2023 2024

UWI
FIVE ISLANDS CAMPUS

STUDENT HANDBOOK

SCHOOL OF HUMANITIES & EDUCATION

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.

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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.

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 2023-2024. 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 2023/2024 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 2023/2024 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.

DIRECTOR OF ACADEMIC AFFAIRS MESSAGE TO STUDENTS

Dear Five Island Campus Digital Learners,

Imagine a new academic year brimming with infinite possibilities, where the power of your imagination merges with cutting-edge technologies to shape a future that exceeds all expectations. Welcome to the extraordinary journey of the 2023-2024 academic year at the prestigious University of the West Indies-Five Islands Campus!

As we embark on this adventure together, let us be rooted in the rich traditions of our esteemed institution while embracing the boundless opportunities that lie ahead. The faculty and staff, who are experts in their respective fields, are ready to guide and inspire you on your path to success. Their expertise spans across disciplines, united by the shared vision of a better tomorrow.

In this era of generative AI, where innovation and technology converge, we find solutions to the greatest challenges facing humanity. From combating climate change to addressing social issues, the possibilities are limitless. Artificial Intelligence, the driving force behind the advancements in all fields, industries, and even governments, holds the key to shaping a brighter future for us all.

The future of work demands a new set of competencies, perfectly aligned with the promises of the fifth industrial revolution. The collision of cyber, physical, and biological systems presents us with unprecedented opportunities to shape the world we live in. By harnessing the power of innovation and embracing the art of the possible, you will develop the skills necessary to navigate this evolving landscape.

As we gather on our vibrant campus, we are filled with hope, aspirations, and the anticipation of what lies ahead. Our classrooms, whether face-to-face or blended, will be filled with the collective energy of growth, discovery, and transformative learning experiences. Together, we will explore diverse perspectives, seek answers to profound questions, and unleash our fullest potential.

I extend my deepest gratitude to the faculty and staff for their unwavering dedication and hard work in crafting an exceptional educational experience for each and every one of you. Their commitment to your success is unwavering, and they stand ready to support you throughout your journey.

Let us make this academic year an extraordinary chapter in our lives. Let us embrace the spirit of Pelican Pride, fueling our learning, creative expression, social responsibility, and scholarship. This is your moment to shine, to contribute to the world, and to leave an indelible mark on society.

Welcome to the captivating realm of AY 2023-2024. Together, we will rise, empowered by knowledge and driven by passion, as the West ignites the future.

With great anticipation,

Curtis B. Charles, PhD.

Dean/Director of Academic Affairs

HEAD OF SCHOOL WELCOME MESSAGE

Welcome and congratulations as you embark on your journey here at UWI FIC at the School of Humanities and Education (SoHE). As we introduce you to valuable lessons that will impact your academic, social and mental development, may you be empowered to become game changers, critical thinkers, problem solvers, innovators and scholar that will make an indelible impact on Antigua and Barbuda, OECS territories and by extension the development of the entire Caribbean.

Regionally, as we embark into the global intellectual landscape during the 4th Industrial Revolution, we admonish you to go beyond acquiring knowledge here in your programme. We challenge you to use this knowledge efficiently to create new ideas, foster intellectual technological innovations that enables our region to be considered an oasis of world class innovation, novel technological advancement, world-renowned scholarly work and noteworthy contributions to sustainable economic and intellectual development. We do hope you receive and accept this challenge!

During the previous three academic years, the global pandemic provided a catalyst for the transformation of our academic programmes into new advanced technological pedagogy and learning experiences. At SoHE and by extension our Pelican Pride Family at FIC, we will continue to autograph our work with excellence so that you can experience creative, groundbreaking, technologically apt learning that propels you to creatively go beyond your expectations and achieve world-class scholarships. On behalf of the academic and administrative staff of SoHE and the UWI Pelican family, welcome and continue autographing your work with excellence for this academic year.

Remember "I AM, I CAN, I WILL … Look out World WATCH ME… Pelican Pride 2023/2024"

Andrew Hunte PhD; M.Sc. MPhil; B.Sc.

Head, School of Humanities and Education

STUDENT REPRESENTATIVE WELCOME MESSAGE

I am ecstatic to welcome you to a new and fulfilling experience at University of the West Indies – Five Islands Campus, as your Education and Humanities Representative (2023-2024). As you learn invaluable lessons, I hope that you will gain more insight to revolutionize yourself, your colleagues and by extension the greater Caribbean.

As we join the world hand-in-hand though this 4th Industrial Revolution, may your lessons learnt at UWI FIC allow you to become a more discerning, innovative and imaginative thinker; a forceful and articulate communicator; futuristic and creative; globally sensitive and committed to global development; technologically interactive and morally disciplined. I hope that you will accept this challenge and be motivated to be a more distinguished citize

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today" (Malcolm X)

Ellisia Zakers

Student Representative for the School of Humanities and Education

UWI Student Guild, Five Islands Campus

ACADEMIC CALENDAR 2022-2023

SEMESTER I DATES 2023-2024

Semester begins August 27th, 2023

Teaching begins Monday September 4th, 2023

Independence Day Wednesday November 1st , 2023

Teaching ends Friday November 24th, 2023

Review/Study Week November 26th – December 3rd , 2023

Examination begins Monday December 4th, 2023

Vere Cornwall Bird Sr Day December 9th, 2023

Semester 1 ends Friday December 22nd ,2023

SEMESTER II DATES 2023-2024

Semester II begins Sunday January 21st , 2024

Teaching begins Monday January 22nd , 2024

Good Friday March 29th , 2024

Easter Monday April 1st 2024

Teaching ends Friday April 12th, 2024

Review/Study Week April 14th – 21st , 2024

Examination begins Monday April 22nd , 2024

Examination ends Friday May 10th, 2024

Semester II ends Friday May 10th , 2024

IMPORTANT NAMES AND CONTACT EMAILS

DIRECTOR OF ACADEMIC AFFAIRS

DR. CURTIS CHARLES
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HEAD OF THE SCHOOL OF HUMANITIES AND EDUCATION

DR. ANDREW HUNTE
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ACADEMIC STAFF

LECTURER SPECIAL EDUCATION

DR. KELLY JACKSON-CHARLES
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LECTURER SCIENCE EDUCATION

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LECTURER MATHEMATICS EDUCATION

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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 the undergraduate and post graduate levels. At the **undergraduate level** we offer the 60 and 90 credit Bachelor's Degree in Education (B.Ed.) with specializations in:

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

Additionally, at the undergraduate level we offer a specialized 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

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

DEFINITION OF TERMS

ADVISING HOLD	An Advising Hold may be placed on a student 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 Faculty 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 recognized 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 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 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 REQUIREMENTS
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 Full-time 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 specialization. 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	3 years Hybrid Status Full-time 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.

HYBRID STATUS

This is a special arrangement within the SoHE to facilitate schedules of In-service Teachers. 1 academic year consists of 2 semester and 1 summer.

Tuition covers these 3 periods of instruction.

ENGLISH LANGUAGE PROFICIENCY TEST (ELPT)

All applicants to the University are required to take a proficiency test in English. The application form for the test is available online at **http://www.cavehill.uwi.edu/fhe/studyhumanities/english-proficiency-test.aspx**. This form should be returned/submitted at the same time as the normal application form, to the Admissions Section, Student Affairs at the Five Islands campus.

EXEMPTION FROM SITTING ELPT

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 of the Level I English Language Foundation courses: (1) FOUN1006 (required) and (2) either FOUN1003 or FOUN1004 or 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 2023/2024

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

(Upcoming 2 Courses : Sign Language and Creole)

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

1. **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 Director of Administration. Changes in registration will not be permitted after the deadline date without the approval of the Director of Academic Affairs. NB: Students are responsible for checking their online transcript to ensure that they are registered for the correct course(s), and/or has 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) 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 specialization 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 specialization such as curriculum studies, language arts/literacy education, mathematics education, special education or such other specialization 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 specialization 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 four (4) semesters and a maximum of ten (10) semesters of full-time study.
- 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.

PROGRAMME: B.ED. 60 CRS
SCHOOL OF HUMANITIES AND EDUCATION
SPECIALIZATION: CURRICULUM STUDIES

COURSE CODE	COURSE NAME	CREDIT	YEAR
SEMESTER 1 2023			
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 2024			
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 2024			
EDPH2016	The Philosophy of Education	3	I
EDEA2304	Introduction to Educational Administration	3	I
SEMESTER 1 2024			
EDTK3304	Media and Technology in Education	3	
PSYC3013	Contemporary Issues in Social Psychology	3	II
SOCI3035	Caribbean Social Problems	3	
SEMESTER 2 2025			
SOCI2006	Qualitative Research Methods	3	II
EDSO3102	The Social Context of Education	3	II
EDRS2202	Basic Data Analysis With Computers	3	I
SUMMER 2025			
EDCU3103	Curriculum Development Implementation and Evaluation	3	II
SEMESTER 1 2025			
EDCU3104	Issues in Curriculum Theory and Practice	3	III
EDRS3501	The B. Ed Study	3	III
SEMESTER 2 2026			
EDTE3404	Issues in Teacher Education	3	III
EDRS3501	The B. Ed Study	3	III
GRADUATION 2026		**TOTAL 60**	

PROGRAMME: B.ED. 60 CRS
SCHOOL OF HUMANITIES AND EDUCATION
SPECIALIZATION: LANGUAGE AND LITERACY

COURSE CODE	COURSE NAME	CREDIT	YEAR
SEMESTER 1 2023			
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 2024			
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 2024			
EDPH2016	The Philosophy of Education	3	I
LING1002	Introduction to Morphology and Syntax	3	I
SEMESTER 1 2024			
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 2025			
EDSO3102	The Social Context of Education	3	II
LING2102	Language Learning and Teaching	3	II
EDRS2202	Basic Data Analysis With Computers	3	II
SUMMER 2025			
EDLS3004	Curriculum and Instructional Issues in Literacy	3	II
SEMESTER 1 2025			
EDLA3005	Selected Pedagogical Issues In Language Arts	3	III
EDRS3501	The B. Ed Study	3	III
SEMESTER 2 2026			
EDTE3404	Issues in Teacher Education	3	III
EDRS3501	The B. Ed Study	3	III
GRADUATION 2026		**TOTAL 60**	

PROGRAMME: B.ED. 60 CRS
SCHOOL OF HUMANITIES AND EDUCATION
SPECIALIZATION: MATHEMATICS

COURSE CODE	COURSE NAME	CREDIT	YEAR
SEMESTER 1 2023			
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 2024			
EDME2211	Testing Measurement and Evaluation	3	I
EDCU2301	Introduction to Curriculum Theory and Planning	3	I
ECON1004	Mathematics for Social Sciences II	3	I
SUMMER 2024			
EDPH2016	The Philosophy of Education	3	I
ECON1005	Introduction to Statistics	3	I
SEMESTER 1 2024			
EDTK3304	Media and Technology in Education	3	II
ECON2025	Statistical Methods I	3	II
EDMA2207	Teaching Mathematics - Primary Level	3	II
SEMESTER 2 2025			
EDSO3102	The Social Context of Education	3	II
ECON2016	Mathematics for Social Sciences III	3	II
EDRS2202	Basic Data Analysis With Computers	3	II
SUMMER 2025			
EDMA2111	The Structure and Nature of Mathematics	3	II
SEMESTER 1 2025			
EDMA3204	Issues in Teaching Mathematics	3	III
EDRS3501	The B. Ed Study	3	III
SEMESTER 2 2026			
EDTE3404	Issues in Teacher Education	3	III
EDRS3501	The B. Ed Study	3	III
GRADUATION 2026		**TOTAL 60**	

PROGRAMME: B.ED. 60 CRS
SCHOOL OF HUMANITIES AND EDUCATION
SPECIALIZATION: SPECIAL EDUCATION

COURSE CODE	COURSE NAME	CREDIT	YEAR
SEMESTER 1 2023			
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 2024			
EDME2211	Testing Measurement and Evaluation	3	I
EDCU2301	Introduction to Curriculum Theory and Planning	3	I
SOCI2001	Modern Social Theory	3	I
SUMMER 2024			
PSYC2002	Abnormal Psychology	3	I
EDPH2016	The Philosophy of Education	3	I
SEMESTER 1 2024			
EDTK3304	Media and Technology in Education	3	II
EDSE3100	Working with Exceptional Learners	3	II
SOCI3035	Caribbean Social Problems	3	II
SEMESTER 2 2025			
EDSO3102	The Social Context of Education	3	II
SOCI3037	Social Dimensions of Inequality and Marginalization	3	II
EDRS2202	Basic Data Analysis With Computers	3	II
SUMMER 2025			
EDSE 3901	Education of Children with Physical and Health Impairment	3	II
SEMESTER 1 2025			
EDRS3501	The B. Ed Study	3	III
EDPS3804	Principles of Social Psychology	3	III
SEMESTER 2 2026			
EDTE3404	Issues in Teacher Education	3	III
EDRS3501	The B. Ed Study	3	III
GRADUATION 2026		**TOTAL 60**	

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 specialization. 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 specialization.

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 FOUN1006: 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, FOUN0100: 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, FOUN1201: Science, Medicine and Technology in Society and FOUN1301: 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 specialization. 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 specialization(they will therefore do a total of 4 content courses at level 1).

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 specialization 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 specialization 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 specialization as well as 3 level III content courses in the area of their specialization complete the programme.

PROGRAMME STRUCTURE

FOR ALL SPECIALIZATIONS

YEAR 1

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 specialization

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

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 Specialization

SOCIAL STUDIES
EDSS2113   The Structure & Nature of Social Studies

LANGUAGE ARTS
EDLA2112   The Structure & Nature of Language Arts

CURRICULUM STUDIES
EDEA2304   Introduction to Educational Administration

MATHEMATICS EDUCATION
EDMA211   The Structure & Nature of Mathematics

SPECIAL EDUCATION
EDSE2924   Introduction to Special Education

SCIENCE EDUCATION
EDSC2110   The Structure and Nature of Science

4 level 2 content courses related to area of specialization

YEAR 2I

EDTL3018   Culminating School Based Experience: Clinical Practice (9 credits)
EDRS3501   The B.Ed. Study (6 credits)
EDTK3004   Media and Technology in Education

2 Education Courses in Specialization

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

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

MATHEMATICS EDUCATION
EDMA2207   Teaching Mathematics-Primary Level
EDMA 32 04   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

SCIENCE EDUCATION
EDSC2407   Teaching Methodologies in Science
EDSC3417   An Introduction to Secondary School Science Practicals

2 content courses in the area of specialization

POSSIBLE CONTENT COURSES IN AREAS OF SPECIALIZATION

LEVEL I

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

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

SPECIAL NEEDS
SOCI1000   Sociology 1
PSYC1003   Introduction to Psychology
PSYC1004   Introduction to Social Psychology

SCIENCE EDUCATION
ENSC1000   Earth and its Environment
BIOL1020   Diversity of life I
BIOC1015   Introduction to Biochemistry
CHEM1110   Introduction to Organic Chemistry

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

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

SCIENCE EDUCATION
ENSC2001   Introduction to the Earth Life System
ENSC2003   Sustainable Energy Systems
BIOL2372   Plants for Caribbean Landscapes
CHEM2725   Chemistry of the Environment
CHEM2705   intermediate Organic Chemistry

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
ECON2028   Statistics Methods II
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

SCIENCE EDUCATION
CHEM3218   Environmental Chemistry and Toxicology
CHEM3175   Advanced Organic Chemistry
ENSC3020   Case Study in Environmental Science

EDRS3501 THE B.ED. STUDY

Students pursuing the Bachelor of Education degree are required to undertake the supervised study of an educational problem. The text should be between 8,000 to 10,000 words. Further details can be obtained from the B.Ed. Coordinator of Head of 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 Moderator.

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 Moderator 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, organizational, 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 summarizing 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 centralized 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 & 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 & 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 recognize 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*

The purpose of this course is to enable the students to examine critically the basic issues, assumptions, and problems in teacher preparation programmes in the Eastern Caribbean; to develop the skills and competencies necessary for the planning, implementation.

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 optimize 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 1		
ECFS1001	History & Philosophy of Early Childhood Development	3
ECFS1002	Child Growth and Development	3
ECFS1003	Health, Safety & Nutrition	3
FOUN1001	English for Academic Purposes	3
FOUN1301	Law, Governance, Economy and Society	3
ECFS1004	Understanding Behaviors	3
ECFS1006	Curriculum Development and Assessment in Early	3
FOUN1501 OR 1 Foreign Language Course	Foundations for Learning Success	3
ECFS1008	Practicum 1	3
ECFS1008	Child Rights & Protection Issues	3
Total		**30**
YEAR 2		
ECFS2001	History & Philosophy of Early Childhood Development	3
ECFS2002	Child Growth and Development	3
ECFS2003	Health, Safety & Nutrition	3
ECFS2004	English for Academic Purposes	3
EDLK2030	Law, Governance, Economy and Society	3
ECFS2005	Understanding Behaviors	3
ECFS2006	Curriculum Development and Assessment in Early	3
ECFS2007	Foundations for Learning Success	3

COURSE CODE	COURSE NAME	CREDIT
ECFS2008	Practicum 1	3
ECFS2009	Child Rights & Protection Issues	3
Total		30
YEAR 3		
ECFS3001	Studying Young Children	3
ECFS3002	Organization & 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	3
EDLM3003	Education Policy-International and Caribbean Perspectives (*) Elective	3
Total		30

COURSE DESCRIPTIONS

LEVEL 1

ECFS1001: HISTORY & PHILOSOPHY OF EARLY CHILDHOOD DEVELOPMENT

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.

Prerequisites: *None*

ECFS1002: CHILD GROWTH & DEVELOPMENT

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.

Prerequisites: *None*

ECFS1003: HEALTH, SAFETY & NUTRITION OF THE YOUNG CHILD

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 organizations 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 organizations and individuals play in working together to safeguard and promote the welfare of all children.

Prerequisites: *None*

ECFS1004: UNDERSTANDING BEHAVIOURS

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.

Prerequisites: *None*

ECFS1006: CURRICULUM DEVELOPMENT AND ASSESSMENT IN THE EARLY YEARS

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.

Prerequisites: *None*

ECFS1007: PRACTICUM 1

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.

ECFS1001   History and Philosophy of Early Childhood Development
ECFS1002   Child Growth and Development
ECFS1003   Health, Safety and Nutrition

Prerequisites: *ECFS1001, ECFS1002, ECFS1003, ECFS1006*

ECFS1008: CHILD RIGHTS & PROTECTION ISSUES

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 marginalized 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 citizens. The evolving state of child rights theory, law, policy, research, education and social practices form the basis for the course.

Prerequisites: *None*

LEVEL 2

ECFS2001:   DIVERSITY & INCLUSION IN THE EARLY YEARS

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 emphasize 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.

Prerequisites: *None*

ECFS2002: UNDERSTANDING THE MULTIFACETED ROLE OF THE EARLY YEARS PRACTITIONER

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.

Prerequisites: *None*

ECFS2003:   PRACTICUM 2

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

(a) 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;

(b) 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.

Prerequisites: *Practicum 1*

ECFS2004 CREATIVE EXPRESSION IN EARLY CHILDHOOD

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.

Prerequisites: *None*

ECFS2005 PRACTICUM 3

ECFS2005 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.

- Building portfolio.
- Working towards final project
- Facilitate positive guidance strategies

Prerequisites: *Practicum 2*

ECFS2006: GLOBALIZATION & EARLY CHILDHOOD POLICES & PRACTICES

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.

Prerequisites: *None*

ECFS2007: DESIGNING INCLUSIVE EARLY CHILDHOOD SETTINGS

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 optimize 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.

Prerequisites: *ECFS2001*

ECFS2008: WORKING WITH FAMILIES & COMMUNITIES

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.

Prerequisites: *None*

ECFS2009: LITERACY, NUMERACY & SCIENCE IN EARLY CHILDHOOD

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.

Prerequisites: *ECFS1006*

EDTK2030: INFORMATION & TECHNOLOGY IN EDUCATION

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, analyze, 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.

Prerequisites: *None*

LEVEL 3

ECFS3001: STUDYING YOUNG CHILDREN & FAMILIES

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 usingrelevant 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.

Prerequisites: *None*

ECFS3002: ORGANIZATION & MANAGEMENT OF AN EARLY CHILDHOOD SETTING

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.

Prerequisites: *None*

ECFS3003: TECHNOLOGY & THE YOUNG CHILD

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.

Prerequisites: *None*

ECFS3004: PROFESSIONAL PRACTICE IN EARLY CHILDHOOD DEVELOPMENT

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.

Prerequisites: *None*

ECFS3005: WORKING IN PARTNERSHIP WITH STAKEHOLDERS

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.

Prerequisites: *None*

ECFS3006: PRACTICUM 4

ECFS3006 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.

Prerequisites: *None*

EDLM3003: EDUCATION POLICY – INTERNATIONAL & CARIBBEAN PERSPECTIVES

This course is designed to develop an understanding of external and internal influences on educational policy development and implementation. The content emphasizes 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.

Prerequisites: *None*

EDLM3006: DIVERSITY LEADERSHIP & MANAGEMENT IN EDUCATION

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.

Prerequisites: *None*

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 specialization.
- 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.

NOTIFICATION OF RESULTS

At the end of each semester a Pass List shall be published for the programme. The results of the final examination shall be published in a separate Pass List, with the names of the successful students arranged alphabetically. All other normal School Requirements as specified in the regulations must be met.

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

GRADE	% GRADE	GRADE RANGE	POINT DEFINITION	GRADE DESCRIPTION
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 conceptualization, which is original, innovative and/or insightful. Applies outstanding critical thinking skills.

GRADE	% GRADE	GRADE RANGE	POINT DEFINITION	GRADE DESCRIPTION
A-	75-79	3.7	Excellent	Demonstrates excellent breadt 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 organizational, 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 organizational 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 organizational 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.
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, organizational and rhetorical skills.

GRADE	% GRADE	GRADE RANGE	POINT DEFINITION	GRADE DESCRIPTION
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 organizational 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 organizational 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+	4.30	90–100
A	4.00	80–89
A-	3.70	75–79
B+	3.30	70–74
B	3.00	65–69
B-	2.70	60–64
C+	2.30	55–59
C	2.00	50–54
FI	1.70	40–49
F2	1.30	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

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.

(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:

    (i) 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.

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

    (iii) 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 Director of Academic Affairs and 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. 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

2. In these Regulations, "plagiarism" means the unacknowledged and unjustified use of the words, ideas or creations of another, including unjustified unacknowledged quotation and unjustified unattributed borrowing;

   "Level 1 plagiarism" means plagiarism which does not meet the definition of Level 2 plagiarism.

   "Level 2 plagiarism" means plagiarism undertaken with the intention of passing off as original work by the plagiarizer work done by another person or persons.

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 shall 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 taken.

STUDENT STATEMENT ON PLAGIARISM

7. When a student submits for examination work under Regulation 1, the student shall sign a statement, in such form as the Director of Administration may prescribe, that as far as possible the work submitted is free of plagiarism including 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 using conventions appropriate to the discipline that the work is not the writer's own.

9. The University is not prohibited from proceeding with a charge of plagiarism where there is no statement as prescribed under Regulation 7.

ELECTRONIC VETTING FOR PLAGIARISM

10. The results of any electronic vetting although capable, where the requirements of Regulation 7 are satisfied, of constituting evidence under these Regulations, are not thereby conclusive of any question as to whether or not plagiarism exists.

LEVEL 1 PLAGIARISM

11. In work submitted for examination where the Examiner is satisfied that Level 1 plagiarism has been committed, he/she shall penalize the student by reducing the mark which would have otherwise been awarded taking into account any relevant regulations of the School of Business and Management.

LEVEL 2 PLAGIARISM

12. Where an examiner has evidence of Level 2 plagiarism in the material being examined, that examiner shall report it to the Head of School or the Director of Academic Affairs and may at any time provide the Director of Administration with a copy of that report. In cases where the examiner and the Director of Academic Affairs are one and the same, the report shall be referred to the Head of the School and also to the Director of Administration.

13. 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 or the Director of Academic Affairs and may at any time report it to the Director of Administration who shall take such action as may be appropriate.

14. Where a Director of Academic Affairs or Head of School receives a report either under Regulation 12 or 13, the Director of Academic Affairs or Head of 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
   (b) Director of Administration ; or
   (c) where not concurring in the identification of evidence of plagiarism, reply to the examiner declining to proceed further on the report; or
   (d) where concluding that there is evidence of Level 1 plagiarism, reply to the examiner indicating that conclusion and the Examiner shall proceed as under Regulation 11.

15. Where a report is made to the Director of Administration under Regulation 14a or 16, the Director of Administration shall lay a charge and refer the matter to the Campus Committee on Examinations.

16. Where the Director of Administration receives a report alleging Level 2 plagiarism from the

Examiner or any other person except the Director of Academic Affairs or Head of School, the Director of Administration shall refer the matter to a senior academic to determine whether there is sufficient evidence to ground a charge of plagiarism and where such evidence is found, the Director of Administration shall proceed as under Regulation 15.

17. Where the matter has been referred to the Campus Committee on Examinations pursuant to Regulation 15, the proceedings under these Regulations prevail, over any other disciplinary proceedings within the University initiated against the student based on the same facts and, without prejudice to Regulation 21, any other such disciplinary proceedings shall be stayed, subject to being reopened.

18. 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:

   (a) the circumstances of the particular case;
   (b) the seniority of the student; and
   (c) whether this is the first or a repeated incidence of Level 2 plagiarism

19. Where the Campus Committee is of the view that the appropriate penalty for an offence of Level 2 plagiarism is for the student to be:
   • awarded a fail mark;
   • excluded from some or all further examinations of the University for such period as it may determine;
   • dismissed from the University, it shall make such recommendation to the Academic Board.

CLEARANCE ON A CHARGE OF LEVEL 2 PLAGIARISM
20. A determination of the Campus Committee on Examinations that Level 2 plagiarism has not been found will be reported to the Director of Administration at the Five Islands Campus, who shall refer it to the Examiner and notify the student. Where the Committee has not identified Level 2 but has identified Level 1, it shall be reported to the Director of Administration who shall refer it to the examiner.

LEVEL 2 PLAGIARISM: APPEAL TO THE SENATE
21. A student may appeal to the Senate from any decision against him or her on a charge of plagiarism made by Academic Board.

DELEGATION BY DIRECTOR OF ACADEMIC AFFAIRS OR HEAD OF SCHOOL
22. The Director of Academic Affairs or Head of 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
23. Any person who has at any time been an examiner of work or been involved in procedures for laying charges in relation to which an issue of plagiarism is being considered under these regulations shall withdraw from performing any functions under these regulations other than those of supervisor and examiner.

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
• Analyze 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 & 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 & 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 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 SEVEN (7) chapters/sections. These are:

1. Introduction
2. Review of Literature
3. Methodology
4. Findings/Results
5. Discussion/Conclusions/ Recommendations
6. List of References (using the current edition APA style)
7. Appendices

FORMAT OF RESEARCH PAPER: GENERAL GUIDELINES

PRELIMINARY PAGES

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

(* 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 LITERATURE

- Critical discussion of other related research to your area of study 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: summarize 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/section. 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
    - o   appropriateness of the selected approaches
    - o   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 and why (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, with the main discussion is done in the following chapter or section;

CHAPTER FIVE: CONCLUSIONS, DISCUSSION & 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 implication
- 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 III 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?

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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: 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.

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