen (16) credits in the Foundations of Education and Educational Theory, including research methodology
- ii. A minimum of eighteen (18) credits in a professional specialisation or general area.

**2. Practice of Education - Internship**  
(6 credits)

**3. Research into Teaching (9 credits) comprising:**

- i. Curriculum Action Research Report  
(3 credits)
- ii. Research Project in Teaching (6 credits)

➤ **Specialisations offered for Tracks 1 & 2 are:**

- Language Education
- Science Education
- History Education
- Mathematics Education
- Information Technology Education
- Modern Foreign Language (Spanish)
- Social Studies / Geography

All specialisations may not be available every year and are dependent on the number of applicants

On successful completion of **Part One**, candidates may opt to terminate with the award of the Post Graduate Diploma in Education. To proceed to the MA in Teaching, a candidate must normally have attained at least a B+ average. Candidates who have successfully completed the MA in Teaching are eligible for consideration for entry to the MPhil/PhD degree. They may be required to do up to an additional nine (9) credits, depending on the area of specialisation chosen.

➤ **GENERAL PROGRAMME STRUCTURE**

<p><b>PART ONE: YEAR I - 25 Credits</b> PART-TIME: <i>Track 1 (T1), Track 2 (T2), Track 3 (T3)</i></p> <p><b>ONE</b> Course in Area of Specialization (T1)  <b>EDPH5001:</b> Overview of the Foundations of Education (T1)  <b>EDAE6001:</b> Adult Learning Methods and Teaching Strategies (T2,T3)  <b>EDPH6710:</b> Seminar on Issues in Caribbean Education (T2, T3)</p> <p><b>EDTL6022:</b> The Assessment of Teaching and Learning (T1)  <b>2</b> Courses in Area of Specialization (T1,T2) <b>OR</b> <b>2</b> General courses (T3)</p> <p>Internship (<i>Teaching Practice including microteaching &amp; professional portfolio</i>) (T1,T2, T3)          Curriculum Action Research Study (T1,T2, T3)</p>
<p><b>PART TWO: YEAR II - 21/22 Credits</b> PART-TIME: <i>Track 1 (T1), Track 2 (T2), Track 3 (T3)</i></p> <p><b>SEMESTER I</b></p> <p><b>1</b> Course in Area of Specialization (T1,T2) <b>OR</b> <b>1</b> General course (T3)  <b>EDRS6901:</b> Action Research in Higher Education <b>OR</b>  <b>EDRS6002:</b> Research Methods (T1,T2,T3)</p>
<p><b>SEMESTER II</b></p> <p><b>1</b> Course in Area of Specialization (T1,T2) <b>OR</b>  <b>1</b> General course (T3)  <b>EDTL6002:</b> Research Project in Teaching (T1,T2,T3)  <b>EDEA6901:</b> Trends and Issues in Higher Education (T1, T2, T3)</p>

## **MAT SPECIALISATIONS**

### **HISTORY EDUCATION**

The History Education specialisation is designed to provide professional training for practising pre-trained graduate teachers or graduates desirous of entering the teaching profession. The programme provides participants with a core of experience in the theory and practice of education with special courses catering to the training needs of teachers of history. It is expected that the programme will stimulate the desire to acquire further knowledge and skills in the discipline on an ongoing basis.

Combined, the courses offered in the programme are intended to address some of the fundamental weaknesses which plague the teaching and learning of history in secondary institutions. Chief among these is the continued perception students have that the study of history requires the acquisition

and recall of large amounts of information. This perception is surely related to their own experience.

This issue must be addressed as we consider the teaching of the subject. History teaching must cease to be heavily content-based, unidirectional and monotonous. It should be exciting and activity-based and reflect the nature of the subject. Teachers must be able to illustrate its relevance and practical value if required to justify history's place in the curriculum.

The programme therefore offers, among other things; insight into the nature of the discipline, how to organize and plan for instruction, the selection and use of the appropriate teaching/learning strategies and how to assess student achievement in the learning of history.

#### **Summer (7 credits)**

**EDPH5001:** Overview of Foundations of Education

**EDHE5905:** Understanding the Process of Historical Inquiry

#### **Semester 1 - Specialization (6 credits)**

**EDHE5907:** Learning to Teach History in the Secondary School

**EDHE5912:** Selecting Methods and Resources for Instruction in Caribbean and World History

#### **Semester 2 - Specialization (12 credits)**

**EDTL6022:** The Assessment of Teaching and Learning

**EDTL5001:** The Internship

**EDTL5002:** Enquiry into Teaching

### **MATHEMATICS EDUCATION**

Mathematics is a subject which is generally regarded as being very important within the curriculum both for its significance in gaining entry to employment and further/higher education and for its use in other school subjects. Regrettably it is a subject in which students consistently perform poorly in national examinations. This is a real challenge for those entering teaching, who are amongst the relatively successful students in the subject.

To become an effective teacher requires us to revisit the nature of the subject and to work towards an understanding of what learning mathematics involves and why it is problematic for many people. Too often students simply learn techniques which they cannot apply in the real world. This is to sell them short and to misrepresent what mathematics can offer them. Mathematics has been described as a way of looking at the world and for dealing with certain kinds of problems.

As a subject it has a rich history which is seldom shared with students. It represents one of the greatest human achievements over the centuries with contributions from many parts of the world - East and West, North and South.

A vision of the subject's power and beauty together with its utility provides a strong starting point for thinking about teaching mathematics to students in school. We shall look at the ideas and practice of others, we will share our thinking and experience and work to develop our own understanding of teaching and, of course, our skills in the classroom.

**Summer 1 (7 credits)**

**EDTL6022:** Principles & Methods of Teaching & Assessment in Secondary Schools

**EDPH5001:** Overview of Foundations of Education

**Semester 1 - Specialisation (6 credits)**

**EDMC5205:** Teaching Mathematics in Grades 10-13

**EDMC5213:** Understanding How Children Learn Mathematics

**EDMC5217:** The Teaching of Mathematics

**Semester 2 - Specialisation (12 credits)**

**EDTL5001:** The Internship

**EDTL5002:** Enquiry into Teaching

**LANGUAGE EDUCATION: ENGLISH**

We live in a dynamic language environment where many different voices can be heard. Language issues are constantly and hotly debated. We note, however, the dissatisfaction with the examination results at all levels. There is a need for dynamic teachers of English who can respond creatively to the challenges of the moment. This option is for those who either want to embark on a career in English teaching or who, after some teaching experience, are ready to reflect on what they can further offer in the classroom. We concentrate on

secondary English teaching, which ranges from Grade 7/Form 1 to the CSEC level. Some of the content which forms the knowledge base of the courses can be used for CAPE teaching.

Even though there is a strong emphasis on language, most of us came to English teaching with a strong love of literature. There is a need to encourage a similar response in our students, so the importance of literature teaching, and its challenges, is recognized in the option.

**Summer 1 (7 credits)**

**EDPH5001:** Overview of Foundations of Education

**EDLA5103:** Literature Content & Pedagogy at the Secondary and Post-Secondary Levels

**Semester 1 - Specialisation (6 credits)**

**EDLA5106:** Language Use Content of the Teaching of English

**EDLA5110:** Writing in the Secondary School

**Semester 2 - Specialisation (12 credits)**

**EDTL6022:** The Assessment of Teaching and Learning

**EDTL5001:** The Internship

**EDTL5002:** Enquiry into Teaching

## LANGUAGE EDUCATION: MODERN FOREIGN LANGUAGES

Contemporary views on modern foreign-language education reflect a focus on the acquisition of language for the purpose of communication, thus overshadowing the once popular traditional approach which emphasized knowledge about the language. Fundamentally, a living language, such as the modern foreign language, is perceived primarily as a means by which persons **use** the language to exchange ideas and feelings among themselves, thereby opening a gateway to opportunities and activities which otherwise would have remained closed. The growing importance of the foreign language as a means of communication can be linked to the shrinking of the globe through social, economic and political interactions which necessitate competence in more than one's natural language.

Bilingualism and multilingualism are a characteristic feature of most of the countries

in the world. In many places the ordinary person in the street commands several languages. In contrast, English-speaking countries, such as those of the Caribbean, have been struggling to find effective ways of achieving bilingualism among the school population. Success has been minimal and the drop-out disturbing.

The communication goal invites us to examine in our study the nature of language and how it is acquired in its natural setting, to find clues which may assist us in our re-conceptualization and re-formulation of foreign-language classroom teaching and learning. Foreign-language pedagogy is a very fertile field. It encourages the active contribution of the classroom teacher to its further development through the exploration of the literature, critical thinking, practice and reflection.

### Summer 1 (7 credits)

**EDPH5001:** Overview of Foundations of Education

**EDML5504:** Theories & Skills in Modern Language Teaching

### Semester 1 - Specialisation (6 credits)

**EDML5511:** Technologies in Foreign Language Education

**EDML5513:** Culture in Modern Foreign-Language Teaching/Learning

### Semester 2 - Specialisation (12 credits)

**EDTL6022:** The Assessment of Teaching and Learning

**EDTL5001:** The Internship

**EDTL5002:** Enquiry into Teaching

## SCIENCE EDUCATION

The common analogy of likening the study of science to the challenges of trying to determine the contents of a closed, opaque box is an interesting one. If nothing else, it forces us to recognize the uncertainties of science and the fascinating experiences that one may encounter as one attempts to discover what is actually inside the box.

Science teachers have the challenge of passing on this sense of intrigue and adventure to the students and at the same time meeting what some might consider to be the more mundane professional competence.

There is little doubt that there is an urgent need for students to excel in science at all levels of the education system. There is also the demands of syllabus coverage and passing external examinations. The extent to which the science teacher is able to do the latter is often used to judge her/his professional competence.

There is little doubt that there is an urgent need for students to excel in science at all levels of the education system. There is also the disturbing reality that many students are

“turned off” from doing science, often because of how it is presented.

The science education component of the diploma in education programme is designed to help teachers to reflect on improving in their classroom practices. There is much

evidence to suggest that as we reflect on what we do as science teachers, we will become better at teaching science. In this regard a number of courses spanning the pedagogical and the epistemological issues of science teaching are offered.

**Summer 1 (7 credits)**

**EDPH5001:** Overview of Foundations of Education

**EDSC5411:** History of Science & Science Teaching

**Semester 1 - Specialisation (6 credits)**

**EDSC5401:** Teaching Methodologies in Science for the Post-Secondary Level

**EDSC5410:** The Sociology of Science Teaching

**Semester 2 - Specialisation (12 credits)**

**EDTL6022:** The Assessment of Teaching and Learning

**EDTL5001:** The Internship

**EDTL5002:** Enquiry into Teaching

**INFORMATION TECHNOLOGY EDUCATION**

The programme is designed for graduates who have earned a non-education Bachelors’ of Science degree in Computer Science or Computer studies, or a related discipline, and who have been teaching at the CXC and CAPE levels as pre-trained graduates.

The main purpose of the programme is to provide teacher training for the candidates entering the programme. The graduates of this programme will be equipped to train students to succeed at the Caribbean Examination Council’s Technical, General Proficiency and CAPE level examinations. It will also equip them to become instructional

leaders in the field of Information Technology.

**Aims:**

- To increase the number of competent Information Technology teachers in the education sector.
- To develop in the candidates a sound knowledge base of the theories of teaching and learning.
- To provide these candidates with an opportunity to undertake research related to the information technology environment.
- To help the candidates to understand their roles in the education of children in the information age.

**Summer I (10 credits)**

**EDPH5001:** Overview of Foundations of Education

**EDIT5001:** Information Technology in Education

**EDIT5004:** Approaches to Teaching and Learning In-formation Technology

**Semester II - Specialisation (12 credits)**

**EDIT5002:** Networks and Education (3 credits)

**EDTL5001:** The Internship

**EDTL5002:** Enquiry into Teaching

**➤ Overview of Option**

This option is designed both for participants who are preparing to teach Geography as well as for those preparing to teach Social Studies. The latter is interdisciplinary in nature, consisting of combinations of subjects such as geography, history, social anthropology, and economics to name a few. The teaching of social studies enables students to acquire the skills, knowledge, attitudes and values necessary for good citizenship. The courses expose students to a variety of skills such as enquiry and communication skills, critical thinking and decision-making skills as well as a range of enquiry learning strategies. Geographical

skills which are also important for the teachers of Social Studies are also introduced. Students also acquire competence in procedures necessary for unit and lesson planning and for developing learning activities.

The use of the enquiry approach is emphasized. Research, an important component of the course, enables students to acquire the skills of content research, also the selection and organization of material. Seminars, field trips, mini-investigations and community surveys are important aspects of this option.

**Summer 1 (7 credits)****EDPH5001:** Overview of Foundations of Education**EDSS5902:** Enquiry Methods in Teaching Social Studies / Geography**Semester 1 - Specialisation (6 credits)****EDGE5911:** Teaching Geography in the Caribbean Classroom**EDGE5920:** Teaching Geography in the Caribbean Classroom**Semester 2 - Specialisation (12 credits)****EDTL6022:** The Assessment of Teaching and Learning**EDTL5001:** The Internship**EDTL5002:** Enquiry into Teaching

## M.Ed. SUMMER, ONLINE AND MAT PROGRAMMES (SVUS – MIXED MODALITY)

### ➤ General Programme Details

The Masters in Education Summer and Online Programmes are self-financing programmes offered on a part-time basis. This means that these programmes do not benefit from the University Grants Committee (UGC) funding. Though the programmes are self-financing, Jamaican students are able to benefit from a partial remuneration from the Ministry of Education, as the programme's online delivery does not necessitate leave from work.

The M.Ed. online programmes are offered using both online (synchronous and asynchronous delivery), as well as face-to-face or blended sessions in the summer.

As the programmes are delivered primarily online, students are not constrained by class times or class sizes.

- M.Ed. Inclusive and Special Education
- M.Ed. Teacher Education

### ➤ Postgraduate Diploma in Education

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

The programme has been offered to students residing across the Caribbean, specifically in these territories: St. Lucia, Cayman, Bermuda, Jamaica, Montserrat, Dominica, Anguilla, and Belize.

## PROGRAMME OFFERINGS

### M.Ed. Programmes:

The current specialized areas are as follows:

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

### The MAT (SVUS) is offered in seven (7) specializations:

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

## M.Ed. INCLUSIVE AND SPECIAL EDUCATION

### ➤ Programme Structure

#### OPTION A - TWELVE Taught Courses ONLY - 36 Credits

##### **SPECIALIST CORE (18 Credits)**

**EDSE6000:** Foundations in Inclusive and Special Education

**EDCU6003:** Learning Disabilities

**EDSE6002:** Inclusive Classrooms: Policy and Practice

**EDSE6004:** Collaboration, Consultation, and Inclusivity

**EDEC6405:** Education and Assessment of Young Children with Special Needs

**EDSE6020:** Assessment of Children in Inclusive and Special Education

##### **THREE (9 Credits) from the Following:**

**EDSE6010:** Inclusive Classroom: Transactive Curriculum and Practice

**EDPS6013:** Cognition and Learning

**EDPS6014:** Measurements of Psychological and Educational Constructs

**EDPS6003:** Human Growth and Development

**AND**

**EDRS6002:** Research Methods

**TWO from the following:**

**EDRS6726:** Quantitative Methods in Education

**EDRS6023:** Introduction to Qualitative Research

**EDRS6003:** Mixed Methods Research in Education

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

**SPECIALIST CORE (18 Credits)**

**EDSE6000:** Foundations in Inclusive and Special Education

**EDCU6003:** Learning Disabilities

**EDSE6002:** Inclusive Classrooms: Policy and Practice

**EDSE6004:** Collaboration, Consultation, and Inclusivity

**EDEC6405:** Education and Assessment of Young Children with Special Needs

**EDSE6020:** Assessment of Children in Inclusive and Special Education

**ONE (3 Credits) from the Following:**

**EDSE6010:** Inclusive Classroom: Transactive Curriculum and Practice

**EDPS6013:** Cognition and Learning

**EDPS6014:** Measurements of Psychological and Educational Constructs

**EDPS6003:** Human Growth and Development

**AND**

**EDRS6002:** Research Methods

**EDRS6801:** Research Project

**ONE from the Following:**

**EDRS6726:** Quantitative Methods in Education

**EDRS6023:** Introduction to Qualitative Research

**EDRS6003:** Mixed Methods Research in Education

**M.Ed. TEACHER EDUCATION**

➤ **Programme Overview**

The programme is structured to allow participants to design instruments that satisfy the technical requirements of educational and psychological measurement; conduct data analysis and prepare relevant reports on the quality of educational and psychological tests; advise on various types of tests, items and questions that are appropriate for the intended purpose; apply the skills of educational and psychological measurement to monitor development and change in the education sector; design and conduct research in the field of educational and psychological measurement and prepare relevant reports to guide decision making or

to add to the understanding of educational phenomena.

➤ **Admission Requirements**

Bachelor's degree (At least lower second class honours - or equivalent) OR have a Diploma or Certificate from an approved university which is deemed to be equivalent to a first degree as in Diploma in Education.

➤ **Programme Structure**

The programme is offered Part-time over two years. Requires thirty-six (36) credits which are then broken down to three (3) credits per taught course and nine (9) credits for the research project.



## M.Ed. LEADERSHIP IN EARLY CHILDHOOD DEVELOPMENT

### ➤ Programme Overview

The structure of Early Childhood Development (ECD) systems in the Caribbean is currently undergoing change as Governments move toward greater integration of services of benefit to young children. Leadership in the Early Childhood Development (ECD) sector will increasingly require skills in change management, fostering inter-sectoral collaboration and managing integrated service provisions. The Masters in Early Childhood Development (MELECD) graduate will be expected within his or her job context, to initiate change that will strengthen early childhood development programming currently in place. This will include activities which facilitate understanding the Early Childhood Development (ECD) process; understanding of the Early Childhood Development (ECD)

operating context; understanding and demonstrating the practice of management; understanding the research practices and procedures; understanding and demonstrating communication skills; advocacy skills and interpersonal skills.

### ➤ Admission Requirements

Bachelor's degree (At least lower second class honours - or equivalent) OR have a Diploma or Certificate from an approved university which is deemed to be equivalent to a first degree as in 1 Diploma in Education

### ➤ Programme Structure

The programme is offered Part-time over two years. Requires thirty-six (36) credits which are then broken down to three (3) credits per taught course and nine (9) credits for the research project.

***NB. The overview and structure of the following programmes can be found in the preceding sections under the School of Education:***

- M.Ed. in Curriculum and Instruction [See Page 80](#)
- M.Ed. Educational Administration [See Page 86](#)
- M.Ed. Educational Measurement [See Page 85](#)
- M.Ed. Early Childhood Education (Pedagogy) [See Page 89](#)
- Postgraduate Diploma in Education [See Page 101](#)

### ➤ Entry Requirements

For the **MPhil**, applicants are required to have at least an Upper Second Class Honours first degree or its equivalent and an approved master's degree.

**PhD** applicants are required to have a Graduate degree awarded primarily for research or a Master's degrees with at least 25% credits based on a research component and at least a B+ average **or** Upgrade of registration from an MPhil programme or other approved equivalents.

**Kindly note that persons applying to the School of Education's MPhil & PhD programmes must be teacher trained. You are also required to submit a proposal.**

Proposals should provide the information that allows the School of Education to determine the area of research, the specific topic to be investigated and the method to be used in conducting the study. A supervisor is normally assigned based on the proposal submitted.

### ➤ MPhil Programme

This is a research degree that may be terminal, but it is also the normal route to the PhD programme. It gives students the opportunity to demonstrate knowledge of research methodologies and a capacity for independent research. A thesis is required. Also, students are required to pursue at least two courses (six credits) and to present at least two research seminars.

### ➤ PhD Programme

This is awarded solely on the basis of a thesis that should be a record of independent research into an original problem, or an original approach to a problem previously studied. An oral examination of the thesis is required. During the programme, students are required to pursue at least three courses and to present at least three research seminars. For an upgrade of registration from an MPhil to the PhD, a candidate must prepare a proposal (one hundred pages) for presentation at an upgrade seminar. If the proposal and seminar are judged to be acceptable, a recommendation for upgrading of registration to the PhD is made.

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

### ➤ Maximum Period for Registration

- MPhil Full-time - 3 years; Part-time - 5 years
- PhD Full-time - 5 years; Part-time - 7 years

In an effort to create in the School of Education a stronger sense of community amongst our learners, and also in an effort to nurture the growth of a pool of researchers, the following are required:

1. All MPhil students are to present TWO seminars before their upgrade and the period for presentation of their upgrades will be strictly observed.
2. All PhD students are to present at least THREE seminars during the time that they read for the doctorate. Students who exceed the time limit will be required to present a seminar for each additional year that they are registered.
3. Each MPhil and PhD student is to attend at least THREE seminars (other than the one which he/she presents)/workshops/conference organised by the School of Education per semester.
4. Each MPhil and PhD student is encouraged to attend at least ONE seminar or conference or workshop per academic year, organised outside the School of Education. The activity can be held in any Faculty in the UWI and can include a conference attended outside of Jamaica.
5. Each MPhil student is required to do two courses for credit before his /her upgrade, but is encouraged to audit a third for his/her general education.

6. Students admitted directly into the PhD must do nine credits and are encouraged to audit another course for their general education.

➤ **Assignments**

Each MPhil and PhD student is to submit a portfolio of activities and work done for the semester by the end of each semester. Supervisors will be guided by these portfolios in making their biannual reports on their supervisees. The portfolios should contain: a summary of research done, seminars, conferences, workshops attended and a reflective self-assessment of progress and supervision.

*The portfolio should be no more than five (5) pages in length.*

**Dates for Submission**

- Semester I: December

- Semester II: April

**The specialisations for the MPhil & PhD programmes are:**

- Curriculum and Instruction Education
- Educational Administration
- Educational Measurement
- Educational Psychology
- Language Education
- Literacy Studies
- Mathematics Education
- Science Education
- Teacher Education and Teacher Development
- Leadership in Technical and Vocational Education and Training (TVET) and Workforce Development (WFD)

- **Thesis (MPhil & PhD): RETH9002**

➤ **Graduate Research Seminars**

Graduate Research Seminar I		Graduate Research Seminar II		Graduate Research Seminar II
MPhil Code	PhD Code	MPhil Code	PhD Code	PhD Code
GRSM6201	GRSM9201	GRSM6202	GRSM9202	GRSM9203

**COURSE LISTING**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>
<b><i>ADULT EDUCATION</i></b>	
<b>EDAE6001</b>	Adult Learning Methods and Teaching Strategies
<b><i>EDUCATIONAL CURRICULUM</i></b>	
<b>EDCU6003</b>	Learning Disabilities
<b>EDCU6017</b>	Philosophical, Psychological & Sociological Foundations of Curriculum
<b>EDCU6018</b>	Principles of Curriculum Development, Implementation & Evaluation
<b>EDCU6024</b>	Pedagogies Across the Curriculum
<b>EDCU6026</b>	Curriculum Evaluation
<b>EDCU6310</b>	Curriculum Policy and Planning
<b><i>EDUCATIONAL ADMINISTRATION</i></b>	
<b>EDEA6304</b>	Educational Leadership
<b>EDEA6305</b>	Educational Planning and Management
<b>EDEA6308</b>	Educational Supervision
<b>EDEA6311</b>	Introduction to University and College Student Development
<b>EDEA6314</b>	Managing Student Personnel Units and Facilities-Core Competencies & Techniques
<b>EDEA6315</b>	Management of School Finances for School Administrators
<b>EDEA6316</b>	Research-based Internship
<b>EDEA6320</b>	Organization, Structure and Challenges in Higher Education
<b>EDEA6321</b>	Resource Management in Higher Education
<b>EDEA6901</b>	Trends and Issues in Higher Education
<b>EDEA6902</b>	Comparative Higher Education
<b>EDEA6310</b>	The Law, Ethics & Professional Competencies for School Administrators
<b>EDEA6317</b>	Organisation & Administration of Student Personnel in the Caribbean Higher Educational Inst.
<b>EDEA6329</b>	Quality Assurance & Management in Higher Education
<b>EDEA5313</b>	Leadership and School Improvement
<b>EDEA6307</b>	Administration of Technical Vocational Programmes
<b>EDEA6309</b>	Leadership in Educational Admin & Training
<b><i>EARLY CHILDHOOD EDUCATION</i></b>	
<b>EDEC6005</b>	Programme Management
<b>EDEC6403</b>	The Early Childhood Curriculum
<b>EDEC6805</b>	Team Leadership, Interpersonal Skill & Communication
<b>EDEC6400</b>	Instructional Approaches for Teaching in the Early Childhood Classroom

<b>EDEC6401</b>	Promoting Social Competence in Young Children
<b>EDEC6405</b>	Education and Assessment of Young Children with Special Needs
<b>EDEC6406</b>	Current Developments in Early Childhood Education
<b>EDEC6407</b>	Early Intervention, Planning for, and Supporting Infant and Toddler Development
<b>EDEC6807</b>	Strategic Management
<b><i>EDUCATIONAL MEASUREMENT</i></b>	
<b>EDEM6723</b>	Educational & Psychological Measurement
<b>EDEM6709</b>	Advanced Educational and Psychological Measurement
<b><i>GEOGRAPHY EDUCATION</i></b>	
<b>EDGE5911</b>	Teaching Geography in the Caribbean Classroom
<b>EDGE5920</b>	Teaching Geography at Grades 10-13
<b>EDGE5911</b>	Teaching Geography in the Caribbean Classroom
<b>EDGE6604</b>	Social Theoretical Foundations of Geography & Social Studies
<b>EDGE6605</b>	Social and Cultural Geography
<b><i>HISTORY EDUCATION</i></b>	
<b>EDHE5905</b>	Understanding the Process of Historical Inquiry
<b>EDHE5907</b>	Learning to Teach History in Secondary Schools
<b>EDHE6710</b>	Seminar on Issues in the Caribbean
<b>EDHE5905</b>	Understanding the Process of Historical Inquiry
<b>EDHE5906</b>	Curriculum Development in History
<b><i>INFORMATION TECHNOLOGY EDUCATION</i></b>	
<b>EDIT5001</b>	Information Technology in Education
<b>EDIT5002</b>	Networks and Education
<b>EDIT5003</b>	Coursework and Assessment in Information Technology
<b>EDIT5004</b>	Approaches to Teaching and Learning Information Technology
<b><i>LANGUAGE ARTS EDUCATION</i></b>	
<b>EDLA5103</b>	Lit Content & Pedagogy at the Secondary & Post-Secondary levels
<b>EDLA5106</b>	The Language-Use Content of the Teaching of English
<b>EDLA5110</b>	Writing in the Secondary School
<b>EDLA6003</b>	Language Teaching & Learning in a Creole-speaking Environment
<b>EDLA6108</b>	The Teaching of Literature at the Secondary Level
<b>EDLA6110</b>	Children and Narrative
<b>EDLA5103</b>	Lit Content & Pedagogy at the Secondary & Post-Secondary levels
<b>EDLA5106</b>	The Language-Use Content of the Teaching of English
<b>EDLA5109</b>	Key Factors in English Language Curriculum in the Caribbean

<b>EDLA5504</b>	Theories and Skills for Modern Foreign-Language Teaching
<b>EDLA6104</b>	Language & Cognitive Processes
<b>EDLA6106</b>	The Teaching of Writing
<b>EDLA6107</b>	Teaching of Literature at the Primary Level
<b>EDLA6109</b>	Literature & Education for Sustainable Development
<b>LITERACY STUDIES</b>	
<b>EDLS6612</b>	Advanced Research Seminar in Literacy
<b>EDLS6801</b>	Literacy Theory, Policy and Practice at the Primary Level
<b>EDLS6611</b>	Assessment of Literacy Performance
<b>EDLS6613</b>	The Teaching of Writing as Literacy Development II
<b>MATHEMATICS EDUCATION</b>	
<b>EDMC5205</b>	Teaching Mathematics in Grades 10-13
<b>EDMC5213</b>	Understanding How Children Learn Mathematics
<b>EDMC5217</b>	The Teaching of Mathematics
<b>EDUCATIONAL MEASUREMENT AND EVALUATION</b>	
<b>EDME6201</b>	Mathematics of Thinking & Learning
<b>EDME6202</b>	Mathematics Curriculum
<b>EDME6204</b>	Research In Mathematics
<b>EDME6207</b>	Selected Topics in Math Education
<b>EDME6716</b>	Issues in Internal Assessment
<b>MODERN LANGUAGES</b>	
<b>EDML5504</b>	Theories & Skills in Modern Language Teaching
<b>EDML5510</b>	Teaching the CSEC Spanish Syllabus
<b>EDML5511</b>	Technologies in Foreign-Language Education
<b>EDML5513</b>	Culture in Modern Foreign-Language Teaching/Learning
<b>EDUCATION</b>	
<b>EDPH5001</b>	Overview of Foundations of Education
<b>EDPH6001</b>	Philosophy of Education for the Caribbean
<b>EDPH5005</b>	Issues in Jamaican Education
<b>EDUCATIONAL PLANNING AND POLICY</b>	
<b>EDPP6501</b>	Policy Development, Implementation & Evaluation
<b>EDPP6502</b>	Educational Policy in the Caribbean: Context, Process and Politics
<b>EDPP6506</b>	Educational Planning Methods - Concepts and Applications
<b>EDPP6509</b>	Programme Monitoring & Evaluation in Education
<b>EDPP6504</b>	Comparative Educational Legislation and Policies
<b>EDPP6514</b>	Education Economics

<b>EDUCATIONAL PSYCHOLOGY</b>	
<b>EDPS6003</b>	Human Growth and Development
<b>EDPS6013</b>	Cognition and Learning
<b>EDPS6301</b>	Introduction to Educational Administration
<b>EDPS6005</b>	Measurement of Psychological and Educational Constructs
<b>EDPS6012</b>	Social Psychology and Its Implications for Education
<b>EDPS6304</b>	School Personnel Management
<b>EDUCATIONAL RESEARCH</b>	
<b>EDRS6002</b>	Research Methods
<b>EDRS6003</b>	Mixed Methods Research in Education
<b>EDRS6023</b>	Introduction to Qualitative Research in Education
<b>EDRS6116</b>	Fundamental of Data Analysis
<b>EDRS6726</b>	Quantitative Research Methods
<b>EDRS6801</b>	Project
<b>EDRS6024</b>	Qualitative Research In Education
<b>EDRS6004</b>	Applied Research Methods Seminar
<b>SCIENCE EDUCATION</b>	
<b>EDSC5401</b>	Teaching Methodologies in Science for the Post-Secondary Level
<b>EDSC5405</b>	Psychology of Science Teaching
<b>EDSC5410</b>	Sociology of Science Teaching
<b>EDSC5411</b>	History of Science & Science Teaching
<b>EDSC6401</b>	Trends In Curriculum Development in Science
<b>EDSC6402</b>	Learning and Teaching in Science
<b>EDSC6405</b>	Issues, Readings & Research in Science Education
<b>EDSC5403</b>	Curriculum Development in Science
<b>EDSC6403</b>	Measurement and Assessment in Science Education
<b>EDSC6404</b>	Environmental Education
<b>SOCIAL STUDIES EDUCATION</b>	
<b>EDSS5902</b>	Early Enquiry Methods in the Teaching of Social Studies/Geography
<b>EDSS5903</b>	Secondary School Social Studies/Geography Research and Selection
<b>EDSS6608</b>	Education & Citizenship
<b>SPECIAL EDUCATION</b>	
<b>EDSE6000</b>	Foundations in Inclusive Education
<b>EDSE6002</b>	Inclusive Classrooms: Policy and Practice
<b>EDSE6004</b>	Collaboration, Consultation and Inclusivity

<b>EDSE6010</b>	Inclusive Classroom: Transactive Curriculum and Practice
<b>EDSE6020</b>	Assessment of Children in Inclusive and Special Education
<b><i>TEACHING EDUCATION</i></b>	
<b>EDTE6001</b>	Teaching at the Primary and Secondary Levels
<b>EDTE6003</b>	Theory and Practice of Teacher Education
<b>EDTE6022</b>	Inside Classrooms
<b>EDTE6024</b>	Teacher Leadership
<b>EDTE6021</b>	Supervising and Evaluating Pre and In Service Teachers
<b><i>EDUCATIONAL TECHNOLOGY</i></b>	
<b>EDTK6903</b>	Technology in Higher Education
<b><i>EDUCATION</i></b>	
<b>EDTL5001</b>	The Internship in Education
<b>EDTL5002</b>	Enquiry into Teaching
<b>EDTL6002</b>	Research Project in Teaching
<b>EDTL6022</b>	The Assessment of Teaching and Learning
<b><i>TECHNICAL AND VOCATIONAL EDUCATION</i></b>	
<b>EDTV6000</b>	Philosophical Foundations of TVET and Workforce Development
<b>EDTV6002</b>	Workforce Occupational Analysis
<b>EDTV6004</b>	Designing TVET & WFD Programmes
<b>EDTV6005</b>	Comparative Studies of TVET and WFD in Developed and Developing Countries
<b>EDTV6033</b>	Structured Field Experience TVET
<b>EDTV6040</b>	TVET & WFD Seminar Series
<b>EDTV6003</b>	Management of TVET & WFD Programmes
<b>EDTV6012</b>	Budget Planning & Finance Management
<b><i>SEMINARS</i></b>	
<b>GRSM6201</b>	Education MPhil Graduate Research Seminar I
<b>GRSM6202</b>	Education MPhil Graduate Research Seminar II
<b>GRSM9201</b>	Education PhD Graduate Research Seminar I
<b>GRSM9202</b>	Education PhD Graduate Research Seminar II
<b>GRSM9203</b>	Education PhD Graduate Research Seminar III



## SOE PROGRAMME COORDINATORS

PROGRAMMES	PROGRAMME COORDINATORS
Curriculum and Instruction (Blended)***	Dr. Carmel Roofe – Senior Lecturer
Early Childhood Education (Pedagogy) (Blended)	Dr. Zoyah Kinkead-Clark – Senior Lecturer
Education for Sustainable Development, Global Citizenship and Peace (F2F Only)	Dr. Therese Ferguson-Murray – Lecturer
<ul style="list-style-type: none"> <li>▪ Educational Leadership and Management (Blended)</li> <li>▪ Educational Administration (F2F &amp; Online)***</li> </ul>	Dr. Canute Thompson – Senior Lecturer
Educational Measurement (F2F & Online)***	Dr. Deon Edwards-Kerr – Senior Lecturer
Educational Psychology (F2F)	Dr. Sharline Cole – Lecturer
Higher Education Management (Blended)	Dr. Saran Stewart – Senior Lecturer
Inclusive and Special Education (Blended)	Dr. Joan Hernandez – Lecturer
Language Education (F2F Only)***	Dr. Paulette Feraria – Lecturer
Literacy Education (F2F Only)	Dr. Yewande Lewis-Fokum – Lecturer
Master of Arts in Teaching (Part I – F2F & Online; and Part II – F2F)	Dr. Sharon Bramwell-Lalor – Lecturer
Mathematics Education (F2F Only)***	Dr. Lois George – Lecturer
Science Education (F2F Only)***	Dr. Aldrin Sweeney – Senior Lecturer
Teacher Education and Teacher Development (F2F & Online)***	Dr. Carol Hordatt-Gentles – Senior Lecturer
TVET and Work force Development (Blended)	Professor Halden Morris
***MPhil & PhD Programmes in Education (F2F and Online)	Dr. Schontal Moore – Lecturer

# PART III: APPENDICES

- **APPENDIX A:**  
Thesis Guide (2015)
- **APPENDIX B:**  
Protocol for Communication within  
Graduate Studies

# APPENDIX A:

## THESIS GUIDE

### *A Guide for the Preparation of Theses, Research Papers /Project and Case Books*

*It is the responsibility of the candidate to know the University Regulations for Graduate Diplomas and Degrees (2018) and Faculty Regulations*

## 1. INTRODUCTION

This Guide is intended as a supplement to the *University Regulations for Graduate Diplomas, Certificates and Degrees (2018)*. Candidates should also consult their departments for specific Departmental and Faculty requirements.

Candidates are advised to acquaint themselves with the recommendations of this Guide in the early stages of preparation, even though some of the recommendations apply only to the final stages. The Guide is also provided for the information of supervisors whose responsibilities include ensuring that candidates follow its recommendations.

A thesis which does not follow the approved format will not be accepted and the degree will not be conferred until an acceptable standard has been met.

## 2. GENERAL INFORMATION

### 2.1 Thesis Preparation

The thesis must be written in English, but the Board for Graduate Studies and Research may, in special circumstances, on application from candidates in the foreign languages department of the Campus (however titled), and on the favourable recommendation of the Faculty Sub-Committee for Graduate Studies and Research, give permission for theses to be written in a language other than English. Candidates must be consistent throughout the thesis in use of the English spelling style adopted, e.g., UK, US.

The greater portion of the work submitted for examination must have been done subsequent to the initial registration of the student as a candidate for the degree.

The thesis must form a distinct contribution to the knowledge of the subject and afford evidence of originality shown either by the discovery of new facts or by the exercise of independent critical thinking. It must be of satisfactory literary standard and must be suitable for publication as a thesis of The University of the West Indies.

The thesis must consist of the candidate's account of his/her own research. It may describe work done in conjunction with his/her supervisor provided that the

candidate clearly states his/her personal share in the investigation and that his/her statement is certified by the supervisor.

A paper written or published in the joint names of two or more persons, one of whom is the candidate, may be included as a part of a thesis provided that the role that the candidate played in the work described in the paper, and the contribution of the other authors are clearly explained. No thesis shall consist wholly of previously published work.

The candidate may indicate in a preface how far the thesis embodies the result of his/her own research or observation, and in what respect his/her investigations appear to advance the study of his/her subject. (See also **UWI's Policy and Procedure on Research Ethics**).

A candidate will not be permitted to submit a thesis consisting wholly of work for which a degree has been conferred on him/her in this or any other University; but a candidate shall not be precluded from incorporating work which he/she has already submitted for a degree in this or any other University in a thesis covering a wider field, provided that he/she shall indicate in the preface to his/her thesis any work done which has been so incorporated.

Theses contribute to the body of scholarly works, are useful to other researchers, and the general population, and so the formatting and aesthetics of this document are important in communicating its significance. The candidate should therefore ensure that the information contained in his/her work is free from plagiarism (see UWI's Policy on Graduate Student Plagiarism), devoid of typographical and grammatical errors and consistent with the formatting specified in this Guide. It must also be durable for posterity, therefore, the quality of paper and ink used must be of good quality.

Close attention should be paid by the candidate to the following criteria:

- a) the text and all illustrative material should be clear and error free;
- b) margins on each page should be as specified in this Guide.

In preparing theses, candidates are strongly advised against using another candidate's

thesis as a model. Note that the respective Style Manuals which address referencing styles are updated periodically and candidates must meet current specifications.

### **Appendix 1** refers.

In instances where the relevant Style Manual differs from the instructions provided in this Guide the Guide takes precedence.

It is the candidate's responsibility to prepare and assemble all the materials for the thesis, and to have the pages of the thesis in correct order.

## **2.2 TECHNICAL ADVICE**

The Librarians of the Campus Libraries are available for advice on the technical requirements of the thesis (layout, arrangement of works, etc.) at any stage in the production of the thesis. They can also assist in locating the requisite scholarly information and will advise on the appropriate Style Manual and how to credit sources to avoid plagiarism.

Guidance is also provided on the use of electronic reference management software (e.g. EndNote). Librarians are available for one-on-one or group project consultations, as well as large/small group workshops. These can be arranged through the relevant Campus Library or via the respective course coordinators.

## **2.3 PAPER**

The thesis must be printed on one side only of good quality white bond paper (usually of 75g/m<sup>2</sup> or 20 lb weight) of standard letter-size (216 x 279 millimetres/8.5 x 11") or international A4 size (210 x 297 millimetres/8.3 x 11.7 inches). The same grade of paper must be used throughout the thesis.

## **2.4 PRODUCTION SPECIFICATIONS**

Theses must be prepared using a computer and printed with a high quality printer (at least 300 dpi).

An easy to read standard serif font 11 or 12 point should be used consistently throughout the thesis. Font colour must be black throughout the document, except for figures/tables where colour is used for differentiation or clarity.

A reduced font may be used in footnotes or other material outside of the main text.

However, the font size used should be not smaller than 9 point and must be legible. Font size must not be reduced, however, for entries in the Table of Contents.

All major headings such as Abstract, Acknowledgements, Table of Contents, List of Figures, etc., should all be in bold, centred capital letters. Subheadings should be in sentence case or title case (i.e., the first letter of major words capitalized, except for articles, prepositions and conjunctions). The format of each level of heading should be consistent throughout the thesis. No running headers or footers should be included.

## **2.5 CORRECTION OF ERRORS**

The thesis must be free of typographical errors. Corrections made in ink or with correction fluid are not acceptable. Deletions must not be made by crossing out or striking out letters or words.

The typed line must be continuous. If the word or words cannot be erased clearly and neatly with proper spacing, the whole line, the paragraph, or the whole page must be re-typed. Additions of words or phrases must not be typed between lines or inserted by hand. The whole page must be re-typed to incorporate the additions. Pages which are obviously insert pages are not acceptable. The surrounding pages should be re-typed to incorporate the material.

## **2.6 ILLUSTRATIVE MATERIAL**

Photographs or any other illustrative material should, where possible, be electronically incorporated into the thesis.

In instances where such illustrative material cannot be electronically incorporated into the thesis, the illustration should be printed or placed on a single weight photographic paper or be dry-mounted and accurately fixed on the same type of paper used to produce the thesis. The material should then be affixed using a pressure applied adhesive (such as mounted squares). Items should not be mounted with staples, cellophane tape, rubber cement, glue, or photo covers as deterioration of the paper may result.

## **2.7 OVERSIZE MATERIAL**

Oversized material such as graphics, maps, charts, etc., necessary to the exposition of the thesis can often be reduced in size photographically to fit the standard thesis page, or appear as a foldout.

A foldout is a page where the left side is bound into the thesis but the right side can be unfolded in one or more panels, existing, when read beyond the right side of the other thesis pages. The foldout should be carefully folded so that no folds fall outside the thesis margins and the page number is visible. The page numbers of the foldouts should be placed to align with the page numbers of the other pages of the thesis.

Alternatively: a) such materials should accompany the bound copy of the thesis in a pocket affixed to the inside back cover or; b) these attachments may be submitted on electronic media such a read-only compact disc (CD) or digital video disc (DVD).

Materials and attachments are to be paged as advised.

**2.8 LENGTH OF THESIS**

A thesis submitted for examination shall be clearly and concisely written and be within the length approved by the Board of Graduate Studies and Research for the Faculty in which the candidate is registered. The candidate must indicate the appropriate number of words contained in the thesis on the accompanying Certificate of Completion form (SGSR)-12). A candidate wishing to exceed the prescribed limit must be supported by an explanation of the need for an extension to the word limit and a statement from the student’s supervisor.

**The approved maximum lengths of theses/research papers are as follows:**

**FACULTY OF HUMANITIES AND EDUCATION**

<i>Humanities</i>	<b>MA</b>	Not to exceed 20,000 words	
	<b>MPhil</b>	Not to exceed 50,000 words	excluding footnotes, endnotes and appendices
	<b>PhD</b>	Not to exceed 80,000 words	
<i>Education</i>	<b>M.Ed</b>	Not to exceed 10,000 words	
	<b>MPhil</b>	Not to exceed 50,000 words	excluding footnotes, endnotes and appendices
	<b>PhD</b>	Not to exceed 80,000 words	

**3. ARRANGEMENT OF WORKS – TRADITIONAL THESES**

The following sequence for the arrangement of the thesis should be followed:

**3.1 Preliminary Pages**

- a) Title Page
- b) Declaration Form for the Reproduction of Theses
- c) Abstract
- d) Acknowledgements (if any)
- e) Dedication (if any)
- f) Table of Contents (including Appendices)
- g) Table of Cases (if any)
- h) Table of Statutes (if any)
- i) Table of Constitutional Instruments (if any)
- j) List of Figures, Tables, Illustrations, Charts, etc.
- k) Glossary (if any)
- l) List of Abbreviations/ Acronyms including meanings (if any)
- m) Preface (if any)

**3.2 Text of Thesis**

**3.3 End Pages**

- a) Bibliography/References/Works Cited/Works Consulted
- b) Appendices (if any)

### 3.1 PRELIMINARY PAGES

The list of preliminary pages above is not exhaustive and other items required by the Board for Graduate Studies and Research may be added from time to time. Each Heading should appear on a new page.

Formatting preliminary pages:

#### *i. Pagination*

The title and declaration form are not to be counted in the pagination of the preliminary pages. Page numbering, in lower case roman numerals, begins with the abstract.

Do not number pages with “a” or “b”; embellish page numbers with dashes, hyphens, etc.; type the word “page” before the number; or use running headers.

All page numbers must be consistently placed in the exact location at the top right corner of the page. An approximation of 19 millimetres (3/4 inch) down and 19 Millimetres (3/4 inch) inwards is adequate. Alternatively, the word processing default setting is sufficient. The font used for pagination must be consistent with that of the text.

#### *ii. Margins*

All preliminary pages should have left margin of 50 millimetres (2 inches) to allow for loss during binding. Top, bottom and right margins should be 25 millimetres (1 inch)

#### *iii. Spacing*

Preliminary pages should be single spaced except the Preface (if any) and the Table of Contents, both of which should have one-and-a-half line spacing.

#### *a. Title Page*

The Title pages shall bear the officially approved title of the work, the name of the University, the degree for which the thesis is submitted, the full name of the Candidate as officially registered and the year when the work was submitted for examination. Appendices II and III refer. **Note that in the final submission for the bound copy/e-copy, the year would be that of the conferral of the degree.**

Special attention to be paid to:

**i. Title:** The title should be placed in bold, capital letters, single spaced and centred at the top of the page. No punctuation should be

placed at the end of the title. Words should be substituted in place of symbols, formula, subscripts, superscripts, Greek or other letters and non-alphabetical symbols used in the thesis.

**ii. Author’s Name:** No academic degrees, official titles, or student identification number should be appended to the author’s name.

#### **iii. Department Information:**

This section is completed in accordance with the University Regulations with the name of the Campus at which the candidate is registered clearly stated.

#### **b. Thesis/Dissertation/Research/Project Deposit License Agreement**

This form is to be completed and added to the final version of the thesis at the end of the process.

#### **c. Abstract**

The heading “ABSTRACT” is to be placed in bold, capital letters at the top of the page. This is to be centred and in the same font size as that used throughout the thesis.

The title of the work (exactly as on the Title Page) follows one or more lines below. The Candidate’s name (exactly as on the Title Page) is placed a few lines below the title). The title of the work and the candidate’s name should be typed in title case (the first letter of major words Capitalised, except for articles, prepositions and conjunctions, etc.).

The Abstract of the work follows. This not to include internal headings, in-text citations, diagrams, or other illustrations and must be no more than 300 words.

A separate line starting with “keywords” should be placed after the Abstract. To facilitate retrieval of information, candidates should select appropriate keywords which best describe the subject of the thesis. Candidates are advised that keywords should not be too general or too specific to hinder the retrieval process. The word “keywords” should be followed by a colon (:). With each keyword being followed by a semicolon (;). Only alternative versions of the candidate’s name (e.g., Shamin Renwick) should be included in the keywords, e.g., Shamin Ali-Renwick, Shamin Ali. The last keyword should be followed by a full stop.

**d. Acknowledgements (if any)**

The acknowledgement is a single –page record of the candidate’s indebtedness to institutions and /or persons who have assisted in his/her research. The candidate must be specific in identifying sources of funding and must include acknowledgements of permission to use copyrighted material which appears in the thesis. Note that the inclusion of an Acknowledgement page does not preclude source notes showing relevant citations elsewhere.

**e. Dedication (if any)**

A Dedication page is permissible.

**f. Table of Contents**

The table of Contents is a topic outline of the thesis. It should include first level headings or second and third level headings where necessary. There is no index in a thesis; therefore, the Table of Contents should be fairly detailed in order to be useful.

The table of Contents should include the Abstract, Acknowledgements, List of Figures, List of Tables, etc. The words “Table of Contents” should not be repeated in the listing.

**g. Table of Cases (if any)****h. Table of Statutes (if any)****i. Table of Constitutional Instruments (if any)****j. List of Figures/Tables/ Illustrations, etc.**

Figures and Tables should be listed by number, title and page number in the thesis. Tables should be numbered separately from Figures (Table 1, Table 2, etc.). Double numeration by chapter can be used, e.g. Table1.1, 1.2...2.1, 2.2, etc.

The titles of Tables and Figures should correspond exactly to the titles which appear in the text. Citations should not form part of the title.

Unless otherwise stated in the relevant Style Manual, Arabic numbers should be used in two separate sequence for the identification of the Figures and Tables.

**k. Glossary (if any)**

The Glossary is an alphabetical list of important terms in the text, with explanation and definitions.

**l. List of Abbreviations/ Acronyms (if any)**

Candidates are advised that there is a distinction between abbreviations and acronyms, which should be applied accordingly.

**m. Preface (if any)**

An option is provided for candidates to include a personal statement about the purpose and scope of the thesis. This inclusion does not preclude the “Introduction”. The tone of the Preface must be academic and at an appropriate scholarly level.

**3.2 TEXT OF THESIS****a. Format**

Each Chapter of the thesis must begin on a new page. This includes the Bibliography/ References / Woks Cited / Works Consulted, etc. as well.

Display pages (pages showing only the chapter number and title at the beginning of the chapter) are not needed, save in the instance of a manuscript-based thesis.

Widows and Orphans (Short single lines of a paragraph or a heading carried over to the top or bottom of a page, respectively) should be avoided.

**b. Spacing**

One -and -a-half line spacing must be used. Candidates should be guided by the relevant Style Manual with respect to spacing in quotations; subsections of the Table of Contents; items longer than one line in the list of Tables, Figures, Abbreviations, etc.; chapter titles and subheadings; footnotes; bibliographic items; and appendix items.

With respect to line spacing in Tables, Figures, etc., the candidate has some flexibility but must be guided primarily by the reader’s expectation of clear and legible representation.

**c. Margins**

The top, bottom and right margins should not be less than 25 millimetres. (1 inch) in width, and the left margin should be 50 millimetres (2 inches) in width to allow for loss in binding.

**d. Equations and Formula**

Equations and formula must be printed and no and written insertions are to be made at



final submission. A menu of symbols is available in word processing applications and a sample page can be submitted to the Library for approval, if desired.

#### **e. Alignment**

Candidates should use left or fully justified alignment in the preparation of their thesis and must maintain consistency in this application.

#### **f. Pagination**

The pages of the text must be numbered in a new sequence of Arabic numerals beginning at page 1 and incorporating the Appendices. The numbering must be consecutive throughout the thesis.

Do not number pages with “a” or “b”; embellish page numbers with dashes, hyphens, etc.; type the word “page” before the number or use running headers.

All page numbers must be consistently placed in the exact location at the top right corner of the page. An approximation of 19 millimetres (3/4 inch) down and 19 Millimetres (3/4 inch) inwards is adequate. Alternatively, the word processing default setting is sufficient.

Where the orientation of a page has changed, from portrait to landscape, the location of the page number remains the same as if the page were to read vertically.

#### **g. Quotations**

Unless otherwise stated in the recommendation Style Manual appropriate to the discipline, quotations of more than two lines should be set off from the text in single spacing and indented at least five spaces from the left margin.

#### **h. Footnotes and Endnotes**

Unless otherwise stated in the recommended Style Manual appropriate to the discipline, both footnotes and endnotes are acceptable.

The Style Manual advises on the preparation and arrangement of footnotes and endnotes, the form and style of which must be maintained throughout the thesis.

#### **i. Figures, Tables, Illustrations etc.**

A Figure or a Table should appear in the text closely following the point where it is first discussed, usually no further than the page following.

Unless otherwise stated in the recommended Style Manual appropriate to the discipline, the titles for the Table should be placed at the top of the table aligned to the left. A colon or full stop may be used to separate the word “table” from its title. This must be followed consistently throughout the thesis.

The titles for Figures and Illustrations should be placed below and aligned to the left. A colon or full stop may be used to separate the word “Figure”/ “Illustration” from its title and must be used consistently throughout the thesis.

If Tables, Figures, etc., are not original then the source must be given. See relevant Style Manual for guidance (see Appendix 1). Full stops should not be placed after headings/titles or the statement indicating the source.

### **3.3 END PAGES**

#### *a. Bibliography / References / Works Cited/ Works Consulted*

The headings for this segment should follow the titles given in the Style Manual selected.

A fundamental rule of good scholarship is that the basic research is reliable, accurate, and that credit is given to all sources used in the preparation of the work. Sufficient information must be included in each citation to allow a reader to locate the sources used.

All references, whether they are listed in footnotes, endnotes or bibliographies, must conform to certain stylistic requirements. Although the sciences and humanities differ in matters of form, the fundamental principles that govern referencing procedures are the same.

A List of the style manuals recommended by each Faculty/Department is given in Appendix 1.

All references lists are placed at the end of the thesis before the appendices, except in the case of manuscript-based thesis where they are placed after each chapter. Note that when a Manuscript-based thesis is presented, the style used for the reference lists must be consistent throughout the thesis.

The reference list is done in alphabetical sequence except for numerical styles.

## b. Appendices

Appendices contain research material which is pertinent to the thesis, but which is not essential to an understanding of the work done by the candidate. Appendices should not exceed 20% of the thesis.

Pagination for the appendices should continue the sequence of Arabic numerals used for the text of the thesis. If appendices transcribe pages from other documents, this must be so indicated, by means of a footnote on the first page of the relevant appendix, where full bibliographic descriptions of the original sources should be given.

When two or more appendices are required, they should be designed Appendices A, Appendices B, etc. Tables and Figures in appendices should be numbered Table A.1, A.2...B.1, B.2 or Figure A.1, A.2...B.1, B.2, etc. in accordance with the related appendix.

A separate sequence of numbering in lower case Roman numerals should be given to loose material such as plates, maps diagrams, tables and electronic media that will be placed in the end pockets of bound volumes, or which will be bound separately from the typed script. All loose material should bear the candidates surname, initials, degree and year of submission, e.g., Doe, J.S., PhD, 2015. These should be reflected in the Table of Contents.

If a large amount of supporting data is to be submitted along with, or as part of the thesis, the relevant Campus Library should be alerted early in the process to develop the necessary data management plan.

## 4. ARRANGEMENTS OF WORKS – MANUSCRIPT-BASED THESES

A candidate may submit a manuscript-based thesis as an alternative to the traditional thesis format.

A manuscript-based thesis consist of a collection of papers integrated into a cohesive unit such that the thesis remains a report of single programme research. The papers need not have been submitted to any journal; they can include conference presentations, which have been published, accepted, submitted or prepared for publication. To facilitate this, the thesis must include brief connecting texts before and after each manuscript/chapter, demonstrating the linkage between manuscripts. This connecting text should be

part of the last paragraph of a chapter and introduction to the next chapter.

The manuscripts, and hence the thesis as a whole, must conform to this Guide with respect to line spacing, margins, font size, tables, figures, etc., and the manuscript must be bound together in the traditional manner to form one physical thesis.

The preliminary pages and formatting guides are the same as for a traditional thesis.

The manuscript-based thesis must also include the following:

- Preliminary Pages (section 3.1 refers). The abstract here should be a general abstract covering the entire thesis.]
- A general introduction which places the research in the appropriate literature context, provides the rationale and objectives of the research, and hereby demonstrates the linkages among manuscripts/chapters. References must be included at the end of the introduction.
- The individual manuscripts/chapters (each with its own Abstract, Keywords, Introduction, Methods, Results, Discussion, References).
- An overall Synthesis Summary (including References).
- An overall list of references (Bibliography / References / Works / Cited / Works Consulted
- Appendices

The thesis must also have a Display Page (showing the chapter number and title in bold, capital letters centred at the top of the page) at the beginning of each chapter. This is to be paginated and included in the Table of Contents. On the Display page the candidate should include notes about previous or forthcoming publications of the particular chapter.

The headings for the references at the end of the chapters should be formatted as subheadings are the heading for the overall list of References should be treated a major heading starting on a new page.

When co-authored manuscripts are included in a thesis, the candidate must be the primary

author, i.e., the author who has made the most substantial contribution to the work in the manuscript. The candidate must make an explicit statement in the thesis about the role he/she played in the work described in each manuscript, and the contribution of the other authors. The statement should appear in a single section entitled "Contributions of Authors as a sub-section in the Preface to the thesis. The supervisor(s) must confirm the accuracy of this statement at the PhD oral defence, or by a written statement at the time of submission in the case of a Master's thesis.

When published copyrighted material is presented in a thesis, the candidate must obtain signed waivers from the publishers and submit these to the office of Graduate Studies and Research at the time of thesis submission. The candidate must also submit signed waivers from any co-authors of unpublished manuscripts.

## 5. PROCEDURES FOR SUBMISSION

At least three (3) months before the thesis is ready for submission for examination, the candidate is required to formally apply for entry to the examination on a specified form and to pay the required examination fee.

The formal submission of the thesis for examination is made by the candidate to the Office of Graduate Studies and Research. The submitted document must be accompanied by the **Certificate of Completion Form** from the candidate's supervisor indicating that the thesis is presented a technically acceptable form.

Candidates are expected to refer to and be guided by the **University Regulations for Graduate Diplomas and Degrees (2014)** refers.

Four (4) soft bound copies of the thesis along with one electronic copy on a CD/DVD (in edit-enabled format/Microsoft Word format and certified by the supervisor), are to be submitted for examination.

The candidate, the supervisor department and faculty have a shared responsibility to ensure that the quality of the thesis is acceptable. As theses are contributions to knowledge and are open to public scrutiny, sound academic standards must be adhered to in their preparation and presentation.

If in the opinion of the supervisor, the thesis is not ready for submission, he/she shall advise the candidate accordingly. In such cases the supervisor shall advise the Campus Registrar in writing that the thesis has been submitted against his/her advice and that he/she has advised the candidate accordingly.

The sequence of events in the routing of a thesis is given in **Appendix 2** (of the thesis guide).

**All forms referred to herein are found on the website of the Office of Graduate Studies and Research of the relevant Campus.**

## 6. PUBLICATION OF THESIS

### 6.1 Restriction

The University has determined that there should be no restriction on the availability of a thesis to those who may wish to consult it.

However, in exceptional cases, the author of the thesis, in consultation with the supervisor(s) of the thesis and with the approval of the Senate, shall have the sole right to determine distribution of copies of his/her work for three years from the date of acceptance of the thesis. The author may also ask the Senate to withhold the thesis and abstract from access while a patient is sought, or for other good cause.

Candidates should refer to Regulation 1.39 of the University Regulations for Graduate Diplomas and Degrees (2014) for further guidance.

### 6.2 Binding the Thesis

When the award of the degree has been approved by the Board for Graduate Studies, for deposit in the Campus Library, one **unbound** final post-examination corrected copy of the thesis presented in a form acceptable in all particulars and which conforms to the Regulations. The candidate must also submit a signed Declaration Form with the unbound thesis.

The candidate is also required to submit one certified digital final post-examination corrected copy of the thesis in Portable Document Format (PDF) in one file. The file name must include the candidate's name, UWI student identification number, type of thesis and subject area, e.g. HIGGINS, HENRY

80000000 PhD Thesis Geography. The CD/DVD must be clearly labelled enclosed in a labelled jewel case. Candidates must indicate whether the thesis includes third party information for which they have copyright clearance. The electronic copy should not include a signed declaration form.

It is the responsibility of the (Senior) Assistant Registrar, Graduate Studies and Research, to submit the untold thesis, the signed declaration form and a certified digital copy of the thesis to the Campus Library. The responsibility for binding the thesis sets with the Campus Library.

**7. APPENDIX 1: Recommended Style Manuals**

**Note:**

1. *The prior approval of the Campus Committee for Graduate Studies and Research is required for the use of any other Style Manuals.*
2. *Unless otherwise specifically stated the latest available edition of the relevant style Manual must be used.*

**Faculty of Humanities and Education**

RECOMMENDED STYLE MANUAL(S)

HUMANITIES	<ul style="list-style-type: none"> <li>a. MLA Handbook for Writers of Research Papers. New York: Modern Language Association.</li> <li>b. A Manual for Writers of Term Papers, Thesis and Dissertations, Kate L. Turabian. Chicago: University of Chicago Press</li> <li>c. Publication Manual of the American Psychology Association. Washington, DC: APA.</li> <li>d. The Chicago Manual Style. Chicago: University of Chicago Press. (Notes- Bibliography Format)</li> </ul>
EDUCATION	<ul style="list-style-type: none"> <li>Publication Manual of the American Psychology Association. Washington, DC: APA.</li> </ul>

## APPENDIX 2: Thesis Routing

### 1. CANDIDATE

The requisite number of soft bound copies of the research paper/thesis and the certified electronic copy submitted to the Office of Graduate Studies and Research (OGSR) by candidate along with Certificate of Completion.

### 2. OGSR

The thesis is forwarded by the Office of Graduate Studies and Research to:

i. Approved Internal and External Examiners with request for submission of report within two (2) months from the date of receipt of thesis/one (1) month from the date of receipt of research paper.

ii. The Campus Librarian with a request for submission of comments on format etc. within one month.

### 3. EXAMINERS & CAMPUS LIBRARIAN

Each Examiner submits to the Registrar under confidential cover written report on the thesis and awaits oral examination (PhD) or, in the case of MPhil, awaits the decision of the campus committee for Graduate Studies and Research.

### 4. OGSR

After Oral Examination (PhD)/ recommendation of the Campus Committee for Graduate Studies and Research (MPhil), soft bound thesis returned to candidate for minor or major corrections as specified.

### 5. CANDIDATE

Candidate makes corrections proposed by Examiners (PhD) and adjustments proposed by the Librarian and has them certified by Supervisor and Librarian, respectively, and then takes three (3) unbound copies of the thesis with Supervisor's certification of the completed corrections and Librarian's Certificate of Acceptance to the Registrar's Office.

### 6. OGSR

Registrar sends to the Campus Library the unbound thesis to be bound according to regulations, and the certified digital Copy of the thesis.

### 7. Campus Libraries

Campus Librarian places the bound copy in the Library and uploads the digital copy to UWI's institutional repository.

## APPENDIX 3: List of Relevant Regulations, Policies and Forms

### REGULATIONS

- UWI Regulations for Graduate Certificates, Diplomas and Degrees (2018)

### POLICIES

- UWI Policy and Procedures on Research Ethics (2011)
- UWI Policy on Graduate Student Plagiarism
- UWI Policy on Intellectual Property
- UWI Guidelines for the Preparation of Manuscript-Based Thesis

### FORMS

- Application for Examination of Thesis (SGSR-09)
- Application for Examination of Research Paper/Project (SGSR-10)
- Certificate of Completion of Thesis/Research Paper/Project Report/Casebook/Clinical Research Project (SGSR-12)
- Declaration Form for the Reproduction of Thesis/Research Paper/Project (SGSR-13)
- Thesis/Dissertation/Research Paper/Project Deposit License Agreement (Deposit/License Agreement)

**Note: The regulations, policies and forms above are available from the websites of the respective Campus Office of Graduate Studies and Research:**

Mona:

<http://www.mona.uwi.edu/postgrad/documents>

## **APPENDIX B:**

### **➤ PROPER PROTOCOL FOR COMMUNICATION WITHIN GRADUATE STUDIES**

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

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

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

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

# NOTES: