FLORIDA INTERNATIONAL UNIVERSITY
College of Education
DEPARTMENT OF CURRICULUM AND INSTRUCTION

MS IN CURRICULUM AND INSTRUCTION JAMAICA PROGRAM

FACULTY HANDBOOK

Prepared by
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Program Director

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Thank you for agreeing to participate in the MS in Curriculum and Instruction (MSCI) Jamaica program. This handbook outlines essential information about the MSCI Jamaica program for program faculty. It is intended to be a comprehensive document that guides faculty in understanding their role and responsibilities in the implementation and evaluation of the program. The handbook will be updated from time to time as needed. We welcome your feedback so that the handbook can be improved.
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PROGRAM DESCRIPTION

MASTER OF SCIENCE IN CURRICULUM AND INSTRUCTION (MSCI)
JAMAICA PROGRAM

The Master of Science in Curriculum and Instruction (MSCI) program is designed for people with experience in schools or other educational settings who are interested in furthering their ability to work at the intersection of theory and practice around issues of teaching, learning, curriculum, and school reform. The program is geared toward applicants who are interested in: (1) meeting district criteria for advanced degrees; (2) career advancement; (3) preparation for community college teaching; and (4) preparation for graduate study at the highest levels (Ed.S. and Ed.D./Ph.D.).

The MSCI program is a vehicle for preparing master teachers who are knowledgeable, skilled, and flexible professionals who make a difference in their students' learning, who are responsive to community and family issues, and who are committed to continuous professional development.

Admission requirements:

Applicants for admission into the MSCI program must meet the minimum University Graduate School admission criteria. Admission to the program will be based on the following criteria:

1. Hold or qualify for teacher certification in an appropriate area. For the Elementary Education specialization, applicants must hold or qualify for Florida certification or equivalent in elementary education, early childhood education, or special education (including practical teaching experience).
2. A bachelor’s degree in an appropriate area from an accredited institution.
3. A minimum GPA of 3.0 in the last 60 semester hours of upper division undergraduate study.
4. Two (2) letters of recommendation to support the application.
5. A statement of personal philosophy/professional goals consistent with the objectives of the masters program.
6. An updated resume describing at least the past five years of employment history and significant community, professional, or college extracurricular activities.
7. In the case of international students, a TOEFL score of at least 550 is required. (Exceptions: Students who completed an undergraduate or graduate program from a U.S. institution or accredited higher education institutions in other English-Speaking countries)
PROGRAM OF STUDY

The MSCI Program requires 36 semester hours beyond the bachelors degree. Up to 6 semester hours of graduate credit may be transferred into the masters program. The program has five required components:

1. Curriculum and Instruction Core (9 semester hours)
2. Curriculum and Instruction Elective (3 semester hours)
3. Research Core (6 semester hours)
4. Content Specializations (18 semester hours)
5. Professional Conference (Exhibition)

COURSEWORK

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>EDG 5205</td>
<td>Curriculum Development and Improvement</td>
<td>03</td>
</tr>
<tr>
<td>EDG 6627</td>
<td>Seminar: Trends and Issues in Curriculum and Instruction</td>
<td>03</td>
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<tr>
<td>EDE 5267</td>
<td>Education of the Child in Urban Society</td>
<td>03</td>
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<tr>
<td>SSE 5381</td>
<td>Developing a Global Perspective</td>
<td>03</td>
</tr>
<tr>
<td>EDF 5481</td>
<td>Foundations of Educational Research</td>
<td>03</td>
</tr>
<tr>
<td>EDF 5487</td>
<td>Field Research for Educators</td>
<td>03</td>
</tr>
<tr>
<td>EDG 5417</td>
<td>Learning Styles Applications</td>
<td>03</td>
</tr>
<tr>
<td>EDE 6205</td>
<td>Curriculum Design in Childhood Education</td>
<td>03</td>
</tr>
<tr>
<td>ESE 6215</td>
<td>Secondary School Curriculum</td>
<td>03</td>
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<tr>
<td>EDG 6286</td>
<td>Curriculum Evaluation and Improvement</td>
<td>03</td>
</tr>
<tr>
<td>EDG 6920</td>
<td>Colloquium in Curriculum and Instruction</td>
<td>03</td>
</tr>
<tr>
<td>EDG 7692</td>
<td>Politics of Curriculum</td>
<td>03</td>
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</tbody>
</table>

* Students will be required to design and conduct an Action Research project under the supervision of a faculty member early in the Program that they will complete and present at the end of the Program in an Exhibition/Conference.
CATALOG COURSE DESCRIPTIONS

EDF 5267 Education of the child in Urban Society (3).
For students desiring advance study in the schooling of inner-city pupils in K-6.

EDE 6205 Curriculum Design for childhood Education (3). Required in masters programs in elementary education. A study of curriculum theory, research, construction and evaluation related to elementary schools.

EDF 5481 Foundations of Educational Research (3). Competences required for critical understanding, evaluation, and use of published educational research: Understanding Quantitative and Qualitative methods; sampling; measurement; data collection and analysis; and inference process.

EDF 6487 Field Research for Educators (3). The first part two of semester sequence providing the knowledge and skills necessary for conducting research in schools and classrooms by teachers and administrators; using the results of this research to inform practice.

EDG 6250 Curriculum Development (3). Development of basic technical constructs of curriculum. Planning of reality-based educational programs at all levels of schooling.


EDG 5417 Learning Styles Applications (3). Designed to help educators use learning styles information to change instruction and improve student achievement.

EDG 6286 Curriculum Evaluation and Improvement in Urban schools systems. (3). Development of skills in curriculum evaluations and strategies for improvement of on-going curriculum.

EDG 6920 Colloquium in Curriculum and Instruction (1-6). Selected readings, presentations and discussions on topics related to curriculum and instruction. Colloquia consider specific topics related to issues, trends and applications in the broad field of education.

EDG 7692 Politics of Curriculum (3). Advance study of theories, research, and processes of curriculum decision-making.


# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Class Begins</th>
<th>Faculty Teach Abroad Kingston</th>
<th>Class Ends</th>
<th>Program Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL 2009</strong></td>
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<tr>
<td>EDG 6250</td>
<td>August 8, 2009</td>
<td>Aug. 8, 9, 15, 16, 22, 23, 29, 30, 2009</td>
<td>Aug. 30, 2009</td>
<td>Abdullahi</td>
</tr>
<tr>
<td>EDG 6627</td>
<td>Sept. 5, 2009</td>
<td>Sept. 5, 6,12, 13, 19,20, 26, 27, 2009</td>
<td>Sept., 27 2009</td>
<td>Farouk</td>
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<td><strong>SPRING 2010</strong></td>
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<tr>
<td>EDF 6487</td>
<td>November 28, 2009</td>
<td>Nov. 28, 29, Dec. 5, 6, 12, 13, 19, 20, 2009, Jan. 9, 10, 2010</td>
<td>Jan. 10, 2010</td>
<td>Chebbi</td>
</tr>
<tr>
<td>EDF 5417</td>
<td>March 6, 2010</td>
<td>March 6, 7, 13, 14, 20, 21, 27, 28, 2010</td>
<td>March 28, 2010</td>
<td>Dixon-Krauss</td>
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<tr>
<td><strong>SUMMER 2010</strong></td>
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</tr>
<tr>
<td>SSE 5381</td>
<td>April 17, 2010</td>
<td>April 17, 18, 24, 25, May 1, 2, 8, 9, 2010</td>
<td>May 29, 2010</td>
<td>Landorf</td>
</tr>
<tr>
<td>EDE 6205</td>
<td>May 22, 2010</td>
<td>May 22, 23, 29, 30, June 5, 6, 12, 13, 2010</td>
<td>June 13, 2010</td>
<td>Salmon</td>
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<tr>
<td><strong>FALL 2010</strong></td>
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<tr>
<td>EDG 6286</td>
<td>August 21, 2010</td>
<td>Aug. 21, 22, 28, 29, Sept. 4, 5, 11, 12, 2010</td>
<td>Sept. 12, 2010</td>
<td>Banya</td>
</tr>
</tbody>
</table>

**Class Times:**
- Saturdays: 6:00pm – 9:00pm (15 minute break - snacks provided)
- Sundays: 8:00am – 4:00pm (15 minute morning break - snacks provided)
- (45 minute lunch break - lunch provided)
MSCI JAMAICA PROGRAM
PROGRAM OUTCOMES

1. Program Outcomes (PO): The following program learning outcomes will be the basis of the academic evaluation:

PO 1: Excellent teaching.

PO 2: Quality advising and support services will be provided.

PO 3: The program prepares graduates for leadership positions in education.

PO 4: Students will successfully complete the program.

2. Measures of Assessment: The above program outcomes will be measured using the following assessment methods:

PO 1: Graduate One-Year Follow-up Survey.
   All graduates are surveyed one year after graduation via email on their satisfaction with the quality of the faculty and instruction.

PO 2: Graduate One-Year Follow-up Survey.
   A one year follow up email survey of all graduates is administered to measure graduates’ satisfaction with the quality of advising and support services on a three point scale of “Very Satisfied”, “Satisfied”, or “Not Satisfied”.

PO 3: All graduates are surveyed via email one year after graduation to find out their job placements, and current positions/assignments and salaries.

PO 4: Program enrollment and graduation data monitored by the Program Director (PD) each term and upon cohort program completion. Class rolls are examined. Since PD is responsible for registering students, awareness of program enrollments can be reviewed.
MSCI JAMAICA PROGRAM
STUDENT LEARNING OUTCOMES

1. Student Learning Outcomes: The following student learning outcomes will be the basis of the academic evaluation:

**Outcome 1:** As Stewards of the Discipline, curriculum and instruction candidates know curriculum and instruction professional content and pedagogical content as demonstrated in a curriculum plan.

**Outcome 2:** As reflective inquirers, curriculum and instruction candidates will think critically about educational issues through a form of inquiry whereby they investigate educational dilemmas and problems and seek resolutions that benefit students.

**Outcome 3:** As Mindful Educators, curriculum and instruction candidates demonstrate an understanding of their role as change agents through a critique of major curricular and instructional issues in the Jamaican educational system and identify ways to address them.

2. Measures of Success: The above student learning outcomes will be measured using the following performance criteria/activities:

**Outcome 1:** Candidates will develop a curriculum plan in EDG 6250 that is based on sound curriculum development principles and theories of child development, philosophical and historical foundations, and social, political, cultural, and economic foundations of curriculum.

**Outcome 2:** Candidates will develop and present an Action Research Project EDG 6627 (conceptualization and lit. review), EDF 6784 (research design), and EDG 6920 (completion and presentation) that addresses and critically analyzes and posits solutions to a significant problem in the candidates work setting – classroom, school, district, or region. This is the culminating project that candidates start working on in the third module of the program and complete and present in the last module.

**Outcome 3:** Candidates will develop a 10-page research paper EDG 6627 that identifies at least one major curricular/instructional issue in the Jamaican educational system, critique the selected issue, and identify at least three ways of addressing the issue.

The above Student learning Outcomes, performance criteria, and procedures are the same for the Jamaica program as for the on-campus program. Results will be collected through coursework assignments, the Action Research project, and alumni surveys and documented in the Candidate/Graduate Performance Assessment Worksheet used for all graduate programs in the College of Education. The Candidate/Graduate Performance Assessment Worksheet will be submitted to the Office of Academic Affairs and published online.
TRAVEL

1. UCC is responsible for making all flight, accommodation, meals, and local transportation arrangements for FIU program faculty.

2. A few weeks before the beginning of a new course, the UCC travel office will consult with program faculty to discuss their flight preferences. Faculty has two choices:
   a. Fly out of Miami on American Airlines in the morning on Saturday, arriving Kingston, Jamaica in the afternoon; return Monday on American Airlines from Kingston, Jamaica arriving, Miami in the morning or afternoon.
   b. Fly out of Fort Lauderdale on Air Jamaica in the afternoon on Saturday, arriving Kingston, Jamaica in the afternoon; return Sunday afternoon on Air Jamaica from Kingston, Jamaica, arriving Fort Lauderdale in the evening.

   It is important that faculty decide their itinerary as early as possible in order to obtain favorable airfare rates.

3. Faculty will be reimbursed for airport parking fees and/or airport shuttle or taxi (in the US).

LOCAL TRANSPORTATION

Upon arrival at Kingston Manley International Airport and clearing Immigration and Customs, a driver will be waiting for you outside the arrival hall holding an "FIU/UCC" sign. Identify yourself to the driver. He/she will ask you to wait for him/her at a designated spot while they bring the car from the parking lot. The driver will take to the hotel. They will tell you what time they will come to pick you from the hotel to take to the campus for class, the time to return to the hotel, the time to pick you up from the hotel to the campus on Sunday morning, and the time to return you to the hotel (or the airport if you are leaving on Sunday), and when to pick you on Monday morning for the airport.

HOTEL ACCOMMODATION

1. UCC will make your hotel accommodation hotel arrangements.

2. You will be staying at the Courtleigh Hotel. The hotel is located at 85 Knutsford Boulevard, Kingston 5, Jamaica. The phone number is (876) 929-9000. For information about the hotel, please go to http://www.courtleigh.com/index.php

3. Faculty will have a US$79 allowance per stay (US$32.00 per meal/per day and US$15.00 incidentals per stay) at the Courtleigh. You may use this allowance to pay for meals and other incidentals during your stay. If you go above the US$79 allowance, you will be responsible for the difference. Breakfast is included in the cost of room.

CAMPUS/CLASSROOM FACILITIES

1. All classes are held at the 17 Worthington Avenue, Kingston 5, Jamaica campus of UCC. For more information about the campus, please go to: http://www.uccjm.com/.
2. Classrooms are air conditioned with wireless internet connectivity.

3. There is a library and a computer lab on campus.

4. If you need any technology equipment (e.g. laptop, projector, overhead projector, VCR/TV monitor, etc.), please let the MSCI office know at least one week in advance. You may put in a standing order for the equipment to be provided every class session.

5. UCC provides all textbooks to the students. Faculty should provide a list of books for their classes at least six weeks in advance.

6. If you need material photocopied, you should e-mail it or have it delivered to the UCC staff at least two weeks in advance. Materials may not be photocopied on the same day faculty may need them.

7. There is a UCC staff on duty on Saturdays and Sundays. Please contact them for all your needs.

8. Snacks and lunch are provided in the campus cafeteria during breaks/lunch. UCC staff will work with faculty to assist them in obtaining meals.

**IMMIGRATION FORMALITIES**

1. The government of Jamaica no longer requires for the MSCI faculty teaching in the MSCI Jamaica Program to apply for a work permit exemption and a visa.

2. A Permission Letter to teach in Jamaica will be issued by UCC and sent to the faculty.

3. Please carry this letter with you on each trip and present it to the immigration officer together with your passport.

Updated 08/18/09