THE UNIVERSITY OF THE WEST INDIES
FIVE ISLANDS CAMPUS

SoHE

2025–2026 Handbook

SCHOOL OF HUMANITIES & EDUCATION

THE UNIVERSITY OF THE WEST INDIES
SCHOOL OF HUMANITIES AND EDUCATION
FIVE ISLANDS CAMPUS
UNDERGRADUATE HANDBOOK
2025/2026

MISSION
To advance learning create knowledge and foster innovation for the positive transformation of the Caribbean and wider world.

VISION
To be an excellent global university rooted in the Caribbean.

CORE VALUES
Integrity, Intellectual Freedom, Excellence, Civic Responsibility, Accessibility, Diversity, Equity

ABOUT THE FIVE ISLANDS CAMPUS (FIC)
FIC is UWI's 5th campus and 4th landed campus located in Antigua and Barbuda. Approval was given for establishment on May 29th 2019.

DISCLAIMER

The information in this handbook is accurate at the time of printing and publishing electronically. However, students are encouraged to check with the School's Office as well as the respective departments and coordinators during the academic year for any clarifications needed as well as updates.

Notwithstanding the contents of School Handbook, course outlines or any other course materials provided by The University, The University reserves the right at any time to altogether withdraw or modify programmes or courses as it deems necessary.

TABLE OF CONTENTS

PURPOSE OF THE HANDBOOK

This handbook is intended for use by new students and provides information on all the courses and programmes of study offered by the School for the academic year 2025-2026. The handbook also sets out those regulations of the School (registration, the award of degree, leave of absence, plagiarism policy etc.) which are essential for students 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 School for the 2025/2026 academic year)
- all students who transferred into the School during the said academic year
- those students who were approved for a change of Major/Special within the School during the 2025/2026 academic year

Continuing students must refer to the School's Regulations that govern their year of entry.

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

Courses are subject to change and may not necessarily be available each year or semester. Correspondingly, the School retains the right to cancel any course in any semester if registration numbers are insufficient. Students are therefore encouraged to check with their School regarding possible changes and/or cancellations and are encouraged to seek academic advice from their Academic Advisors and/or Heads of School before registration. Academic advising is an integral component of each students' successful matriculation in their respective programme.

The University reserves the right to make such changes to the contents of this publication as may be deemed necessary.

HEAD OF SCHOOL WELCOME MESSAGE
WELCOME TO THE SCHOOL OF HUMANITIES AND EDUCATION!

Congratulations on beginning your academic journey at The University of the West Indies, Five Islands Campus. It is a privilege to welcome you to the School of Humanities and Education (SoHE), a space where innovation, scholarship, and purposeful engagement meet to shape educators, leaders, and change-makers across the Caribbean and beyond.

At SoHE, we are deeply committed to nurturing critical thinkers, creative innovators, and reflective practitioners who are equipped to contribute meaningfully to the development of Antigua and Barbuda, the OECS, and the wider Caribbean region. Your time with us will be defined by rich academic exploration, dynamic teaching practices, and transformative experiences that extend far beyond the classroom.

In today's rapidly evolving educational landscape, the integration of Artificial Intelligence (AI) is not a future concept, it is a present reality. As students of Humanities and Education, we encourage you to embrace AI not just as a technological tool, but as a pedagogical partner that enhances both your content knowledge and your future practice as educators and professionals. Whether it is through personalised learning, enhanced assessment strategies, or creative curriculum design, AI offers exciting opportunities to redefine what teaching and learning can look like in the 21st century.

Guided by the principles of the United Nations Sustainable Development Goals (SDGs) and UWI's mission of innovation and access, we continue to reimagine education through technologically enriched and socially responsive learning. You will be challenged to co-create knowledge, question deeply, and lead courageously, traits that will not only serve you in your studies but position you as future-ready contributors to a smarter, more equitable Caribbean.

On behalf of the academic and administrative team at SoHE and the wider UWI Pelican family, I extend my warmest welcome. We are excited about the brilliance, passion, and innovation you will bring. Let your time here be marked by curiosity, compassion, and a commitment to excellence.

Remember: "I AM, I CAN, I WILL … Look out World, WATCH ME… Pelican Pride 2025."

With every good wish for your success,

Andrew Hunte

PhD; M.Sc. MPhil; B.Sc.
HEAD, SCHOOL OF HUMANITIES AND EDUCATION

STUDENT REPRESENTATIVE WELCOME MESSAGE
TOGETHER WE RISE: SHAPING TOMORROW'S EDUCATORS TODAY

Welcome to the School of Humanities and Education!

It is an honour to serve as your Student Representative. I am committed to cultivating a learning environment grounded in transparency, collaboration, and excellence. Our school is a dynamic community where diverse perspectives, shared purpose, and forward-thinking values come together to prepare globally-minded educators, scholars, and practitioners.

As we embrace the future of education, one of our greatest opportunities lies in the integration of Artificial Intelligence (AI) into our academic experience. I encourage each of you to explore how AI can enhance your learning, whether through improving research, increasing classroom engagement, or developing innovative tools for teaching and learning. As future educators and thought leaders, your ability to responsibly harness AI will be critical in shaping inclusive and transformative learning environments.

Inclusivity remains the cornerstone of our community. I will continue to advocate for open dialogue, accessible leadership, and culturally responsive practices. Through partnerships with student organisations and collaboration with faculty, we will celebrate the rich diversity that defines our school and ensure that your voices are not only heard, but actively inform policy and progress.

Education is not only about acquiring knowledge, it's about unlocking your potential to impact the world. I am dedicated to championing initiatives that expand mentorship opportunities, improve student support services, and promote interdisciplinary learning that reflects the complexities of our Caribbean and global societies.

Together, let us build a vibrant, future-focused School of Humanities and Education, where innovation meets tradition, and every student is empowered to thrive.

In solidarity and service,

Howard Gore

STUDENT REPRESENTATIVE
SCHOOL OF HUMANITIES AND EDUCATION
UWI FIVE ISLANDS CAMPUS

ACADEMIC CALENDAR 2025/2026

ACTIVITY	SEMESTER I AUGUST–DECEMBER 2025	SEMESTER II JANUARY–MAY 2026	SUMMER MAY–JULY 2026
Online Application OPENS	January 06, 2025	September 15, 2025	n/a
Online Application CLOSES	June 30, 2025	November 30, 2025	n/a
Semester BEGINS	August 24, 2025	January 18, 2026	May 24, 2026
Normal Registration BEGINS	August 18, 2025	January 05, 2026	May 11, 2026
Normal Registration ENDS	September 05, 2025	January 23, 2026	May 22, 2026
Late Registration BEGINS	September 08, 2025	January 26, 2026	May 26, 2026
Late Registration ENDS	September 12, 2025	January 30, 2026	June 1, 2026
STUDENT PAYMENT PLAN			
Down Payment Deadline	September 05, 2025	January 26, 2026	n/a
1st Installment	September 26, 2025	January 30, 2026	May 29, 2026
2nd Installment	October 31, 2025	February 27, 2026	June 26, 2026
Finance Hub	November 4 2025	n/a	n/a
3rd Installment	November 28, 2025	March 27, 2026	n/a
Finance Hub	n/a	March 31 2026	n/a
SEMESTER/TERM DETAILS			
Teaching BEGINS	September 01, 2025	January 19, 2026	May 26, 2026
Teaching ENDS	November 21, 2025	April 10, 2026	July 03, 2026
Review/Study Week	November 23 - November 30, 2025	April 12-19, 2026	July 06-10, 2026
Examinations BEGIN	December 01, 2025	April 20, 2026	July 13, 2026
Examinations END	December 19, 2025	May 08, 2026	July 24, 2026
Semester ENDS	December 19, 2025	May 08, 2026	July 24, 2026
Publication of Grades	January 16, 2026	June 05, 2026	August 21, 2026
Application for Remark/Go Through	January 19-30, 2026	June 08-19, 2026	August 24-28, 2026
Deadline to apply for Leave of Absence	September 12, 2025	February 06, 2026	June 02, 2026
Deadline to apply for Deferrals	September 12, 2025	February 06, 2026	n/a
Deadline to apply for Voluntary Withdrawal from the University	September 12, 2025	February 06, 2026	n/a
Deadline to apply for Exemptions	September 12, 2025	February 06, 2026	n/a

ACTIVITY	SEMESTER I AUGUST–DECEMBER 2025	SEMESTER II JANUARY–MAY 2026	SUMMER MAY–JULY 2026
Deadline to apply to Carry Forward Coursework	September 12, 2025	February 06, 2026	June 02, 2026
Deadline to apply for Change in Programme	June 30, 2025	February 06, 2026	n/a
Deadline to apply for Inter-Campus Transfers 2026/2027	June 30, 2026		
CEREMONIES			
Matriculation Ceremony	September 18, 2025		
Graduation Ceremony	October 11, 2025		
LLU Award Ceremony	October 30 2025		
APPLICATION PERIOD 2025/2026	**SEMESTER 1**	**SEMESTER 2**	
UG/PG Degree Programmes	January 6, 2025- June 30, 2025	September 15, 2025- November 30, 2025	
Specially Admitted	TBD	TBD	

DISCLAIMER: THE DATES LISTED ON THIS CALENDAR ARE SUBJECT TO CHANGE BY APPROPRIATE AUTHORITIES

IMPORTANT NAMES AND CONTACT EMAILS

HEAD OF THE SCHOOL OF HUMANITIES AND EDUCATION

Dr. Andrew Hunte

andrew.hunte@uwi.edu

SECRETARY SCHOOL OF HUMANITIES AND EDUCATION

Mrs. Tiffany Allen-Braithwaite

tiffanyallen.braithwaite@uwi.edu

Tel: (268) 484-3900 Ext: 141

ACADEMIC STAFF

**LECTURER
SCIENCE EDUCATION**

Dr. Andrea Veira

PhD (UWI) MA (Derby), Dip. Ed. (Science) (UWI), B.Sc. (UWI)

andrea.veira@uwi.edu

**LECTURER
MATHEMATICS EDUCATION**

Dr. Andrew Hunte

PhD (University of Illinois Urbana-Champaign), M.Sc. (University of Illinois Urbana-Champaign), MPhil (UWI) B.Sc. (UWI)

andrew.hunte@uwi.edu

ABOUT THE SCHOOL OF HUMANITIES AND EDUCATION

The School of Humanities and Education started in 2019 as the Five Islands Campus for The University of the West Indies began its journey as the fourth landed campus of the prestigious institution. At present, we offer programmes in education at undergraduate and postgraduate levels. At the **undergraduate level** we offer the 60 and 90 credit Bachelor's Degree in Education (B. ED.) with specialisations in:

- Curriculum Studies
- Language Arts/Literacy Education
- Mathematics Education
- Special Education

Additionally, at the **undergraduate level** we offer a **specialised degree**, the Bachelor's Degree (B. ED.) in Early Childhood Development and Family Studies.

At the **postgraduate level** we offer the Diploma in Education (Dip. Ed) with concentrations in:

- The Teaching of Mathematics
- The Teaching of English
- The Teaching of Science
- The Teaching of Social Studies/Geography/History
- The Teaching of Modern Languages
- The Teaching of Business Studies
- The Teaching of Music

We also offer:

- A Masters of Arts of Teaching Exceptional Children
- MPhil and PhD degrees in Education or History

GENERAL REGULATIONS
FOR THE DEGREE OF BACHELOR OF EDUCATION IN THE SCHOOL OF HUMANITIES AND EDUCATION

DEFINITION OF TERMS

ADVISING HOLD	An Advising Hold may be placed on a student's record to indicate that the student must get academic advising prior to registration
ANTI-REQUISITES	Refers to courses where content overlap precludes courses being taken together for credit. Students are urged to view the listings in this handbook and consult their department for guidance.
CORE OR COMPULSORY COURSES	Courses that students must complete in order to be awarded a degree.
CREDIT	Refers to a unit of study counting towards a degree or diploma. Undergraduate courses in the School normally carry a weighting of three (3) credits. A number of courses, however, carry a weighting of six (6) credits.
EXEMPTION WITH CREDIT	Refers to cases where a student is granted exemption from UWI courses because the student has already passed courses in other programmes at UWI or passed courses of similar content at other recognised institutions. Students are not required to take replacement courses.
FREE ELECTIVES	Courses which are optional in the degree programme concerned and may be selected from any department or School/Faculty. Please note that Level I courses cannot be used as electives in Level II/III of the programme.
LEVEL I, LEVEL II & LEVEL III	Represents the different standard of courses that must be completed in the undergraduate degree programme. Each level is designated by the first numeral in the course code. Levels II and III courses are equally weighted for the assessment of class of degree.
PREREQUISITES	Courses which must be completed before registration for another course is permitted.
PART-TIME REGISTRATION	A student who is admitted based on CSEC qualifications only must be registered as a Part Time student. Part-time students shall register for no more than 15 credits (2+3 courses) per academic year in the first level of the programme. Such students in possession of one A' level, may register for no more than 9 credits per semester.
FULL-TIME REGISTRATION	A student who is fully matriculated and therefore registered for not more than 15 and not less than 12 credits per semester.

QUALIFICATIONS FOR ADMISSION

PROGRAMME	DURATION	MINIMUM ADMISSION REQUIREMENT
60-Credit B. ED.	**3 years duration - Hybrid Status** This is equivalent of 2 levels of courses. Each level is equivalent to 30 credits.	• Associate Degree in Education from any participating college in the Eastern Caribbean Joint Board of Teacher Education (with at least a 2.0 GPA. • Teacher training Diploma or certificate.
90-Credit B. Ed.	**3 years Hybrid Status Fulltime** **5 years Part-time**	• Passes in five (5) subjects two of which are at Caribbean Advanced Proficiency Examination (CAPE) or GCE A' Levels in their intended area of specialisation. The others may be acceptable passes at CSEC (grades I, II, or III) or GCE O levels (A, B, C). • At least five 5 CSEC passes including English A and Mathematics at Grades (I, II and III) or GCE O levels (A, B or C). Candidates matriculating via this route are required to register as part-time students carrying a maximum load of 9 credits/3 courses per semester.
B. ED. Early Childhood Development and Family Studies **90 credits**	**3 years Hybrid Status Fulltime** **5 years Part-time**	• At least five 5 CSEC passes including English A and Mathematics at Grades (I, II and III) or GCE O levels (A, B or C). Candidates matriculating via this route are required to register as part-time students carrying a maximum load of 9 credits/3 courses per semester. • Four subjects (at least three GCE A Level or CAPE) and the fourth acceptable pass in the CXC-CSEC or GCE O' Level • Entrants with a Diploma, Certificate or UWI or another approved Caribbean tertiary level institution, having attained a B+ average or minimum GPA of 2.5 • Persons over the age of 21, who have been out of school for at least five years, on the basis of their overall academic and professional attainments.

THE ENGLISH PROFICIENCY TEST

All applicants to the University are required to take a proficiency test in English. At FIC in place of the proficiency test, students are required to take the foundational English course **FOUN0100: Fundamentals of Written English** unless exempted.

EXEMPTION FROM FOUN0100/ ENGLISH PROFICIENCY TEST

Students who have obtained one of the following are exempted from taking the test:

- Grade 1 in CSEC General Proficiency in English A
- Grade 1 or 2 in the CAPE Communication Studies
- Grade A in the Cambridge GCE O' Level English Language
- Grade A or B in the Alternative Ordinary (AO) General Paper

Those who pass or are exempted from the test do two or one Level I English Language Foundation courses as required by the matriculation guidelines for their respective programme. The level 1 courses are: (1) FOUN1006 (required) and/or (2) FOUN1008. Those who fail or did not take the test (and do not possess one of the exemptions listed above) are required to pass the remedial course FOUN0100: Fundamentals of Written English and then to do the two Level I English Language Foundation courses.

FOREIGN LANGUAGE PROFICIENCY REQUIREMENT FOR STUDENTS ENTERING ACADEMIC YEAR 2025/2026

(1) All students registered in the B. ED 60 credits and B. ED in Early Childhood Development and Family Studies in the School of Humanities and Education who do not have at least CSEC General Grade II before 1998, or Grade III after 1998, or its equivalent, in a foreign language are required to complete three (3) credits in one of the following courses.

- SPAN0101 - Beginners' Spanish 1
- FREN0101 - Beginners' French 1
- CHIN-1001 - Chinese Language 1A
- (Sign Language will be offered from Jan 2025)

Any other language course as approved by the School of Humanities and Education at The UWI FIC.

The foreign language requirement is already included in the B. ED 90 programmes. Therefore, students are not eligible to substitute with the other required foundation courses to fulfill the foreign language requirement.

A student enrolled in the B. ED 60 credits and the B. ED in Early Childhood Development and Family Studies **may substitute one of the following Foundation Courses**:

- FOUN1210 Science Medicine and Technology in Society
- FOUN1301 Law, Governance, Economy and Society

with a foreign language course at the level of their competence.

For Example, Table 1 presents a summary of the eligible courses for substitution and the options for the foreign language requirement within the respective schools at FIC.

Table 1: *Summary of Eligible replacement course and Foreign Language Courses to fulfill Requirement*

SCHOOL	COURSE THAT CAN BE SUBSTITUTED	FOREIGN LANGUAGE COURSE OPTIONS (CHOOSE 1)
School of Health and Behavioural Sciences (SoHBS)	FOUN1301	Spanish French Sign Language
School of Science Computing and Artificial Intelligence (SoSCAI)	FOUN1301	Spanish French
School of Business and Management Studies (SoBMS)	FOUN1210	Spanish French Mandarin
School of Humanities and Education (SoHE)	FOUN1301 **OR** FOUN1210 FOUN1501	Spanish French Sign Language

(2) ALL international students whose first language is not English and who matriculated into the School of Humanities and Education with English as a Second Language (ESL) qualifications shall be exempted without credit from this requirement.

(3) Students may opt not to take a UWI foreign language course and choose instead the self-directed learning path to foreign language competency. Those who do so must demonstrate competency to the satisfaction of The UWI, that is at the *Common European Framework of Reference for Language: Learning, Teaching, Assessment* (CEFR) A1 or its equivalent in other systems.

(4) Students who do not possess certification in a foreign language but might have pursued a foreign language may take a proficiency test to demonstrate their competence to the satisfaction of The UWI (i.e., CEFR A1 or its equivalent)

(5) Students may fulfil this requirement at any time during their undergraduate programme.

APPROVAL OF COURSES FOR REGISTRATION

Prior to registering online each semester, students must consult with their academic advisors and/or the School Administration in selecting their courses. This is extremely important especially for students at Level III who must satisfy the requirements for graduation.

CHANGES IN COURSE REGISTRATION

Students can make changes to the courses for which they are registered in each semester up to the deadline published by the Office of the Campus Registrar. Changes in registration will not be permitted after the deadline date without the approval of the Head of School. NB: Students are responsible for checking their online transcript to ensure that they are registered for the correct course(s), and/or have successfully deregistered from the course(s) they wish to drop. Registration for a course constitutes registration for the examination in that course and includes payment of relevant student fees.

THE BACHELOR OF EDUCATION (B. ED.) DEGREE

The Bachelor of Education (B. ED.) is a professional degree which is normally intended for practitioners in the field of education. This degree will be awarded to persons who, having satisfactorily completed the programme of study prescribed by these regulations, have satisfied the examiners as set out under the 60 credit programme (Levels II and III only). **All students are required to take nine (9) credits in Foundation courses, except where exempted by the University.**

B. ED. 60 CREDIT PROGRAMME QUALIFICATIONS FOR ADMISSION
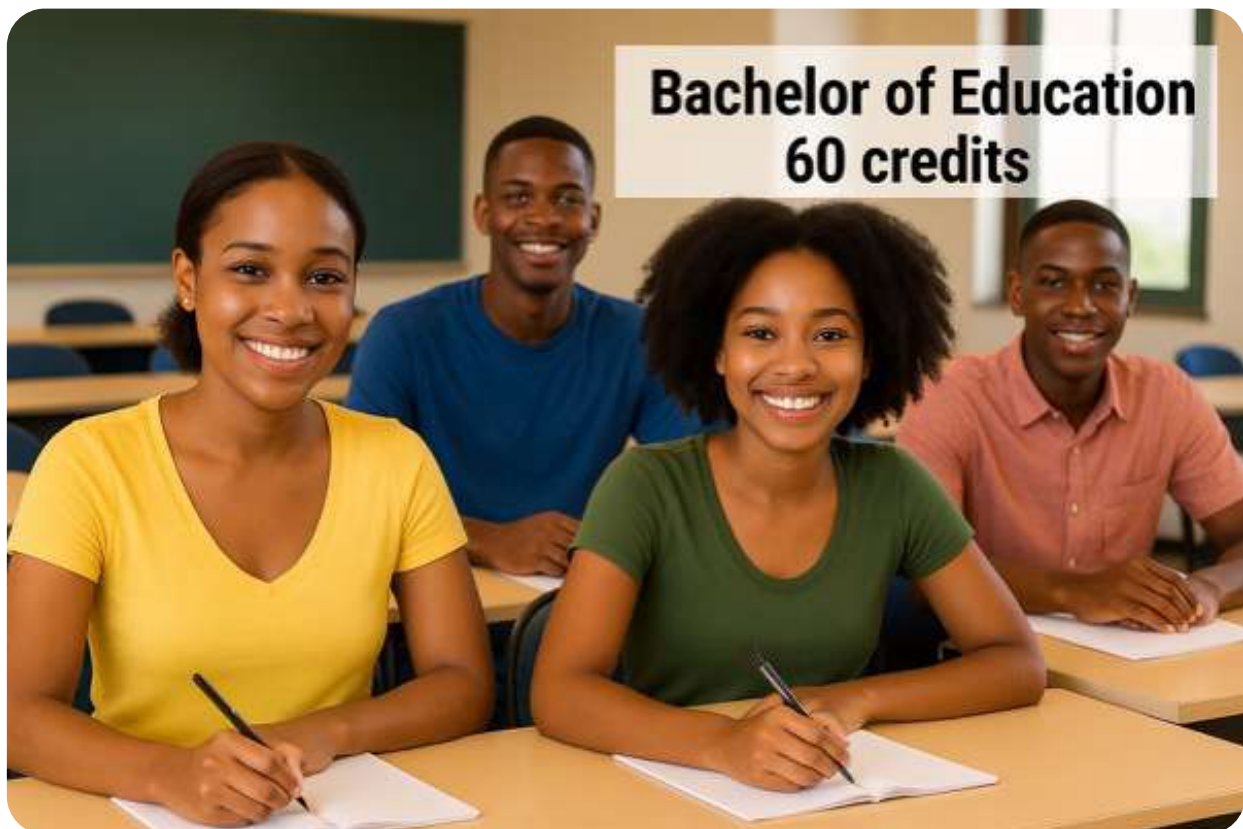
1. To be eligible for admission to the programme, an applicant must have satisfied:

(a) the matriculation requirements of the University;
(b) be a trained teacher; that is, must have successfully completed an approved programme of training for certification as a teacher in his/her country

   AND

(c) Possess a level of professional experience as a teacher that is deemed satisfactory by the School.
(d) (d) Students holding a UWI Certificate in Education or an equivalent certificate in Education from an approved university at an acceptable standard, may be exempted from the entrance examination.

PROGRAMME CONTENT

LEVEL I

1. In view of the entry requirements for this programme, the Level 1 requirements are considered to have been fulfilled.

LEVEL II

2.
(a) At least eighteen (18) credits (6 courses) selected from the Foundations of Education and Educational Theory, embodying aspects of the Philosophy of Education, Psychology of Education, Sociology of Education, Curriculum Theory, Planning and Practice, Research Methods in Education, Classroom Testing and Evaluation, Education and Social Development, Educational Administration, Language and Communication in Education and such other aspects as the School may prescribe.
(b) At least six (6) credits (2 courses) related to their area of specialisation from courses taken in any other School, approved by the School of Humanities and Education.
(c) A minimum of six (6) credits (2 courses) derived from a professional specialisation such as curriculum studies, language arts/literacy education, mathematics education, special education or such other specialisation as the School may prescribe.

EXEMPTIONS

Students who satisfy the B. ED. admission requirements and who also possess The UWI Certificate in Education, or a certificate in education from an approved University, may not be required to repeat such B. ED. courses as have already been passed at a satisfactory level. However, no credit shall attach to these courses, and the number of credits required for the award of the degree shall remain at sixty (60).

LEVEL III

(a) Further work in the Foundations of Education and Educational Theory for a minimum of twelve (12) additional credits
(b) At least six (6) more credits from courses taken in another Schools with the approval from the School of Humanities and Education.
(c) Further work in the professional specialisation selected for a minimum of six (6) credits.
(d) Six (6) credits derived from a study (prepared in conjunction with a practicum/fieldwork) reporting an investigation of an educational problem.
(e) Students may, under exceptional circumstances, be permitted to vary this distribution of credits outlined in Levels II and III above.

LENGTH OF PROGRAMME

FULL-TIME PROGRAMME

- This programme shall normally extend over a minimum of nine (9) semesters over a 3 year period to facilitate the Hybrid Status Offering
- A full-time student should normally register for not more than fifteen credits (5 courses) and no fewer than twelve credits (4 courses) per semester.

PART-TIME PROGRAMME

- In the case of part-time study, the programme shall extend over a minimum of seven (7) semesters and a maximum of fourteen (14) semesters.
- Normally, the minimum number of credits to be taken per semester shall be six (2 courses), and the maximum, nine (3 courses).

A student will be required to withdraw from the School if after being notified about his/her poor academic

performance (GPA less than 2.0) in one semester, the student's GPA remains less than 2.00 in the following semester.

REQUIREMENTS FOR THE B. ED. DEGREE (60-CREDIT PROGRAMME)

B. ED 60-CREDIT PROGRAMME, SCHOOL OF HUMANITIES AND EDUCATION

SPECIALISATION: LANGUAGE AND LITERACY

COURSE CODE	COURSE TITLE	CREDITS	YEAR
SEMESTER 1 2025			
EDRS2201	Introduction to Research Methods in Education	3	I
EDLS2301	Reading and Writing Strategies for Academic Purposes	3	I
EDPS2011	Principles of Educational Psychology	3	I
LING1005	Introduction to Language	3	I
SEMESTER 2 2026			
EDME2211	Testing Measurement and Evaluation	3	I
EDCU2301	Introduction to Curriculum Theory and Planning	3	I
LING1001	Introduction to Phonetics and Phonology	3	I
SUMMER 2026			
EDPH2016	The Philosophy of Education	3	I
LING1002	Introduction to Morphology and Syntax	3	I
SEMESTER 1 2026			
EDTK3304	Media and Technology in Education	3	II
LING2101	Language Acquisition	3	II
EDLA2112	The Structure and Nature of Language Arts	3	II
SEMESTER 2 2027			
EDSO3102	The Social Context of Education	3	II
LING2102	Language Learning and Teaching	3	II
EDRS2202	Basic Data Analysis With Computers	3	II
SUMMER 2027			
EDLS3004	Curriculum and Instructional Issues in Literacy	3	II
SEMESTER 1 2027			
EDLA3005	Selected Pedagogical Issues In Language Arts	3	III
EDRS3501	The B. Ed Study	3	III
SEMESTER 2 2028			
EDTE3404	Issues in Teacher Education	3	III
EDRS3501	The B. Ed Study	3	III
GRADUATION 2028		*TOTAL CREDITS: 60*	

SPECIALISATION: LANGUAGE AND LITERACY

COURSE CODE	COURSE TITLE	CREDITS	YEAR
SEMESTER 1 2025			
EDRS2201	Introduction to Research Methods in Education	3	I
EDLS2301	Reading and Writing Strategies for Academic Purposes	3	I
EDPS2011	Principles of Educational Psychology	3	I
LING1005	Introduction to Language	3	I
SEMESTER 2 2026			
EDME2211	Testing Measurement and Evaluation	3	I
EDCU2301	Introduction to Curriculum Theory and Planning	3	I
LING1001	Introduction to Phonetics and Phonology	3	I
SUMMER 2026			
EDPH2016	The Philosophy of Education	3	I
LING1002	Introduction to Morphology and Syntax	3	I
SEMESTER 1 2026			
EDTK3304	Media and Technology in Education	3	II
LING2101	Language Acquisition	3	II
EDLA2112	The Structure and Nature of Language Arts	3	II
SEMESTER 2 2027			
EDSO3102	The Social Context of Education	3	II
LING2102	Language Learning and Teaching	3	II
EDRS2202	Basic Data Analysis With Computers	3	II
SUMMER 2027			
EDLS3004	Curriculum and Instructional Issues in Literacy	3	II
SEMESTER 1 2027			
EDLA3005	Selected Pedagogical Issues In Language Arts	3	III
EDRS3501	The B. Ed Study	3	III
SEMESTER 2 2028			
EDTE3404	Issues in Teacher Education	3	III
EDRS3501	The B. Ed Study	3	III
GRADUATION 2028		***TOTAL CREDITS: 60***	

SPECIALISATION: CURRICULUM STUDIES

COURSE CODE	COURSE TITLE	CREDITS	YEAR
SEMESTER 1 2025			
EDRS2201	Introduction to Research Methods in Education	3	I
EDLS2301	Reading and Writing Strategies for Academic Purposes	3	I
EDPS2011	Principles of Educational Psychology	3	I
SOCI1002	Introduction to Sociology	3	I
SEMESTER 2 2026			
EDME2211	Testing Measurement and Evaluation	3	I
EDCU2301	Introduction to Curriculum Theory and Planning	3	I
CLTR2100	Festivals, Rituals and Caribbean Society	3	I
SUMMER 2026			
EDPH2016	The Philosophy of Education	3	I
EDEA2304	Introduction to Educational Administration	3	I
SEMESTER 1 2026			
EDTK3304	Media and Technology in Education	3	
PSYC3013	Contemporary Issues in Social Psychology	3	II
SOCI3035	Caribbean Social Problems	3	
SEMESTER 2 2027			
SOCI2006	Qualitative Research Methods	3	II
EDSO3102	The Social Context of Education	3	II
EDRS2202	Basic Data Analysis With Computers	3	I
SUMMER 2027			
EDCU3103	Curriculum Development Implementation and Evaluation	3	II
SEMESTER 1 2027			
EDCU3104	Issues in Curriculum Theory and Practice	3	III
EDRS3501	The B. Ed Study	3	III
SEMESTER 2 2028			
EDTE3404	Issues in Teacher Education	3	III
EDRS3501	The B. Ed Study	3	III
GRADUATION 2028		*TOTAL CREDITS: 60*	

SPECIALISATION: SPECIAL EDUCATION

COURSE CODE	COURSE TITLE	CREDITS	YEAR
SEMESTER 1 2025			
EDRS2201	Introduction to Research Methods in Education	3	I
EDLS2301	Reading and Writing Strategies for Academic Purposes	3	I
EDPS2011	Principles of Educational Psychology	3	I
EDSE2924	Introduction to Special Education	3	I
SEMESTER 2 2025			
EDME2211	Testing Measurement and Evaluation	3	I
EDCU2301	Introduction to Curriculum Theory and Planning	3	I
SOCI 2001	Modern Social Theory	3	I
SUMMER 2025			
PSYC 2002	Abnormal Psychology	3	I
EDPH2016	The Philosophy of Education	3	I
SEMESTER 1 2025			
EDTK3304	Media and Technology in Education	3	II
EDSE 3100	Working with Exceptional Learners	3	II
SOCI 3035	Caribbean Social Problems	3	II
SEMESTER 2 2026			
EDSO3102	The Social Context of Education	3	II
SOCI 3037	Social Dimensions of Inequality and Marginalisation	3	II
EDRS2202	Basic Data Analysis With Computers	3	II
SUMMER 2026			
EDSE 3901	Education of Children with Physical and Health Impairment	3	II
SEMESTER 1 2026			
EDRS 3501	The BED Study	3	III
EDPS3804	Principles of Social Psychology	3	III
SEMESTER 2 2027			
EDRS 3501	The BED Study	3	III
EDTE3404	Issues in Teacher Education	3	III
GRADUATION 2028		***TOTAL CREDITS: 60***	

SPECIALISATION: MATHEMATICS

COURSE CODE	COURSE TITLE	CREDITS	YEAR
SEMESTER 1 2025			
EDRS2201	Introduction to Research Methods in Education	3	I
EDLS2301	Reading and Writing Strategies for Academic Purposes	3	I
EDPS2011	Principles of Educational Psychology	3	I
ECON1003	Mathematics for Social Sciences I	3	I
SEMESTER 2 2026			
EDME2211	Testing Measurement and Evaluation	3	I
EDCU2301	Introduction to Curriculum Theory and Planning	3	I
EECON1004	Mathematics for Social Sciences II (or EDMC2201 Introductory Calculus)	3	I
SUMMER 2026			
EDPH2016	The Philosophy of Education	3	I
ECON1005	Introduction to Statistics	3	1
SEMESTER 1 2026			
EDTK3304	Media and Technology in Education	3	II
ECON2025	Statistical Methods I (Mathematics for Social Sciences III (or 1 Mathematics Elective Course)	3	II
EDMA2207	Teaching Mathematics- Primary Level	3	II
SEMESTER 2 2027			
EDSO3102	The Social Context of Education	3	II
ECON2016	Mathematics for Social Sciences III (or 1 Mathematics Elective Course)	3	II
EDRS2202	Basic Data Analysis With Computers	3	I
SUMMER 2027			
EDMA2111	The Structure and Nature of Mathematics	3	II
SEMESTER 1 2027			
EDMA3204	Issues in Teaching Mathematics	3	III
EDRS3501	The B. Ed Study	3	III
SEMESTER 2 2028			
EDTE3404	Issues in Teacher Education	3	III
EDRS3501	The B. Ed Study	3	III
GRADUATION 2028		***TOTAL CREDITS: 60***	

COURSE CODE	COURSE TITLE	CREDITS	YEAR
MATHEMATICS ELECTIVE COURSES IN PLACE OF ECON2016			
EDMC2204	Discrete Mathematics	3	III
COMP1180	Mathematics for Computer Science I	3	II or III
EDMC3204	Intermediate Calculus	3	III
EDMC3203	Advanced Calculus	3	III

THE B. ED. 90-CREDIT PROGRAMME
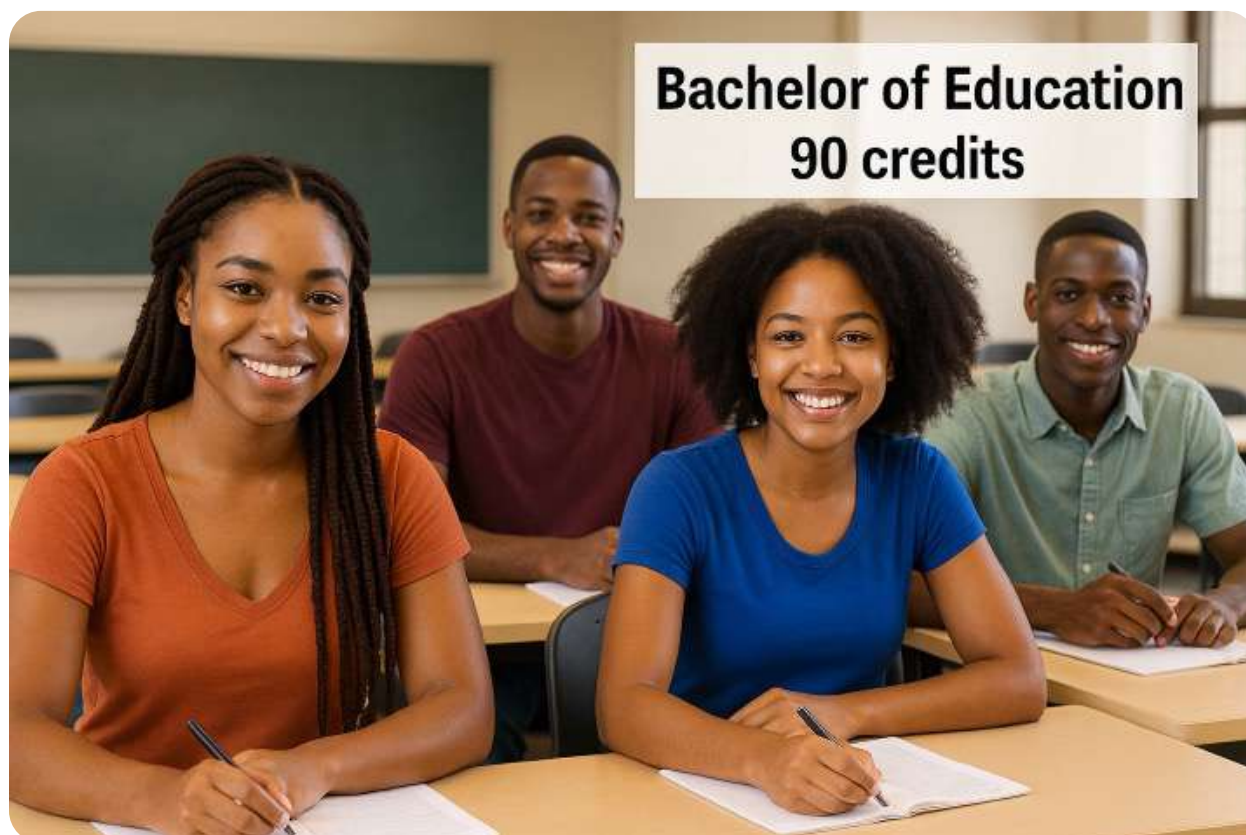
QUALIFICATIONS FOR ADMISSIONS

Candidates may matriculate into the proposed programme in one of 2 ways.

1. Passes in five (5) subjects two of which are at Caribbean Advanced Proficiency Examination (CAPE) or GCE A' Levels in their intended area of specialisation. The others may be acceptable passes at CSEC (grades I, II, or III) or GCE O levels (A, B, C).

2. At least five 5 CSEC passes including English A and Mathematics at Grades (I, II and III) or GCE O levels (A, B or C). Candidates matriculating via this route are required to register as part-time students carrying a maximum load of 9 credits/3 courses per semester. Upon acquiring 15 credits with a GPA of 3.0 or above the student may then register as a full-time student (allowed to do 15 credits/5 courses per Semester).

PROGRAMME CONTENT

The 90-credit Bachelor in Education programme is designed to cater for pre-service teachers or in-

service teachers who have not completed a teacher education programme who wish to teach in the Secondary school or the upper Primary level where they teach specific subject areas. This is usually done at grades five (5) and six (6). It engages participants in levels I, II and III courses in pursuit of their Bachelor in Education Degree. These include University foundation courses, courses in the foundations of education and educational theory, the teaching of subject matter content, the practice of education and the research in education as well as courses in the content area of specialisation.

The distribution of courses in the programme is as follows:

- 9 credits of University Foundations Courses
- 15 credits of Foundations of Education and Educational Theory
- 12 credits in the Teaching of Subject Matter Content
- 18 credits in the Practice of Education
- 6 credits in the Research of Education
- 30 credits of Cross-Faculty Content Courses

LEVEL I
During the first year candidates are required to take an English Language based University Foundation course **FOUN 1006: Exposition for Academic purposes**. Students who did not get a Grade I for English A at CSEC or who have not passed the University's English proficiency test must take and pass the non-credit course, FOUN 0100: Fundamentals of Written English before they are allowed to register for any of the English Language based foundation courses. Students are also required to take the two (2) out of faculty foundation courses, FOUN 1201: Science, Medicine and Technology in Society and FOUN 1301: Law, Governance, Economy and Society.

All students are also required to do the first 2 courses (6 credits) in the practice of education. A course in Educational Psychology is also done at this level. Further, level 1 students are required to do 4 level 1cross-faculty content courses in their area of specialisation. It is at this level that in keeping with the UWI's foreign language policy students who have not passed a foreign language at the CSEC level or its equivalent, are required to do 1 beginners foreign courses language course. Those students who have passed a foreign language at CSEC are required to do an additional level 1 content course from the area of their specialisation (they will therefore do a total of 4 content courses at level1).

LEVEL II
Students, complete 12 credits in Education foundations and Educational Theory. These courses along with their initial experience with classroom practicum and 1 level II Education course in the area of their specialisation are designed to equip the students with pedagogical knowledge and skills needed to function efficiently in the classroom. Four (4) level II content courses in the area of their specialisation complete the level 2 requirements of the 90-credit programme.

LEVEL III
Students spend their entire first semester gaining classroom teaching experience under the supervision of a co-operating teacher/ mentor as well as their lecturers from the School of Humanities and Education. The first Semester of level 3 the candidates are also engaged in researching an aspect of education that is of interest to them. The practicum accounts for 9 credits while the B. ED. study is a 6 credit course (the B. Ed. Handbook gives the guidelines for the study). Two education courses in their chosen area of specialisation as well as 3 level III content courses in the area of their specialisation complete the programme.

PROGRAMME STRUCTURE
For all Specialisations
YEAR I

FOUN1006	Exposition for Academic Purposes
FOUN1201	Science, Medicine and Technology in Society
FOUN1301	Law, Governance, Economy and Society
EDPS1005	Intro to Educational Psychology
EDTL1020	Introduction to Teaching and Learning
EDTL1021	Planning for Teaching and Learning

3 level 1 content courses in the content area of specialisation

1 beginners Foreign Language course **OR** 1 more level 1 course in the area of specialisation

YEAR 2

EDRS2201	Introduction to Research Methods in Education
EDCU2101	Intro to Curriculum, Theory, Planning and Practice
EDPH2016	Philosophy of Education
EDTL2021	Initial School-Based Experience: The Practicum
EDME2211	Testing, Measurement and Evaluation I

1 Level 2 Education Course in Specialisation

SOCIAL STUDIES
EDSS2113	The Structure and Nature of Social Studies

LANGUAGE ARTS
EDLA2112	The Structure and Nature of Language Arts

CURRICULUM STUDIES
EDEA2304	Introduction to Educational Administration

MATHEMATICS EDUCATION
EDMA2111	The Structure and Nature of Mathematics

SPECIAL EDUCATION
EDSE2924	Introduction to Special Education

4 level 2 content courses related to area of specialisation

YEAR 3

EDTL3018	Culminating School Based Experience: Clinical Practice (9 credits)
EDRS3501	The B. ED. Study (6 credits)
EDTK3004	Educational Technology

2 Education Courses in Specialisation

SOCIAL STUDIES
EDSS2910	Teaching Social Studies in Primary School
EDSS3200	Issues in Social Studies Curriculum and Instruction

LANGUAGE/LITERACY
EDLS3004	Curriculum and Instructional Issues in Literacy Studies
EDLA3005	Selected Pedagogical Issues in Language Arts

MATHEMATICS EDUCATION

EDMA2207	Teaching Mathematics-Primary Level
EDMA3204	Issues in Teaching Mathematics

CURRICULUM STUDIES

EDCU3103	Curriculum Development: Implementation and Evaluation
EDCU3104	Issues in Curriculum Theory and Practice

SPECIAL NEEDS

EDSE3100	Working with Exceptional Learners
EDSE3901	Education of Children with Physical and Health Impairment

2 content courses in the area of specialisation

POSSIBLE CONTENT COURSES IN AREAS OF SPECIALIZATION

LEVEL 1

SOCIAL STUDIES

SOCI1000	Sociology 1
SOCI1002	Introduction to Sociology 1
PSYC1004	Introduction to Social Psychology

LANGUAGE/LITERACY EDUCATION

LITS1002	Introduction to Poetry
LITS1002	Introduction to Prose
LITS1003	Introduction to Drama
LING1005	Introduction to Language
LING1001	Introduction to Phonetics and Phonology
LING1002	Intro to Morphology and Syntax
LING1819	Caribbean Beginner's Sign Language

CURRICULUM STUDIES

SOCI1000	Sociology 1
SOCI1002	Introduction to Sociology 1
SOCI1004	The Logic of Social Inquiry

MATHEMATICS EDUCATION

ECON1003	Math for Social Sciences I
ECON1004	Math for Social Sciences II
ECON1005	Introduction to Statistics
EDMC1002	Geometry

SPECIAL NEEDS

SOCI1000 S	ociology 1
PSYC1003	Introduction to Psychology
PSYC1004	Introduction to Social Psychology

LEVEL II

SOCIAL STUDIES

SOCI2000	Classical Social Theory

SOCI2001	Modern Social Theory
GOVT2000	Women and Politics
GOVT2016	Caribbean Political Philosophy

LANGUAGE/LITERACY EDUCATION

LITS2101	Novel 1
LITS2514	West Indian Literary Classics 1
LITS2207	Introduction to Shakespeare
LITS2001	Poetry I
LING2101	Language Acquisition
LING2102	Language Learning and Teaching
LING2301	The Sociology of Language
LING2302	Sociolinguistics

MATHEMATICS EDUCATION

ECON2016	Mathematics for Economics
ECON2025	Statistical Methods I
ECON2006	Statistical Methods II
EDMC2203	Analytical Geometry and Trigonometry
EDMC2204	Discrete Mathematics
COMP1180	Mathematics for Computer Science I

CURRICULUM STUDIES

CLTR2100	Festivals, Rituals and Caribbean Society
SOCI2006	Qualitative Research Methods
LITS2403	Caribbean Popular Culture
SOCI2013	Caribbean Social Development

SPECIAL NEEDS

PSYC2002	Abnormal Psychology
PSYC2016	Communication Psychology
SOCI2000	Classical Social Theory
SOCI2001	Modern Social Theory

LEVEL III

SOCIAL STUDIES EDUCATION

SOCI3013	Social Policy
SOCI3035	Caribbean Social Problems
GOVT3017	Caribbean Governance
GOVT3049	Caribbean International Politics

LANGUAGE/LITERACY EDUCATION

LITS3102	Contemporary Prose Fiction
LITS3005	Contemporary Poetry
LING3103	The Teaching of English
LING3201	Caribbean Dialectology

MATHEMATICS EDUCATION

COMP2210	Mathematics for Computer Science II
EDMC3020	Intermediate Calculus
EDMC3203	Advanced Calculus
ECON2028	Statistics Methods III
ECON3037	Operations Research I
ECON3038	Operations Research II

CURRICULUM STUDIES

SOCI3035	Caribbean Social Problems
PSYC3013	Contemporary Issues in Social Psychology
LITS3405	Caribbean Popular Culture II (*LITS2403 Caribbean Popular Culture)

SPECIAL NEEDS

PSYC3008	Elements of Counselling and Psychotherapy
PSYC3013	Contemporary Issues in Social Psychology
SOCI3035	Caribbean Social Problem

EDRS 3501 THE B. ED. STUDY

Students pursuing the Bachelor of Education degree are required to undertake the supervised study of an educational problem within their area of focus. The text should be between 8,000 to 10,000 words. Further details can be obtained from the lecturer for EDRS 3501 in the School of Humanities and Education.

GENERAL INFORMATION FOR THE RESEARCH PAPER

Students must ensure that their Research Paper complies with the School guidelines before submitting it. (See GUIDELINES FOR SUBMISSION OF COURSEWORK for more information).

FAILURES

Students who do not submit a paper by the deadline date for submission shall be deemed to have failed and must register as normal in the next academic year. Students who, having duly submitted, did not pass at the first attempt and who gained a minimum of 45% and wish to graduate without losing time may resubmit by the stipulated date, provided that all regulations governing Final Year Supplemental Examinations are observed. Students who fail the Research Paper on the first attempt are allowed a total of four additional submissions within a period of two years. Any change in topic must be approved by and registered with the respective supervisor and Head of School.

DEFERRAL

Full-time students who are allowed to take more than 36 credits (12 courses) but not more than 42 credits (14 courses) in their final year to complete the degree must register their Caribbean Study as deferred. Such students will be permitted to submit their study not later than the last Friday in August before the beginning of the next academic year. The same applies to final year students who, as a result of having failed a course in Semester I, need to gain 21 credits in Semester II to complete the degree. Students in these categories should register their topic with the Supervisor by 31st May.

CORRECTIONS

All studies shall be marked as received. However, after marking, a study may be returned for correction of minor editorial/stylistic errors, for purposes of lodgement in the Library, but not for remarking.

ONLINE REGISTRATION OF RESEARCH PAPER

Students are reminded that the research paper is regarded as a year-long course carrying six (6) credits, and they are therefore required to register online for the paper in each semester.

NOTE: Students who, at the beginning of an academic year, need only the research paper to complete the degree, are reminded that they are still required to register online for this research paper and to submit the study at the normal time.

COURSE DESCRIPTIONS
LEVEL II

EDCU2101 - INTRODUCTION TO CURRICULUM THEORY, PLANNING AND PRACTICE
This course introduces students to models of curriculum planning; the skills necessary to participate in curriculum planning, implementation and evaluation; problems of curriculum management and implementation; assumptions underlying current curriculum practices.

EDEA2304 - INTRODUCTION TO EDUCATIONAL ADMINISTRATION
This introductory course will enable students to understand key concepts in educational administration, examine the various concepts, organisational, social and economic, which influence the practice of educational administration in the region and explore and evaluate some critical processes and functions which are associated with managing and leading schools in order to promote successful student outcomes.

EDLA2112 - THE STRUCTURE AND NATURE OF LANGUAGE ARTS
This course is designed to give students a conceptual overview of the language arts and the instructional implications thereof, to encourage the development of critical awareness of how the general curriculum process might be applied to the various teaching and learning concerns in language arts, and to enable students to develop knowledge of as well as skills in using different theoretical perspectives in designing language arts units.

EDMA2111 - THE STRUCTURE AND NATURE OF MATHEMATICS
This course seeks to develop students' awareness of the characteristics of Mathematics knowledge, skills and activity to inform their teaching at both the Primary and Secondary levels as well as to improve students' knowledge of basic mathematics content and to develop their ability to teach the subject in a meaningful and enjoyable way.

EDME2211 - TESTING, MEASUREMENT AND EVALUATION I
This course examines the nature and purpose of educational assessment in the classroom and school contexts; the importance of feedback in assessment, learning and teaching; the use of a variety of means in determining pupil attainment; and the meaning, uses and limitations of marks and grades.

EDPH2016 - PHILOSOPHY OF EDUCATION
In this course, the objective is to introduce students to some distinctive ways of philosophical thinking in general, and philosophies of mind and psychology in particular, with reference to education concerns. An important aspect of the course is to encourage students to apply the course content to their own educational settings and issues.

EDRS2201 - INTRODUCTION TO RESEARCH METHODS IN EDUCATION
This course is focused mainly on qualitative aspects of educational investigation. Students will be introduced to the following: the difference between quantitative and qualitative methods; the summarising of the main findings of research reports and articles; the definition of a research problem and the proposal of a suitable design for dealing with it; the application of research techniques appropriate to educational problems; the factors likely to affect the validity and quality of research studies; the construction of suitable data-gathering instruments; data collection procedures; the analysis of data obtained; and how to present the findings in a written report.

EDRS2202 – BASIC DATA ANALYSIS WITH THE COMPUTER

This course is focused mainly on quantitative aspects of educational investigation. It seeks to develop the ability to use the personal computer in the analysis and presentation of research data as well as a critical understanding of the advantages and limitations of the use of this technology in the research process.

LEVEL III

EDCU3103 – CURRICULUM DEVELOPMENT: IMPLEMENTATION AND EVALUATION

This course enables students, inter alia, to identify, describe and appraise critically the various strategies that are used to initiate and install curriculum innovation in Caribbean educational systems and critically examine the strengths and weaknesses of school-based and centralised curriculum planning.

EDCU3104 – ISSUES IN CURRICULUM THEORY AND PRACTICE

This course enables students to develop a sound understanding of the concept of curriculum theory in general; be familiar with existing curriculum theories; devise strategies for establishing effective curriculum theory and practice in Caribbean systems; and understand and apply research methodologies in curriculum theory and practice in Caribbean educational systems.

EDLA3005 – SELECTED PEDAGOGICAL ISSUES IN LANGUAGE ARTS
Prerequisites: *EDCU2101 OR EDLA2112*

The purpose of this course is to enable students to develop a conceptual framework and practical skills with reference to teaching and learning in the English Language Arts and with attention to speaking, listening, reading, writing, viewing, and representing. The course content focuses on appropriate pedagogies, the design and implementation of Language Arts curricula, content area reading and critical issues and research in these areas.

EDLS3004 – CURRICULUM AND INSTRUCTIONAL ISSUES IN LITERACY STUDIES
Prerequisites: *EDCU2101*

The purpose of this course is to enable the students to develop a conceptual grasp of the key issues and concerns in literacy curriculum, instruction, and assessment.

EDMA2207 – TEACHING MATHEMATICS AT THE PRIMARY LEVEL

This course seeks to enhance the teacher's competence to monitor and guide the mathematical activities, both teaching and learning, in the classroom.

EDPS3804 – PRINCIPLES OF SOCIAL PSYCHOLOGY
Prerequisite: *EDPS2011*

This course enables students, inter alia, to understand some of the major conceptual and theoretical approaches to the study of interpersonal behaviour and the development of social roles; to understand, use and evaluate research techniques for the scientific study of social attitudes and behaviour.

EDRS3501 – THE B ED STUDY – (6 CREDITS) – SEMESTER I AND II

Students are required to undertake the supervised study of an educational problem. The text should be between 8,000 and 10,000 words.

EDTK3304 – MEDIA AND TECHNOLOGY IN EDUCATION

Students need opportunities for experiences that promote visual competency. To achieve this, teachers must recognise the increasing role of technology in out of-school communication and embrace a wider range of technologies in fostering active student learning in the classroom. The activities in this course will raise the level of comfort of teachers with different media.

EDSO3102 – SOCIAL CONTEXT OF EDUCATION

The purpose of this course is to provide an introduction to the study of education as an institution which affects and is affected by other major institutions in society by providing students with an understanding of the major theoretical perspectives in the Sociology of Education; the concept of education and national development; the determinants of academic achievement; and teaching as a 'profession'.

EDTE3404 – ISSUES IN TEACHER EDUCATION

his course provides a critical examination of the foundational issues, assumptions, and challenges surrounding teacher preparation programmes, with a specific focus on the Eastern Caribbean context. Students will explore key debates in teacher education including curriculum design, assessment, professional standards, and teacher identity formation. Emphasis is placed on analyzing how socio-cultural, political, and economic factors influence teacher preparation policies and practices in the region. The course also integrates a gender equity (GE) lens, encouraging students to interrogate how gender dynamics shape the experiences of teachers and learners within educational systems. Through reflective inquiry and applied assignments, students will develop the skills and competencies necessary for the effective planning, implementation, and evaluation of inclusive, contextually responsive teacher education programmes.

THE BACHELORS OF EDUCATION IN EARLY CHILDHOOD DEVELOPMENT AND FAMILY STUDIES

PROGRAMME DESCRIPTION

The programme of study is conducted over three years of full- time study and comprises a total of 90 credits (1170 hours). The B. ED. in Early Childhood Development and Family Studies programme is designed to equip professionals within Antigua and Barbuda and neighboring Caribbean territories with the requisite knowledge and skills to work effectively with young children and their families from birth through eight years of age. These professionals will understand how to facilitate children's holistic development as well become agents for institutional and social change. The degree is based on an interdisciplinary approach designed to help students learn about the holistic needs of children, and to provide the skills and knowledge necessary for the planning, assessment and implementation of programmes that optimise the individual development of young children. The teaching and learning in this programme is designed to support digital literacy and students will be encouraged to share knowledge and practices within the region. The course will also make connections with international perspectives on early childhood development, giving students the opportunity to learn about how other countries support children and their families within their society. The degree will target individuals seeking a pathway into Early Childhood Development and Family Studies, including graduates with a Certificate in Early Childhood or Associate Degrees relating to Early Childhood Education as well as students with no experience of working with young children and their families.

PROGRAMME OBJECTIVES

The overall objectives of this programme(s) are to produce graduates who:
- effectively apply theoretical knowledge and research-based pedagogical strategies that facilitate early childhood development.
- facilitate and support families of young children through the provision of quality care and educational start in their child's learning trajectory.

PROGRAMME LEARNING OUTCOMES

On successful completion, the graduates of the B. ED. in Early Childhood Development and Family Studies will be able to:
- Demonstrate knowledge of national and regional Early Childhood Educational goals as outlined in the national and regional policies for Early Childhood Development Education.
- Demonstrate and apply knowledge of innovative early childhood pedagogical strategies.
- Contribute to expanding access to quality early childhood development education in Antigua and Barbuda and by extension other OCES territories
- Connect theoretical knowledge to practical experiences afforded to in-service opportunities to develop practitioner knowledge in early childhood development and family studies.
- Demonstrate knowledge of academic excellence as expected from a graduate of the School of Humanities and Education.
- Establish a pedagogical philosophy that will motivate early childhood learners to acquire higher order thinking skills that can propel their later academic excellence at subsequent learning in elementary and secondary school.

PROGRAMME STRUCTURE AND CONTENT

COURSE CODE	COURSE NAME	CREDIT
YEAR I		
ECFS 1001	History & Philosophy of Early Childhood Development	3
ECFS 1002	Child Growth and Development	3
ECFS 1003	Health, Safety & Nutrition	3
FOUN 1001	English for Academic Purposes	3
FOUN1301	Law, Governance, Economy and Society	3
ECFS1004	Understanding Behaviors	3
ECFS1006	Curriculum Development and Assessment in Early	3
SPAN1001	Beginner's Spanish I	3
ECFS1008	Practicum 1	3
ECFS1008	Child Rights & Protection Issues	3
	TOTAL CREDITS	**30**
YEAR II		
ECFS2001	Diversity and Inclusion in Early Child Development	3
ECFS2002	Understanding the Multifaceted role of the early years' practitioner	3
ECFS2003	Practicum 2	3
ECFS2004	Creative Expression in Early Childhood	3
EDLK2030	Information and Communication Technology in Education (*) Elective	3
ECFS2005	Practicum 3	3
ECFS2006	Globalisation & Early Childhood policies & practice	3
ECFS2007	Designing Inclusive Early Childhood settings	3
ECFS2008	Working with Families & Communities	3
ECFS2009	Literacy, Numeracy and Science in Early Childhood	3
	TOTAL CREDITS	**30**
YEAR III		
ECFS3001	Studying Young Children	6
ECFS3002	Organisation & Management of an early childhood setting	3
ECFS3003	Technology & the Young Child	3
EDLM3006	Diversity, Leadership and Management (Elective)	3
ECFS3004	Professional practice in Early Childhood Development	3
ECFS3005	Working in partnership with stakeholders	3
ECFS3006	Practicum 4	6
EDLM3003	Education Policy-International and Caribbean Perspectives (*) Elective	3
	TOTAL CREDITS	**30**
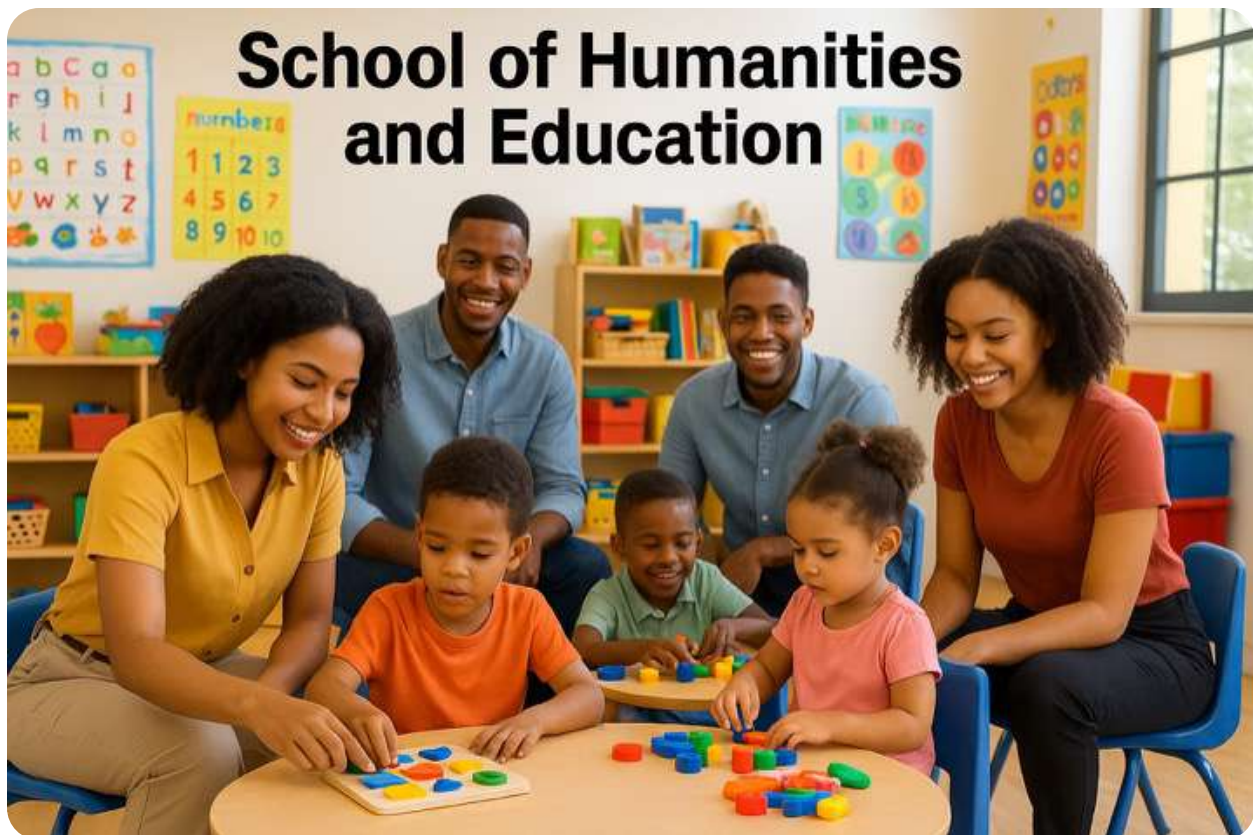
COURSE DESCRIPTIONS
LEVEL 1

ECFS1001 – HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD DEVELOPMENT
Prerequisites: *None*

This course explores the historical, philosophical and theoretical underpinnings which influence early childhood education and family studies, as well as the issues and trends which impact the field. It also takes an in depth look at how pioneers have helped shape the development and implementation of contemporary early childhood programmes both regionally and internationally. It allows participants to increase their level of competency in practice and provides the requisite theoretical and practical foundation for further understanding in the field of early childhood development. Finally, after critical reflection of the views of theorists and current practices participants will articulate their own philosophy of early childhood education and evaluate its worthiness.

ECFS1002 – CHILD GROWTH AND DEVELOPMENT
Prerequisites: *None*

This course examines the theories, concepts, and trends related to early childhood growth and development from prenatal development through the early years. It explores the physical, social, cultural, emotional, cognitive, language and literacy development of children and how the different aspects of growth and development affect each other throughout early childhood. The course also examines both typical and atypical growth and development of children from diverse cultural backgrounds. It includes activities to guide teachers and caregivers in providing opportunities that support the physical, social, cultural, emotional, language, and cognitive growth and development of all young children.

ECFS1003 – HEALTH, SAFETY AND NUTRITION OF THE YOUNG CHILD
Prerequisites: *None*

This course examines the biological basis of child development and explores the provision of a healthy

and stimulating environment for a child to grow and develop.This course considers the health and social factors that may have an impact on a child's ability to learn, critically examines the factors that impact upon children's health and explores ways in which organisations and individuals can work together to safeguard and promote the welfare of all children. In addition, this course equips you with the ability to manage and implement health and safety procedures within early years or early childhood centers. This course aims to produce early years practitioners who have an understanding of the theories underpinning the biological development of the child and an appreciation of the need to implement safety, health and nutrition standards in safe, healthy and stimulating environments that allow the child to grow and develop. It also aims to produce early year's practitioners who understand the role organisations and individuals play in working together to safeguard and promote the welfare of all children.

ECFS1004 - UNDERSTANDING BEHAVIOURS

Prerequisites: *None*

The course is designed to enhance understanding of why children behave the way that they do, and the potential underlying thoughts and feelings that impact on the way in which children express themselves. It will provide practitioners with a strong theoretical understanding of the theories related to children's development that influence their behaviour. It will equip practitioners with the necessary knowledge and skill to identify, understand, assess and manage the behaviours of young children under their care. Ultimately it will foster improved child behaviours in early childhood settings.

ECFS1006 - CURRICULUM DEVELOPMENT AND ASSESSMENT IN THE EARLY YEARS

Prerequisites: None

This course provides students with an opportunity to understand the principles of planning, designing and implementing developmentally appropriate curricula and assessing children's progress in the early childhood setting. Additionally they will learn how to plan, design, create and evaluate well-resourced learning centres. Key concepts such as integrated curricula, child-centred and active learning as well as authentic assessment will be addressed. Play as a vehicle for holistic development will also be discussed. Participants will have an opportunity to examine the benchmarks that have been set in their respective territories for achieving and maintaining quality education in the early childhood setting. Effective teaching strategies and creative use of materials for optimum learning will also form part of this course, and participants will be afforded the opportunity of demonstrating in practical settings their understanding of all that they have learnt.

ECFS1007 - PRACTICUM 1

Prerequisites: *ECFS1001 History and Philosophy of Early Childhood Development*
ECFS1002 Child Growth and Development
ECFS1003 Health, Safety and Nutrition
ECFS1006 Curriculum Development and Assessment in the Early Years

Practicum 1, is the first practical experience you have with young children in an early childhood setting. It is therefore designed as a) observation of practice, and b) reflection on what has been observed. The ultimate objective being to develop your ability to be reflective practitioners by reflecting on and recording practicum experiences of working with young children, their families and early years practitioners. You will be required to record your reflections on what you have observed in your online journal. Throughout the course, you will also be required to make the connections between what you observed and reflect on what you have learned in the courses you pursued in Semester 1, Academic Year.

ECFS1008 - CHILD RIGHTS AND PROTECTION ISSUES

Prerequisites: *None*

Child Rights and Protection Issues provides in-depth understanding of child rights in terms of relevant

legislative and policy frameworks, and best practice for practitioners working in early childhood development and family services in the Caribbean - for protecting young children, providing for young children, and facilitating the participation of young children. This includes knowledge of child rights, statutory and ethical responsibilities of professionals and organisations working with young children and their families, rights violations (child abuse and neglect), rights compliant practice, and effective advocacy. The course examines the causes for and effects of children's rights and helps to strengthen your ability to serve the best interests of children. Caribbean early childhood development and parenting support practice issues, current events and relevant research will be integrated throughout the course. This course provides foundation learning for second and third year courses and a point of reference for practicum performance.

The course aims to equip you with the knowledge, attitudes and skills to uphold child rights and to inform young children and their families about child rights. Instruction is focused on teaching about child rights and teaching for child rights. The overall aim is to educate and train you to become child rights facilitators who help to empower children, including the most marginalised child, so that children will develop to their full potential, acquiring knowledge and skills to take control of their own lives and make responsible decisions so that they grow to be well-adjusted, respectful, and productive citisens. The evolving state of child rights theory, law, policy, research, education and social practices form the basis for the course.

LEVEL 2

ECFS2001 - DIVERSITY AND INCLUSION IN THE EARLY YEARS

Prerequisites: *None*

This course focuses on issues of access for children in diverse social and educational contexts and supports students in engaging with differing perspectives on equality, participation and inclusion. Students will address the issues of exceptionality, disability, disaffection and learning difficulty in the context of wider diversity across childhood within the Caribbean and global contexts. This course will also offer students the opportunity to develop a deeper understanding of policy, provision, and practice in early years care and education in relation to children with exceptionalities and special needs.

The course will emphasise the importance of a multi-disciplinary approach to working with families and will provide suggestions on how to support young children with a range of exceptionalities and special needs.The aims of this course are to enable students' understanding of the "whole child" view of early childhood and childhood development, which includes cognitive, language, physical, social, emotional, cultural, and creative areas. The course also aims to increase students' understanding of the significance of relationships in young children's lives and the benefits, barriers, skills and information needed to develop culturally competent, collaborative partnerships and teams with children, families, other professionals, and stakeholders. Focus on the roles and responsibilities of personnel in early childhood settings will be included in order to ensure and address the diverse development and learning needs of all children and families.

ECFS2002 - UNDERSTANDING THE MULTIFACETED ROLE OF THE EARLY YEARS PRACTITIONER

Prerequisites: *None*

The course is designed to enhance the learner's knowledge and understanding of the roles of the early childhood practitioner in a variety of settings as well as in the community. The course will explore the theories and practical aspects of working with the birth to 8 year old child and the family. The course will assist the learners to identify the area in early childhood that they are best suited to select. In this course learners will acquire the specific skills set that are needed for each age group such as early stimulation, learning through play and transition to primary school. The family component will focus on the gaining the training and communication skills needed in helping parents understand their

children's behaviour and to establish working relationships with families.

ECFS2003 – PRACTICUM 2

Prerequisites: *Practicum 1*

Practicum 2 is the second practical experience you will have of interacting with young children and their families and is designed for you to:

1. Continue to develop your ability to be reflective early year's practitioners through observation, critical self-reflection, and recording the meanings and motives behind why, how and what you teach in order to improve your craft, using your online journal and;
2. Participate more actively in the early childhood setting.

You will therefore be required to:

(a) Demonstrate that you have cultivated a clear understanding of the multifaceted role of the early year's practitioner
(b) Interact and work effectively with young children, their families and communities - from diverse cultural backgrounds and of varying abilities
(c) Design and implement inclusive curricula and classrooms
(d) Assist with the activities of early years' practitioners in all aspects of the early childhood setting

Throughout the course, you will be required to make the connections between what you do, create and reflect on, and the material you have covered in the programme thus far.

ECFS 2004 – CREATIVE EXPRESSION IN EARLY CHILDHOOD

Prerequisites: *None*

Students will come to understand the role of the arts in the holistic development of the child and the growth of creativity in the young child – i.e. the role of both the creative process and product. Students will also appreciate that a sense of play is the main ingredient in facilitating creative expression, and learn to understand the roles and responsibilities of the teacher, student and parent in a creative classroom. Specifically, students will learn the importance of designing music and movement, drama as well as visual arts activities that use both verbal and non verbal cues to foster children's imagination, language, creativity and emotions via developmentally appropriate activities. Students will be able to study the work of artists and learn how to use a variety of media/materials to express their artistic ideas. They will be exposed to the basic principles of music, drama, painting, drawing, sculpting and collages and will be encouraged to create artistic activities for young children.

This course will use a number of activities to encourage reflection and discussion with peers.

This course is embedded in a constructivist, experiential play-based approach to teaching and learning, incorporating activities that facilitate the use of the art, often through play, as a springboard for instruction and reflection.

The course will touch on all domains of learning as outlined in Bloom's taxonomy because the arts stimulate each of the three domains – cognitive,Psychomotor and affective, influencing knowledge, skills and attitude. It will incorporate music, arts, drama and an appreciation of the arts, enabling access to resources that stimulate artistic awareness and the use of the arts in a child's holistic development.

ECFS2005 – PRACTICUM 3

Prerequisites: *Practicum 2*

ECFS 2005 is the third practical experience you will have of interacting with young children and their families in an early childhood setting and is designed for you to:

1. Continue to develop your ability to be reflective early year's practitioners through observation, critical self-reflection, and recording the meanings and motives behind why, how and what you teach in order to improve your craft, using your blog.

2. Take on the role of active participant in the early childhood setting.

3. Demonstrate your ability to apply child development theory to your interpretation of young children's development.

You will therefore be required to:
  (a) Reflect on the different learning theories, developmental processes, classroom management techniques, teaching and learning strategies, parental involvement, and approach to diversity and inclusion taking place in the early childhood setting.
  (b) Observe and assess at least four children assigned to you by your early year's supervisor
  (c) Plan and implement two integrated activities to a group of not more than ten children. You will be responsible for planning two integrated, thematic activities, preparing the appropriate materials, managing the group of children while teaching the activity and assessing the activity on completion.

Throughout this course, you will be required to make the connection between what you reflect on, observe, assess, do and create and the material you have covered in the programme thus far.
The work you do will help:
  • Build your portfolio
  • Assist you regarding working towards your final project
  • Facilitate positive guidance strategies.

ECFS2006 – GLOBALISATION AND EARLY CHILDHOOD POLICES AND PRACTICES
Prerequisites: *None*

This course focuses on the national, regional and international principles and priorities that shape global social policy in early childhood services. This course looks critically at the issues of Global social, economic and political policies,the concerns that gave rise to them and their impact on the lives of young children and families, with special emphasis on the Caribbean.

ECFS2007 – DESIGNING INCLUSIVE EARLY CHILDHOOD SETTINGS
Prerequisites: *ECFS2001*

This course aims to broaden students' understanding of the principles underpinning the design of a range of contrasting indoor and outdoor spaces, including adventure playgrounds, infant and toddler and early childhood centers. The course critically evaluates the design of buildings and outdoor playgrounds for young children and considers their impact on children's lives and learning. This course provides students with the knowledge and skills to design and implement changes to preschool environments to optimise the development and learning of a young child.

Students will learn to evaluate the physical environment of both the inside and outside of the preschool and determine ways to improve the design. Students will also learn how to evaluate routines, instructional strategies and grouping practices and determine ways to improve learning.

ECFS2008 – WORKING WITH FAMILIES AND COMMUNITIES
Prerequisites: *None*

This course explores current issues concerning the need for early childhood professionals to build an effective working relationship with families. Students will gain an understanding of how to maintain a professional partnership with families by addressing issues such as the changing family structure and the support of families in their parenting role. The course will also examine the diversity and complexity of children's lives within the Caribbean and explore children's experiences of the places in which they live. The course will also examine various models of working with families and communities with a Caribbean focus.

ECFS2009 – LITERACY, NUMERACY AND SCIENCE IN EARLY CHILDHOOD

Prerequisites: *ECFS1006*

This course will broaden learners' understanding and sensitivity to the complexity of language, literacy, mathematics and science learning in the early years. Students will examine how young children develop language and how speech development and listening skills can be enhanced.

Factors in emerging literacy such as reading and writing readiness, will also be explored. Students will also be guided in developing creative activities involving science. Students will examine how young children engage in development of mathematical knowledge, concepts and processes. They will explore and critique different theories of approaches to learning and gain practical experiences in designing and teaching science and mathematics activities. In addition, they will learn how to create an engaging environment to promote creative thinking and skills and encourage positive attitudes toward mathematics and science in the learning environment.

EDTK2030 – INFORMATION AND TECHNOLOGY IN EDUCATION

Prerequisites: *None*

This course is designed to introduce learners to current research and practice in the use of Information and Communication Technologies (ICT) in education and the use of ICT tools to explore, analyse, exchange and present information and foster collaborative learning in the context of improving the teaching and learning experience. Learners will discuss the development of ICT and the relevant learning theories that can guide the use of ICT in education. They will develop skills in the use of Web 2.0

applications, including blogs, wikis, social networks, computer based multimedia and communications technologies to facilitate instruction, higher-order thinking skills, and administration. An important element of this course is the use of assistive technologies to increase the capabilities of disabled persons or those who are physically impaired.

Relevant regional initiatives in ICT mediated instruction and administration will be reviewed. We will also examine ethical, legal and social considerations in ICT-mediated education, and consider how existing policies guide administrators. At the end of this course educational leaders will achieve the competencies needed to facilitate critical assessment of the tools and the integration of ICT in teaching and learning with the aim of developing and improving cognitive, literacy, numeracy, critical and creative thinking skills, teamwork, problem solving, alignment of teaching and learning with the requirements of the information economy and the promotion of lifelong learning.

LEVEL 3

ECFS3001 – STUDYING YOUNG CHILDREN AND FAMILIES

Prerequisites: *None*

Observation, assessment and recording in early childhood education are intentional. They provide a systematic means of finding out about children's behaviour and learning in settings like classrooms, playgrounds, childcare centres and homes. As a result, persons working in the field must acquire the knowledge and skills necessary to effectively develop and implement these methods to good effect in the setting. In addition, they must be able to interpret the baseline data collected as well as develop the ability to communicate and report on their findings in a systematic way both verbally and in writing.

This course provides an overview of the observation, assessment and recording techniques and tools used when studying young children and their families. It also examines the ethical, social and cultural issues/barriers involved when studying young children and their families.

Participants enrolled in this course will develop and implement an observational tool using relevant academic literature and guidance from their e-tutor. On completion of the implementation and

interpretation of the data collected from the observation tool, they will write a formal report. This course will be delivered concurrently with the final practicum to allow students to develop the skills needed for the successful completion of this course.

ECFS3002 – ORGANISATION AND MANAGEMENT OF AN EARLY CHILDHOOD SETTING

Prerequisites: *None*

This course is designed to provide learners with the basic knowledge, attitudes, and skills to guide them into becoming competent programme directors within an early childhood setting. The course examines key principles of supervision, the administrative process, staff development, evaluating the programme and present issues in early childhood education. It also examines the qualities and core functions of school leaders/managers, their leadership styles and how these styles affect the quality, daily operations and management of the early year's setting. They will learn how to create and manage quality early childhood education settings for young children and their families, while adhering to the laws, regulations, policies, standards and ethics which govern the operation of such institutions. Practical applications are an integral part of the content; reflections are also included to help the student chart his/her growth in the field of leadership and management in early childhood education. This course is influenced by the theories of behaviourism, constructivism, and cognitivism.

ECFS3003 – TECHNOLOGY AND THE YOUNG CHILD

Prerequisites: *None*

In this course, you will explore the basic principles of using technology as a tool for teaching and learning with young children within the context of learning theories. You will also:
- Develop a working knowledge of online technologies.
- Learn about the techniques used to assess different forms of knowledge media currently used with young children.
- Develop the skills necessary to identify appropriate technologies that can used in the home and school.

Each topic is grounded in the pedagogy of integrating technology into learning experiences for young children. In addition, the units build on your knowledge of technology as it relates to teaching, learning, and the appropriate use of technology to enhance young children'sdevelopment in all the domains.

ECFS3004 – PROFESSIONAL PRACTICE IN EARLY CHILDHOOD DEVELOPMENT

Prerequisites: *None*

This course is designed to increase students' understanding, knowledge and practical skills necessary to work with young children in an unsupervised capacity. It will focus on roles and responsibilities in an early years setting and will include issues about the individuality of children's development and learning, the importance of creating a positive classroom 'climate', and the practical skills for implementing planned activities for children's identified needs. The course aims to develop students' competence and confidence as reflective practitioners.

ECFS3005 –   WORKING IN PARTNERSHIP WITH STAKEHOLDERS

Prerequisites: *None*

This course examines the development of multi-disciplinary working within the context of legislation and policy developments in the Caribbean. The course will seek to show how a commitment to professionals working in partnership using anti-discriminatory and equal opportunities practices and policies will help to give all children and families access to a wide range of services and help. The course will increase students' knowledge and understanding of the work of partnerships between different agencies and local communities. Students will gain an understanding of how to maintain a professional partnership with stakeholders.

ECFS3006 – PRACTICUM 4
Prerequisites: *None*

ECFS 3006 is the fourth and final practical experience you will have of interacting with young children and their families in an early childhood setting and is designed for you to continue to:
- Develop and hone your ability to be reflective early year's practitioners through observation, critical self-reflection, and recording the meanings and motives behind why,how and what you teach in order to improve your craft.
- Take on the role of active participant in the early childhood setting.
- Demonstrate your ability to apply child development theory to your recording and reporting of young children's growth and development.

You will therefore be required to:
- Reflect on the different learning theories, developmental processes, classroom management techniques, teaching and learning strategies, parental involvement, and approach to diversity and inclusion taking place in the early childhood setting.
- Demonstrate your ability to record data collected from observing and assessing the behavior of the children assigned to you by your early year's supervisor as well as prepare various types of written reports based on these observations and assessments.

Throughout this course, you will be required to make the connection between what you reflecton, observe, assess, do and create with the material you have covered in the programme thus far.

EDLM3003 – EDUCATION POLICY – INTERNATIONAL AND CARIBBEAN PERSPECTIVES
Prerequisites: *None*

This course is designed to develop an understanding of external and internal influences on educational policy development and implementation. The content emphasises comparative understanding related to the context of international and Caribbean policy initiatives in education. Learners will examine global trends in education and their impact on policy development at the national level, the role and function of governments in education reform, and discuss the impact of the global trends on the policies implemented in the Caribbean at different levels of the education system. At the end of the course learners are expected to demonstrate the ability to engage in critical examination of the education reform policies in the Caribbean, assess the challenges and offer solutions for effective implementation, monitoring and evaluation.

EDLM3006 – DIVERSITY LEADERSHIP AND MANAGEMENT IN EDUCATION
Prerequisites: *None*

This course aims to develop learner capacity to exercise effective leadership and management of work related activities within the context of culturally diverse groups in educational settings. It examines three broad themes namely, the theoretical, philosophical and practical aspects of diversity leadership and management; the educator's profile and role as diversity leader and / or manager and ways in which inclusive educational environments can be created, managed and led. Course activities are designed to simulate and provide authentic experiences of the diverse challenges and opportunities that impact on leadership and management skills across a variety of situations.The social psychological principles explored in this course will assist learners in developing diversity leadership skills that allow for effective working relationships within educational settings. Furthermore, the dynamics of race and gender, personal orientation of self, class, and religion are also explored and critically assessed in this course.

AWARD OF HONOURS IN THE B. ED.

In order to be eligible for Honours, a student must normally pass all courses listed under the appropriate Scheme of Examinations for that degree at the first sitting, except as provided below.

- A student who fails not more than two such courses at the first sitting and passes at the second sitting may still be awarded Honours. However, a student failing three or more of these courses may not be awarded Honours.

- Honours shall be awarded on the basis of performance in School and Cross School courses, provided that: i) No zero level and Level I courses are included; ii) 24 credits (8 courses) derive from the specialisation.

- To obtain First Class Honours the student must achieve an average of not lower than 3.60 points.

- To obtain Second Class Honours (Upper Division) the student must achieve a Degree GPA between 3.00 and 3.50 points.

- To obtain Second Class Honours (Lower Division) the student must achieve a Degree GPA between 2.50 and 2.99 points.

REVISED GRADE DEFINITIONS W.E.F. 1 AUGUST 2020 TABLE

GRADE	% RANGE	GRADE POINT	GRADE DEFINITION	GRADE DESCRIPTOR
A+	90-100	4.3	Exceptional	Demonstrates exceptional performance and achievement in all aspects of the course. Exceptional application of theoretical and technical knowledge that demonstrates achievement of the learning outcomes. Goes beyond the material in the course and displays exceptional aptitude in solving complex issues identified. Achieves the highest level of critical, compelling, coherent and concise argument or solutions within the course.
A	80–89	4.0	Outstanding	Demonstrates outstanding integration of a full range of appropriate principles, theories, evidence and techniques. Displays innovative and/or insightful responses. Goes beyond the material with outstanding conceptualisation, which is original, innovative and/or insightful. Applies outstanding critical thinking skills.
A-	75–79	3.7	Excellent	Demonstrates excellent breadth of knowledge, skills and competencies and presents these in appropriate forms using a wide range of resources. Demonstrates excellent evidence of original thought, strong analytical and critical abilities; excellent organisational, rhetorical and presentational skills.
B+	70–74	3.3	Very Good	Demonstrates evidence of very good critical and analytical thinking in most aspects of the course. Very good knowledge that is comprehensive, accurate and relevant. Very good insight into the material and very good use of a range of appropriate resources. Consistently applies very good theoretical and technical knowledge to achieve the desired learning outcomes.
B	65-69	3.0	Good	Demonstrates good knowledge, rhetorical and organisational skills. Good insight into the material and a good use of a range of appropriate resources. Good integration of a range of principles, techniques, theories and evidence.
B-	60-64	2.7	Satisfactory	Displays satisfactory evidence of the application of theoretical and technical knowledge to achieve the desired learning outcomes. Demonstrates sound organisational and rhetorical skills.
C+	55–59	2.3	Fair	Demonstrates fair breadth and depth of knowledge of main components of the subject. Fair evidence of being able to assemble some of the appropriate principles, theories, evidence and techniques and to apply some critical thinking.

GRADE	% RANGE	GRADE POINT	GRADE DEFINITION	GRADE DESCRIPTOR
C	50-54	2.0	Acceptable	Demonstrates acceptable application of theoretical and technical knowledge to achieve the minimum learning outcomes required in the course. Displays acceptable evidence of critical thinking and the ability to link theory to application.
F1	40-49	1.7	Unsatisfactory	Demonstrates unsatisfactory application of theoretical and technical knowledge and understanding of the subject. Displays unsatisfactory ability to put theory into practice; weak theoretical and reflective insight. Unsatisfactory critical thinking, organisational and rhetorical skills.
F2	30-39	1.3	Weak	Weak overall performance with very limited knowledge and understanding of the subject. Little evidence of theoretical and reflective insights. Weak organisational and rhetorical skills.
F3	0-29	0	Poor	Overall poor or minimal evidence of knowledge and understanding of the subject. Displays little ability to put theory into practice; lacks theoretical and reflective insights. Incomplete breadth and depth of knowledge on substantive elements of the subject. Little or no evidence of critical engagement with the material. Responses are affected by irrelevant sources of information, poor organisational and rhetorical skills.

GRADE POINT AVERAGE REGULATIONS

(i) First Degrees awarded by the University, with the exception of the BSc (Engineering), The Bachelor of Science (Petroleum Geoscience), the Bachelor of Science (Surveying and Land Information), LLB, MBBS, DDS, and DVM, shall be classified as follows:

- First Class Honours (Weighted GPA 3.60 and Above)
- Upper Second Class Honours (Weighted GPA 3.00 – 3.59)
- Lower Second Class Honours (Weighted GPA 2.50 – 2.99)
- Pass (Weighted GPA 2.00 – 2.49)

(ii) Award of Honours in GPA System: Honours shall be awarded taking into account all Level II and Level III courses, excluding the Foundation courses.

(iii) The letter grades for completed courses used in the calculation of GPA shall be the following:

REVISED AUGUST 2020 – GRADING POLICY		
GRADE	QUALITY POINTS	MARK%
A+	4.3	90–100
A	4.0	80–89
A-	3.7	75–79
B+	3.3	70–74
B	3.0	65–69
B-	2.7	60–64
C+	2.3	55–59
C	2.0	50–54
FI	1.7	40–49
F2	1.3	30–39
F3	0	0–29

(iv) The following designations may be assigned, but shall not be used in the calculation of Grade Point Average:

PC: Preliminary Credits - used for matriculation purposes or the satisfying of prerequisites only

EX: Exemption

EI: Examination Irregularity – Candidate disqualified from examination on account of breach of the Regulations

EQ: Examination Query

(v) The following designations may be assigned and shall count towards the GPA:

FA: When a student is absent from an examination without a valid reason

FC: Failed Coursework – indicates that a candidate has failed to satisfy the Examiner in the coursework component of the course

FE: Failed Examination – when a candidate has successfully completed the coursework requirement but has failed to satisfy the Examiners in the examination component of the course

AM: Absent Medical

IM:	Incomplete Medical
V:	Audited - when the course has been taken in accordance with Regulation 14
NV:	When a student has been permitted to audit a course but has not done so satisfactorily
P:	A pass obtained in a course taken on a Pass/Fail basis
F:	Fail
ANP:	Absent No Penalty - when a student is absent from an examination for acceptable reasons other than medical reasons
I:	Incomplete - indicated that the student has made progress in a course but at the end of the semester has not finished the work required to receive a letter grade. An I designation is not counted in credit hours earned, or quality hours until a letter grade is reported. If neither a letter grade nor notification of an extension of time is received by the Registry from the Office of Dean, the 'I' designation is replaced by an F letter grade at the end of the first six weeks into the next semester. An extension of time may be granted but shall not normally extend beyond the end.
NR:	Not Reported - Grade not yet available.
IP:	In Progress - when a dissertation, thesis, project, student teaching, practicum, internship, proficiency requirement, or other course intended to last more than one semester is not completed during the semester in which the student is registered. The IP designation must be replaced with an appropriate grade on completion of the course.

(vi) The courses to be used for the purpose of determining the Weighted GPA for the class of degree to be awarded shall be as prescribed in School Regulations.

(vii) Where a course has been repeated, the penalty to be applied for failure and the grade to be used in the computation of the student's GPA if the course is subsequently passed, shall be as prescribed in School Regulations.

(viii) For the purpose of determining the Weighted GPA, failed courses shall be treated as prescribed in School Regulations.

(ix) Where credit for a course taken at another institution is requested, it is the student's responsibility to provide all the information needed by the University to enable it to assess the course.

(x) Credit hours earned from another institution at the time of admission to The University of the West Indies will not be used in the computation of a grade point average.

(xi) The following shall apply to credits earned by a UWI undergraduate from another approved institution:

   a. A UWI student who wishes to take academic courses elsewhere and apply those credits toward The UWI degree must obtain approval in advance from the relevant Academic Board on the recommendation of the Board of the School in which he/she is registered.

   b. A student must have obtained a minimum UWI GPA of 3.00 to be approved to take courses as an exchange/transfer student.

   c. Only the grade equivalent as determined by the Board for Undergraduate Studies of the results achieved and not the marks or grades so earned at another institution shall be used in the computation of the student's GPA.

(xii) Except where otherwise prescribed in School Regulations, a student whose GPA for a given semester is less than or equal to 2.00 shall be deemed to be performing unsatisfactorily, and shall be placed on warning. A student on warning whose GPA for the succeeding semester is less than 2.00 will be required to withdraw. However, a student may be reinstated if his/her GPA improves beyond 2.00 by credits obtained in Summer School.

The credits would be rolled in to the GPA of the preceding semester of the academic year.

(xiii)   A student on warning shall be counselled by the Director of Academic Affairs or Head of School or a designated school advisor. Such a student may, except where otherwise prescribed in School Regulations, be permitted by the Academic Board on the recommendation of School Board to carry a reduced course load.

(xiv)   A registered student may be permitted to audit a course on the approval of the Head of School. Auditing means recorded attendance at the lectures, tutorials and laboratory sessions for a given course without the requirement of sitting the final exam. Satisfactory attendance certified by the Head of School shall be awarded the designation V. In absence of such certification, the designation NV shall be recorded.

(xv)   No academic credit may be granted for auditing a course.

(xvi)   A student who voluntarily withdraws from the University and who applies for readmission within five (5) years shall be granted exemption and credit for courses previously passed, subject to the time limit for the maintenance of credits stipulated in the relevant School Regulations and subject to the stipulation that the courses previously passed are not determined by the Board of the relevant School to be obsolete.

(xvii)   Where exemption and credit are granted in accordance with (i), the grades obtained at previous attempts at such courses shall be used in the determination of the student's GPA.

(xviii)   A student who was required to withdraw for reasons of failure to progress, as prescribed in School Regulations, may be readmitted on the following conditions: (i) A minimum of one (1) year must have passed since the date of withdrawal; (ii) All grades previously obtained shall continue to apply for the purpose of determining the student's GPA; (iii) Work done during the period between the student being required to withdraw and being granted readmission may be eligible for credit under Regulation 11.

(xix)   Where there is a conflict between School Regulations and these regulations, these Regulations shall apply.

UNIVERSITY PLAGIARISM REGULATIONS

APPLICATION OF THESE REGULATIONS

1. 1. These Regulations apply to the presentation of work by a student for evaluation, whether or not for credit, but do not apply to invigilated written examinations.

DEFINITION OF PLAGIARISM

In accordance with the Assessment Regulations for First Degrees, Associate Degrees, Undergraduate Diplomas and Certificates...(August 2020), the following direct excerpts obtain:

2. In these Regulations, "plagiarism" means the unacknowledged use of the words, ideas or creations of another and includes situations where the student reuses without acknowledgement their own previously written text, ideas or creations when writing any new work.

   "Level 1 plagiarism" occurs where small quantities of the work are affected and/or the breaches are minor. It includes borderline situations, cosmetic or poor paraphrasing, negligent referencing or incorrect or missing citations.

   "Level 2 plagiarism" occurs where large quantities of the work are affected and/or the breaches are serious. It includes situations in which a significant amount of material is borrowed or directly quoted or cosmetically paraphrased with no attribution at all, or attribution insufficient to indicate that the borrowed material is not the work of the student.

3. What may otherwise meet the definition of plagiarism may be justified for the purposes of Regulation 2 where the particular unacknowledged use of the words, ideas and creations of another is by the standards of the relevant academic discipline a function of part or all of the object of the work for evaluation whether or not for credit, for example:
   (a) The unacknowledged use is required for conformity with presentation standards;
   (b) The task set or undertaken is one of translation of the work of another into a different language or format;
   (c) The task set or undertaken requires producing a result by teamwork for joint credit regardless of the level of individual contribution;
   (d) The task set or under taken requires extensive adaptation of models within a time period of such brevity as to exclude extensive attribution;
   (e) The task set or undertaken requires the use of an artificial language, such as is the case with computer programming, where the use of unoriginal verbal formulae is essential.

4. It is not a justification under Regulations 2 and 3 for the unacknowledged use of the words, ideas and creations of another that the user enjoys the right of use of those words, ideas and creations as a matter of intellectual property.

OTHER DEFINITIONS

5. In these Regulations, "Chairman" means the Chairman of the relevant Campus Committee on Examinations; "Examination Regulations" means the Examination and other forms of Assessment Regulations for First Degrees Associate Degrees Diplomas and Certificates of the University; "set of facts" means a fact or combination of facts.

EVIDENCE OF PLAGIARISM

6. In order to constitute evidence of plagiarism under these Regulations, there must be identified as a minimum the passage or passages in the student's work which are considered to have been plagiarised and the passage or passages from which the passages in the student's work are considered to have been derived.

7. When a student submits for examination work under Regulation 1, the student shall sign a statement, in such form as the Campus Registrar may prescribe, that as far as possible the work submitted is free of plagiarism including an unattributed quotation or paraphrase of the work of another except where justified under Regulation 3.

8. Quotation or paraphrase is attributed for the purpose of Regulation 7 if the writer has indicated that the work is not the writer's own, even if the source is not identified.

9. Accurate certification under Regulation 7 is not conclusive as to the absence of plagiarism under these Regulations. Absence of certification does not prohibit the University from proceeding with a charge of plagiarism.

ELECTRONIC VETTING FOR PLAGIARISM

10. The Campus Registrar may authorise or direct with the consent of the student that work submitted under Regulation 7 be subjected to electronic scrutiny in order to verify its freedom from plagiarism before being submitted to the Examiners. The results of the electronic scrutiny shall be submitted to the Dean and or the Head of Department/School as well as to the Examiners, but the results of such electronic scrutiny although capable, where the requirements of Regulation 6 are satisfied, of constituting evidence under these Regulations, are not thereby conclusive of any question as to whether or not plagiarism exists.

11. 11. Where a Dean or Head of Department/School considers that the procedure under Regulation 10 discloses evidence of plagiarism, the Dean or Head of Department/School, as the case may be, shall:

   (a) where the procedure is considered to disclose evidence of Level 2 plagiarism, report the matter to the Campus Registrar under Regulation 15(a); or
   (b) where the procedure is considered to disclose evidence of Level 1 plagiarism, refer the matter to the Examiners for their consideration as a charge of Level 1 plagiarism under Regulation 12.

LEVEL 1 PLAGIARISM

12. In work submitted for examination where the Examiner is satisfied that Level 1 plagiarism has been committed, he shall levy a penalty for the Level 1 plagiarism charged in the form of a reduction in the marks up to a maximum of 10%.

LEVEL 2 PLAGIARISM

13. Where an Examiner has evidence of Level 2 plagiarism in the material being examined, that Examiner must report it to the Head of Department/School or the Dean and may at any time provide the Campus Registrar with a copy of that report.

14. Where any other person who in the course of duty sees material being examined which he or she believes is evidence of Level 2 plagiarism that other person may report it to the Head of School and may at any time report it to the Campus Registrar who shall take such action as may be appropriate.

15. Where a Dean or Head of Department/School receives a report under Regulation 13, the Dean or Head of Department/School, as the case may be, shall:

   (a) Where in concurrence with the report's identification of evidence of Level 2 plagiarism, report the matter to the Campus Registrar; or
   (b) Where not concurring in the identification of evidence of plagiarism, reply to the Examiner declining to proceed further on the Examiner's report; or

(c)   Where concluding that there is evidence of Level 1 plagiarism, reply to the Examiner indicating that conclusion and proceed as under Regulation 12.

16.   Where a report is made to the Campus Registrar under Regulation 15(a) or Regulation 17, the Campus Registrar shall lay a charge and refer the matter to the Campus Committee on Examinations.

17.   Where the Campus Registrar receives a report from the Examiner or any other person, the Campus Registrar shall refer the matter to a senior academic to determine evidence to ground a charge of plagiarism and where there is a ground, the Campus Registrar shall proceed as under Regulation 16.

18.   Where the matter has been referred to the Campus Committee on Examinations pursuant to Regulation 16, the proceedings under these Regulations prevail, subject to Regulation 19, over any other disciplinary proceedings against the student based on the same facts and, without prejudice to Regulation 24, any other such disciplinary proceedings must be stayed, subject to being reopened.

19.   Where other disciplinary proceedings based on the same facts have been completed or have reached the stage of a hearing, whichever comes first, any proceedings under these Regulations based on a charge of Level 2 plagiarism shall be terminated.

20.   **Campus Committee Recommendations**

(a)   If the Campus Committee on Examinations is satisfied, after holding a hearing, that the student has committed Level 2 plagiarism, it shall in making a determination on the severity of the penalty take into consideration:

(i)   the circumstances of the particular case;
(ii)   the seniority of the student; and
(iii)   whether this is the first or a repeated incidence of Level 2 plagiarism.

(b)   (b) Where a recommendation is made to fail the student, the Campus Committee on Examinations shall make that recommendation to the Campus Registrar who shall refer it to the Academic Board for the student to be failed.

21.   Academic Board may also, if the Campus Committee on Examinations so recommends after being satisfied that the student has committed Level 2 plagiarism, exclude the student from all further examinations of the University for such period as it may determine.

22.   Academic Board may also, if the Campus Committee on Examinations so recommends after being satisfied that the student has committed Level 2 plagiarism, dismiss the candidate from the University.

CLEARANCE ON A CHARGE OF LEVEL 2 PLAGIARISM

23.   A determination of the Campus Committee on Examinations that Level 2 plagiarism has not been found will be reported to the Campus Registrar who shall refer it to the appropriate authority and notify the student. Where the Committee has not identified Level 2 but has identified Level 1, it shall be reported to the Campus Registrar who shall refer it to the Examiner.

LEVEL 2 PLAGIARISM: APPEAL TO THE SENATE

24.   A student may appeal to the Senate from any decision of the Campus Committee on Examinations Regulations 20 and 21 and of Academic Board under Regulation 22.

DELEGATION BY DEAN OR HEAD OF SCHOOL

25. The Dean or Head of Department/School, as the case may be, may generally or in a particular instance delegate that officer's functions under these Regulations.

CONFLICT OF INTEREST DISQUALIFICATION

26. Any person who has at any time been an Examiner of work in relation which an issue of plagiarism is being considered under these Regulations must withdraw from performing any functions under these Regulations other than those of supervisor and Examiner.

INTERIM GUIDELINES ON AI USAGE

INTERIM GUIDELINES ON THE USE OF ARTIFICIAL INTELLIGENCE (AI) IN COURSEWORK ASSIGNMENTS

SCHOOL OF HUMANITIES AND EDUCATION – EFFECTIVE SEMESTER 1, 2024–2025

These interim guidelines apply to the use of Artificial Intelligence (AI), including Generative AI (GAI), in coursework assignments for both undergraduate and postgraduate students. They remain in effect for Semester 1, 2024–2025, pending final approval of the University's AI and Academic Integrity policies.

THE UWI'S POSITION ON AI USE

The University of the West Indies (UWI) embraces innovation and the ethical use of technology. We recognise that AI, especially Generative AI can support creativity, enhance learning, and contribute to academic excellence when used responsibly.

UWI supports the ethical use of Generative AI in teaching, learning, and research, provided such use aligns with our Core Values:

- Integrity
- Excellence
- Diversity
- Gender Justice
- Student-Centredness
- Financial Sustainability

ACCEPTABLE USE CONDITION

AI use must align with course objectives.

COURSE-SPECIFIC RULES ON AI USE

Each course will clearly state whether or not the use of AI is allowed for assignments. This policy is based on the nature of the course and its learning outcomes. Course instructors will choose one of the following three approaches and communicate this clearly to students:

1. ❌ AI Use is NOT Allowed

    • Students are not permitted to use any AI tools in completing coursework assignments.
    • Any unauthorised use of AI will be treated as a breach of academic integrity and addressed under the University's Assessment Regulations.

2. ✅ AI Use is Fully Allowed

    • Students may use AI tools but must be transparent. You are required to:
        (i)   List the AI tool(s) or technologies used.
        (ii)   Explain the prompting process (what you asked the AI).
        (iii) Provide proper in-text citations and a reference list for AI-generated content.

3. ❓ AI Use is Partially Allowed

    • Some assignments may permit the use of AI, while others may not.
    • The instructor will clearly state which assignments permit AI use and the level of use allowed.

    Example:

    Assignment 1 – AI use allowed

    Assignment 2 & 3 – AI use not allowed

    Be sure to follow the instructor's specific guidance for each assignment.

AI DECLARATION STATEMENT

At the end of every coursework assignment, you must include the following declaration:

AI Declaration

I, [Your Full Name], declare that:

☐ I have used AI [Name of AI Tool/Technology] in this assignment.

☐ I have not used any AI tool/technology in this assignment.

The use or non-use of AI in this assignment reflects the instructions provided by my course instructor.

Signature: _____   Student ID: _____

IMPORTANT NOTES

• These are interim guidelines based on the Draft AI and Academic Integrity Policies, which received provisional approval in May 2024 by the Boards for Undergraduate and Graduate Studies.

• The final version of the AI Policy is expected to be approved in October 2024 and may inform future updates to this guidance.

APPENDIX I: FURTHER GUIDANCE ON THE B. ED. STUDY

Under the guidance of an assigned supervisor, students are expected to engage in activities such as:

SEMESTER 1

- Prepare a proposal for the study
- Present the proposal to the faculty and their peers
- Work on the literature review and methodology sections
- Select or construct relevant data collection tools

SEMESTER 2

- Engage in data collection activities
- Compile collected data in an appropriate manner
- Analyse the data
- Write the research report

This Schedule Guide can be filled in after discussion with your supervisor.

COMPLETING THE B. ED. STUDY

SEMESTER 1

TASK	COMPLETED BY
Submission of Research Topic and Title	
Presentation/Discussion of Research Proposal with Faculty/Supervisor	
Reviewing and/or Revising Proposal	
Literature Review, Methodology and Instruments (Students should have a draft of the first three chapters/sections by the end of Semester 1.)	

Students should have a draft of the first three chapters/sections by the end of Semester I.

SEMESTER 2

TASK	COMPLETED BY
Completion of Data Collection	
Completion of Chapters 4 and 5 based on Analysis of Data Collected	
First Draft of Paper	
Revisions towards Submission of FINAL Paper	
Submission of FINAL paper	

This is a TWO SEMESTER (year long) course. Candidates who have not satisfactorily completed the tasks assigned for the first semester may NOT be allowed to register for the second semester.

CHOOSING A TOPIC FOR THE B. ED. STUDY

The topic selected for the research should be related to the candidate's area of specialisation. For example, students whose specialisation is in Language and Literacy should select a topic related to this area.

When selecting a topic, candidates should:

- Find an issue within their **OWN INTERESTS** and capabilities
- Consider the **AVAILABILITY OF OTHER SKILLS AND COMPETENCIES** which you may need
- Be aware of the **TIME** available for data collection;
- Pay attention to the **DEADLINE** for submission.

SOME CONSIDERATIONS FOR PLANNING AND CONDUCTING YOUR STUDY

- Delimit your topic/ensure to ensure that it is focused and manageable.
- Review information on how to write a clear and concise problem statement
- Locate relevant literature using all the resources available to you.
- Identify appropriate sources of data (people, documents and or other sources) carefully
- Create appropriate data collection tools and manage the administration procedures to promote a high degree of reliability and validity of the research results.
- Manage time wisely: pay attention to schedule events in the research environment. Do not wait until the "last minute" to attempt to collect data.
- Be guided by ethical principles of research

REPORTING YOUR RESEARCH

The general format of the research report consists of FIVE (5) chapters followed by the List of References (most current edition of APA Style) and Appendices. These are:

1. Introduction
2. Review of Literature
3. Methodology
4. Findings/Results
5. Discussion/Conclusions/ Recommendations

FORMAT OF RESEARCH PAPER: GENERAL GUIDELINES

PRELIMINARY PAGES

- Title Page (See Appendix A for example)
- Inside Cover Page
- Table of Contents
- Acknowledgements*
- Dedications* (Optional)
- Abstract* (About 250 words)

    (* These should be paginated in Roman numerals)

CHAPTER ONE: INTRODUCTION:

- Background to the study and the rationale for doing it.
- Discussion of the significance of the study and who might be interested in it
- Problem statement
- Research questions and/or hypotheses

CHAPTER TWO: REVIEW OF L`ITERATURE

- Critical discussion of other related research to your area of study within the research topic.

    - Critique other studies showing how they influenced your choices for your own research.
    - Use supporting and opposing views

- Do not lift large chunks of text from any source for your literature review. Avoid overuse of quotations: summarise and paraphrase as needed and acknowledge all sources accurately.

- ALL sources of literature should be properly acknowledged.

CHAPTER THREE: METHODOLOGY

This ought to be a very strong chapter. It can determine the credibility of your work. You should include here:

- **Research design** (for example, survey, case study, action research):
- A brief discussion of:

    - The appropriateness of the design for answering the research question or testing the research hypotheses;
    - the strengths and limitations of the design and the possible impact on your research;
    - what was done to eliminate or minimise the effects of the limitations.

- **data sources:** a description of the people and / or places from which data were collected (demographics); a clear and concise explanation of how the sources were selected (sampling);
- **data collection approaches:** a report of the approaches used to collect data (e.g. surveying; observing; interviewing)
- **discussion of**

    - appropriateness of the selected approaches
    - strengths and limitations of the approaches and what was done to eliminate or minimise the effects of the limitations

- **data collection tools:**

    - description of the instruments used to collect the data;
    - origin of instrument (researcher constructed or adapted)
    - validation (process of getting the instruments ready for use): reliability and validity of the instrument

- **data analysis procedures:** a report of how the data were analysed (For examples tables, graphs anecdote)
- **methodological and ethical issues - discussion of any** that were faced and how they were resolved. (for example, sampling procedures, anonymity and confidentiality, whether permission was sought, including special cases)

PLAGIARISM is a serious offence in the world of academia. **You may face disciplinary action if you are found guilty of plagiarism!**

CHAPTER FOUR: PRESENTING AND ANALYSING THE DATA

Present the results of the data analysis procedures in different ways:

- sub-headings that match your research questions;
- sub-headings that match the items on a questionnaire or interview questions.
- Report what you learned from the evidence gathered, but you are also presenting that evidence.

You should:

- find concise ways of presenting that evidence (e.g. in tables, figures, charts, or excerpts from textual data);
- select the method that best communicates to the readers what you want them to know **(do not present the same information in several different forms)**
- set out the results of your analyses, with perhaps only brief descriptive comments but no other discussion. The main discussion is done in the following chapter unless advised otherwise by your supervisor.

CHAPTER FIVE: CONCLUSIONS, DISCUSSION AND IMPLICATION

Remind the readers of this purpose, how you went about your investigation and what your **main findings** were.

- present the results of the analyses and comment on them at the same time by making comparisons of your findings with those of previous studies, or even possible explanation of your findings
- **suggest implications**
- make any recommendations for action, **based on the findings of your research** (what and who will do it for the desired change)

APPENDIX II: DEFINITION OF TERMS

TERMINOLOGY	DEFINITION
CREDIT	A unit of study counting towards a degree or diploma
CREDIT HOURS	The numerical credit value assigned to a course. The credit values for courses as well as for projects, laboratory sessions, foreign language classes or other contact hours are determined by the Faculty Boards and are approved by the Board for Undergraduate Studies.
COURSE	A body of knowledge circumscribed by a syllabus to be imparted to students by sundry teaching methods and usually followed by an examination. A course may be either compulsory or elective.
DISCIPLINE	A body of knowledge distinguishable from other such bodies on the basis of criteria such as method of enquiry, axioms, and areas of application.
ELECTIVE	An optional course of study selected by the person concerned.
PART	A portion of a programme defined by the regulations governing the programme.
PROGRAMME	A sequence of courses (designed to achieve pedagogical goals) the taking of which is governed by certain regulations and the satisfactory completion of a minimum of which (determined by such regulations) makes a candidate eligible for the award of a degree/diploma/certificate.
MAJOR	A permissible combination of courses leading to a degree, diploma or certificate.

APPENDIX III: FREQUENTLY ASKED QUESTIONS

Q: HOW MANY COURSES AM I ALLOWED TO REGISTER FOR IN EACH SEMESTER?

A: Full time students are normally required to register for thirty (30) credits, (i.e. 10 courses) in any one academic year while part-time students may not register for more than eighteen (18) credits (i.e. 7 courses) per year. In special circumstances, students may be allowed to exceed the limit.

Q: CAN I GET SPECIAL PERMISSION TO DO EXTRA COURSES?

A: Yes. Students who are in their final year of study (that is, they will complete at the end of the second semester) are usually allowed to do one extra 3-credit course and in exceptional cases, two extra 3-credit courses.

Q: WHERE DO I RECEIVE APPROVAL FOR OVER-RIDES FOR COURSES IN RED WITH THE FOLLOWING COMPONENTS: PREREQUISITE, TEST SCORE ERROR, MAXIMUM HOURS EXCEEDED AND CAMPUS RESTRICTION?

A: At the department in which the particular course (s) is/are offered. The Faculty Office approves over-rides for maximum hours exceeded and campus restriction.

Q: HOW DO I KNOW WHICH LEVEL A COURSE BELONGS TO?

A: The first number in the course code is an indication of the level and the letters are an indication of the subject area. For example:
- COMP0001 – Preliminary Computer Science course
- SPAN1001 - Level I Spanish course
- HIST2001 - Level II History course
- LITS3001 - Level lll Literature course

Q: HOW DO I GO ABOUT MAKING CHANGES TO MY COURSES AFTER REGISTRATION HAS CLOSED?

A: Students wishing to make changes to their records after the registration period has ended may do so by submitting an online request on the Automated Student Request Module which can be accessed through the Student Administration System Section (SAS).

Q: HOW DO I REQUEST A CHANGE OF STATUS FROM PART-TIME TO FULL-TIME?

A: Students who wish to change their enrolment status should first go to the "Request a Change of Major or Enrolment Status" link at the Student Administration Systems (SAS) Registration Menu. Such requests MUST be made at the beginning of the academic year.
Please note that part-time students who were accepted into the Faculty with lower level matriculation may transfer to full-time status only after completing a minimum of 15 credits.

Q: IS THERE A DEADLINE FOR MAKING A LEAVE OF ABSENCE APPLICATION?

A: Applications for leave of absence must be made no later than the third week of the relevant semester.

Q: HOW DO I GO ABOUT APPLYING FOR LEAVE OF ABSENCE?

A: 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 through the Automated Student Request Module which can be accessed through the Student Administration System (SAS).

Leave of Absence may be granted for one semester or for an academic year. Leave of Absence, however, will not be granted for more than two consecutive academic years, or in the first year of the programme. A student who wishes to deregister from all courses in the first year of their programme must request deferral until either the next semester or the next academic year.

Q: HOW DO I CHANGE TO ANOTHER MAJOR IN MY FACULTY?

A: This request has to be made online via the Student Administration System (SAS) and approved by the department that offers the major. Full-time students must do this no later than the start of their third semester of registration while part-time students are required to do this no later than the start of their fifth semester of registration.

Q: HOW DO I TRANSFER TO ANOTHER FACULTY?

A: All students wishing to transfer to another faculty must apply online to the programme of their choice via the Student Administration System (SAS).

Q: HOW MANY COURSES AM I ALLOWED TO REGISTER FOR IN EACH SEMESTER?

A: Full time students are normally required to register for thirty (30) credits, (i.e. 10 courses) in any one academic year while part-time students may not register for more than eighteen (18) credits (i.e. 7 courses) per year. In special circumstances, students may be allowed to exceed the limit.

Q: CAN I GET SPECIAL PERMISSION TO DO EXTRA COURSES?

A: Yes. Students who are in their final year of study (that is, they will complete at the end of the second semester) are usually allowed to do one extra 3-credit course and in exceptional cases, two extra 3-credit courses.

Q: WHERE DO I RECEIVE APPROVAL FOR OVER-RIDES FOR COURSES IN RED? WITH THE FOLLOWING COMPONENTS: PREREQUISITE, TEST SCORE ERROR, MAXIMUM HOURS EXCEEDED AND CAMPUS RESTRICTION?

A: At the department in which the particular course (s) is/are offered. The Faculty Office approves over-rides for maximum hours exceeded and campus restriction.

Q: HOW DO I KNOW WHICH LEVEL A COURSE BELONGS TO?

A: The first number in the course code is an indication of the level and the letters are an indication of the subject area.
   For example:
- COMP0001 – Preliminary Computer Science course
- SPAN1001 - Level I Spanish course
- HIST2001 - Level II History course
- LITS3001 - Level lll Literature course

Q: HOW DO I GO ABOUT MAKING CHANGES TO MY COURSES AFTER REGISTRATION HAS CLOSED?

A: Students wishing to make changes to their records after the registration period has ended may do so by submitting an online request on the Automated Student Request Module which can be accessed through the Student Administration System Section (SAS).

Q: HOW DO I REQUEST A CHANGE OF STATUS FROM PART-TIME TO FULL-TIME?

A: Students who wish to change their enrolment status should first go to the "Request a Change of Major or Enrolment Status" link at the Student Administration Systems (SAS) Registration Menu which can be accessed at ----. Such requests MUST be made at the beginning of the academic year.
Please note that part-time students who were accepted into the Faculty with lower level matriculation may transfer to full-time status only after completing a minimum of 15 credits.

Q: IS THERE A DEADLINE FOR MAKING A LEAVE OF ABSENCE APPLICATION?

A: Applications for leave of absence must be made no later than the third week of the relevant semester.

Q: WHAT ARE THE FOUNDATION COURSES THAT STUDENTS OF THE FACULTY OF HUMANITIES AND EDUCATION ARE REQUIRED TO DO?

A: FHE students are required to do the following foundation courses:
- Critical Reading and Writing for the Humanities (FOUN1016) or Critical Reading and Writing in the Disciplines (FOUN1019)
- Language: Argument (FOUN1002)
- Sciences, Medicine and Technology in Society (FOUN1201)
- Law, Governance, Economy & Society (FOUN1301)

*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN 0100

Q: DO I HAVE TO DO COURSES OUTSIDE MY FACULTY?

A: Humanities and Education students do not have to do courses outside the Faculty, but are, allowed a maximum of 30 credits if they choose to do so.

Q: CAN I DO A SEMESTER AT ANOTHER UNIVERSITY?

A: Yes, students of the Faculty have the option of pursuing courses at another university. Please visit the International Students Office for information on the University's international Exchange and Study Abroad programme.

Q: HOW MANY COURSES AM I PERMITTED TO DO DURING THE SUMMER?

A: Students are allowed to do a maximum of three 3-credit courses during the summer.

Q: CAN I DO CO-CURRICULAR CREDITS?

A: Yes. Co-curricular courses are offered through Office of Students Services and Development. Co-curricular credits are done at Level II and students can get only 3 credits of co- curricular courses.

Q: WHAT IS A CREDIT CHECK?

A: This is a consultation requested at the Faculty Office via telephone, email or in person; which tells the students how far along they are in their degree programme

Q: HOW SOON AFTER THE REQUEST IS MADE CAN I COME IN FOR THE CREDIT CHECK?

A: No sooner than one day and no later than two weeks, after which, a new request must be made.

Q: CAN I RECEIVE A CREDIT CHECK OVER THE PHONE OR VIA EMAIL?

A: No, it is a face-to-face interactive consultation with a representative of the Faculty Office. The student will thus be required to take with them their UWI identification card as proof of identity.

Q: I ENTERED THE UNIVERSITY BEFORE 2003, WOULD MY DEGREE BE ASSESSED UNDER THE GPA SYSTEM?

A: All active student records have recently been converted to the Banner GPA system. However, while pre-GPA students are currently being assessed based on the year they matriculated; they are also being assessed under the GPA system. Whichever system is more advantageous to the student in his/her graduating year, he/she would be awarded the "better" class of degree.

Q: I MISSED AN EXAM. WHAT SHOULD I DO?

A: If you missed an examination for medical reasons, you should submit a signed medical certificate to the UWI Health Centre within seven days. The Health Centre will then submit a letter on your behalf to the Examination Section of the Registry. You may be permitted to sit the exam at the next available sitting. (Refer to Examination Regulations, Section II, 17-32).
If you were absent from an examination for reasons other than medical, you would be required to register again for the course, if said course is compulsory. Departments may however advise students on other available options (e.g. Exams only).

Q: WHERE CAN I APPLY FOR A GO-THROUGH OR A REMARK FOR A COURSE I HAVE FAILED?

A: Request for a go-through or remark can be made at the Examinations Sections.

Q: HOW DO I APPLY TO DO A COURSE AS 'EXAMS ONLY'?

A: Students are entitled to register for 'exams only' only with the permission of the lecturer for the particular course once the student has registered, attended classes and has completed all course work. Recommendation for 'exams only' is made by the department in which the course is offered via a letter through the Dean of Faculty to the Student's Records Unit.

Q: THERE IS A "WARNING" STATUS ON MY ON-LINE STUDENT RECORD. WHAT DOES THIS MEAN?

A: A "warning" status reflects poor academic performance (i.e. the receipt of a term GPA of 1.99 or less). This should be taken seriously and the student should seek counsel from his/her academic advisor. If such poor performance is maintained by a student for the following semester, the student will be asked to withdraw from the UWI.

Q: I WAS ASKED TO WITHDRAW AS A RESULT OF UNSATISFACTORY PERFORMANCE, HOW SOON WILL I BE ALLOWED TO RESUME MY STUDIES?

A: No sooner than one (1) year after the date of withdrawal. A student who has been required to withdraw may request a meeting with the Dean, who may decide to waive the requirement.

Exciting Moments
at
SoHE
2023-2024

OUR MEMORIES

UWI

FIVE ISLANDS
CAMPUS

ORIENS EX OCCIDENTE LUX