



UNIVERSITY  
OF CURAÇAO  
DR. MOISES DA COSTA GOMEZ

Handbook for incoming exchange students

Minor Program

General Faculty (UoC)

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## **1. General information**

### **1.1 Curaçao**

Curaçao (in the local Creole language Papiamentu, Kòrsou), is an island in the southern part of the Caribbean Sea near the north coast of Venezuela. Curaçao which is a multicultural and multilingual island has a rich history. An interesting study with more information about Curaçao is *Contemporary Curaçao* (SWP publishing, 2013), a collection of 26 articles covering topics ranging from history to law, from economics to sustainability, and from gender issues to art and culture.

All articles were written by local academic experts. The book offers an excellent insight for those who are in need of an overview of the island's historic and current issues.

### **1.2 The University of Curaçao**

The University of Curaçao Dr. Moises Da Costa Gomez (UoC), has become the national university since 10-10-10, and was originally founded in 1979 as the University of the Netherlands Antilles (UNA). It is an institute for higher education which offers both academic and professional educational programs at bachelor and master levels.

The UoC is well aware of the need to have strong strategic alliances with Institutes of Higher education both on national and international level. A few of the main partner universities are regional universities and institutes of Higher Education, such as the University of St. Martin (USM), the University of Aruba (UA), the University of the West Indies (UWI) and the Instituto Pedagógico Arubano (IPA).

In addition, UoC maintains collaboration relationships with universities and colleges of higher education in the Netherlands and Belgium and in other parts of the world. The UoC has partnerships with the following universities and institutes of Higher Education (on General Faculty level) they are, the Hogeschool Utrecht, the Hogeschool van Amsterdam, the Artevelde Hogeschool (Belgium); the Universidade de São Paulo (Brazil).

These structural partnerships encourage exchange of students and teachers and contribute to the quality of education and research. Every year foreign and regional students enroll at the UoC to do a specific study component.

### **1.3 The General Faculty**

The General Faculty (AF) started in 2002 with a Bachelor of Education course for Papiamentu. During the past 13 years the General Faculty has offered a wide range of bachelor programs.

Each academic year the programs of the General Faculty are divided into two semesters of 30 ECTS. Currently the General Faculty is offering the following programs:

- Bachelor of Foundation Based Education
- Bachelor of Education in Papiamentu
- Bachelor of Education in Dutch
- Bachelor of Education in English
- Bachelor of Education in Spanish

- Master of Education in Papiamentu
- Master of Education in English
- Master of Education in Dutch
- Master of Education in Spanish
- Master in Special Educational Needs

## 2. MINORS

### Minors of the Bachelor Programs: Skills and Mastery

#### 2.1 Background

The Bachelor Programs are competence-based. This is also the case as far as a minor course is concerned. A competence is a combination of the necessary knowledge, attitude and skills, which is to be used in complex professional situations.

The Bachelor programs prepare the student to acquire both generic knowledge and knowledge based on the specific language subject area.

In the bachelor programs of the General Faculty there are two important components: the component of knowledge and skills (from the specific language) and the component of mastery (= professional formation).

Knowledge and skills lead to “craftsmanship”. Professional training leads to mastery. Craftsmanship and Mastery in their turn, lead to the formation of a competent teacher who is considered to be “adequately equipped” to set out on a professional career. A minor offers the student the opportunity to study both components. This gives a different dimension to teaching.

Craftsmanship earns the minor student 15 ECs in which subject area-related aspects are studied, in these case language-related themes. The focus is on Journalism, Film Studies and Language and Youth Culture.

The main focus on mastery is related to themes such as Remedial Teaching in Secondary Education, Brain-based Teaching and Mentoring. These two parts (components) will earn the minor student 15 ECs each.

<b>Component I    Craftsmanship</b>		<b>Component II    Mastery</b>
Journalism	◀5 ECs▶	1. Brain-based teaching
Language & Youth Culture	◀5 ECs▶	2. Remedial teaching in Secondary Education
Film Studies	◀5 ECs▶	3. Mentoring
Component I    ◀15 ECs	TOTAL	Component II    15 ECs▶
Total of the 2 Components	◀30 ECs▶	

## **Description of courses to obtain a minor**

### **2.2 Journalism**

The purpose of this course is to give students an idea of journalism. In particular where it concerns the newspaper and magazine press. In the module the questions that are dealt with will be:

- What is news?
- What does a news report look like?
- How to go about the preparation prior to conducting an interview (starter questions, probing and conclusive questions)?
- How do you take an interview and how do you work out the outcome?

But also: What is the role of the media in disseminating news? And in particular: what is the role of the media in Curaçao. In this case a distinction should be made between newspapers vs. radio and television. The emphasis will be on the printed papers. In each lecture the front pages of major Curaçao newspapers will be discussed. During this session both the choice of the photographs used and the headlines of the articles will be discussed emphatically. It is the intention that the students will try to keep abreast with the news for the duration of the course period. This intention is also discussed during the lectures. The objective will be to teach the students to be journalism-minded in their thinking. It will also serve to assess by practice whether they will be able to produce concise news reports at short notice. During the lectures the focus will be to respond as much as possible to current events. This will be done by making use of topical articles and by paraphrasing current press releases.

### **2.3 Language and Youth Culture**

This module is primarily intended to deepen the student's knowledge of the relationship between language and youth culture, with special attention to education. In the module Language and Youth Culture the following areas will receive attention: Youth Culture (general), music, theater and virtual media. The language aspect takes a prominent place in all these four areas. In this module, the interaction between language and the domains mentioned is discussed from a local and Caribbean perspective. It covers both the history and the current socio-cultural developments.

### **2.4 Explanation**

The world of education has to cope with young people who have their own culture. These are the characteristic ways in which young people interact. A youth culture has its own norms and values, which is reflected in language (the new media such as text messaging, Internet and blogs), clothing, body adornment, hairstyles, tattoos and music, but also in other forms of expression such as theater, dance and literature. Youth cultures can be a means for young people to develop a (social) identity.

Students gain insight into the different aspects of the youth of today. They work in this module to deepen their skills with regard to their competences towards a specific social group and they also carry out applied research at higher education level.

## **2.5 Film Studies**

In the module, Film Studies, students get acquainted with the development of film and the emergence of various film genres. In addition, the documentary genre will be more substantively discussed. The students learn to watch how art house and documentary films are used in education to prepare certain complex social issues/topics for discussion. The choice of the film material is especially aimed at opening the eyes/vision of the students. After this they will be able to apply this approach to their own students. The starting point for the students is that they learn to view and analyze less accessible films and to make these accessible to their students. The minor students develop educational materials, or organize a film festival for a particular target group. The lessons they develop in doing so, may be used in their language area and are to incite their students to engage in debates or to execute tasks in cooperation with fellow-students.

## **2.6 Brain Based Teaching**

This module, will not only pay attention to the theory surrounding Brain Based Learning which is the system that has as its starting point teaching, based on the functions of the brain, but also to the application of the principles through the use of the didactical work forms in education. The main purpose of this module is to introduce the students to the new developments in education with regard to Brain Based Learning. They will familiarize themselves with the different strategies that stem from the principles on which the theory is based. In doing so the students are given the opportunity to apply this theory during their internship.

## **2.7 Remedial Teaching in Secondary Education**

Being subject teachers, it is important to be familiar with the learning process of children, and all possible errors that can be made in that area. Defining the areas of the subject teacher versus the area of the remedial teacher will be necessary in order for both to know who is responsible for what. The subject teachers will be made familiar with the concept of care structure and how the internal roles are divided. Student care forms part of the complete quality care.

## **2.8 Mentorship**

The mentor is the main facilitator of pupils in initial care. In many cases, the mentor also teaches a certain number of the lesson hours. Usually the mentor is the first point of contact for students and parents. The mentor monitors the learning and development process of his mentor students and is for that reason also the first and most important source of information for everyone who is involved with the student. In this module, the competences of the mentor are dealt with in greater detail. The subject teacher is familiar with his/her place as mentor in the care structure and knows how to deal with it. As a subject teacher/mentor the teacher in question can conduct interviews with students, parents and the class about problems that have occurred. He/she will be able to identify the group processes and will know how to deal with it.

**Academic Calendar 2015/2016 (subject to change, the new schedule will be available before the start of the academic year 2016/2017)**

### 3. Scheduling

The academic year is divided in 2 semesters. Each semester is divided in 2 periods. The grid changes each period. The grid is presented on Blackboard.

Most of the educational activities (contact time) is programmed in the afternoon and evening in blocks of 2 hours : 15 -17 ; 17 -19 and 19 -21 hours.

The minor classes are scheduled in the first semester from August till December.

**Annual schedule 2015 – 2016 (the schedule is subject to change)**

Semester 1						Semester 2					
period 1: 17 Aug. 2015 - 23 Oct. 2015			period 2: 26 Oct. 2015 – 15 Jan 2016			period 3: 18 Jan. 2016 - 25 March 2016			period 4: 28 March 2016 - 3 June 2016		
Lec- ture week	date	activity	Lec- ture week	date	activity	Lec- ture week	date	activity	Lec- ture week	date	activity
1	17 Aug.  2015	lecture	1	26 Oct.  2015	lecture	1	18 Jan.  2016	lecture	1	28 Marc h  2016	lecture  <i>28/3 Easter Monday</i>
2	24 Aug.  2015	lecture	2	2 Nov.  2015	lecture	2	25 Jan.  2016	lecture	2	4 April  2016	lecture
3	31 Aug  2015	lecture	3	9 Nov.  2015	lecture	3	1 Febr.  2016	lecture	3	11 April  2016	lecture
4	7 Sept  2015	lecture  <i>11/9 opening academic year</i>	4	16 Nov.  2015	lecture	4	8 Febr.  2016	lecture  <i>8/2 Carnaval</i>	4	18 April  2016	lecture
5	14	lecture	5	23	lecture	5	15	lecture	5	25	lecture

	Sept 2015			Nov. 2015			Febr. 2016			Apr. 2016	27/4 Kin g's Birthday
6	21 Sept. 2015	lecture	6	30 Nov. 2015	lecture	6	22 Febr. 2016	lecture	6	2 May 2016	lecture  5/5 Ascension day
7	28 Sept. 2015	lecture	7	7 Dec. 2015	lecture	7	29 Febr. 2016	lecture	7	9 May 2016	lecture
8	5 Oct. 2015	Lecture  Comple- tion	8	14 Dec 2015	Lecture  Comple- tion	8	7 March 2016	Lecture  Comple- tion	8	16 May 2016	Lecture  Comple- tion
9	12 Oct. 2015	Week for self study	9	4 Jan. 2016	Week for self study  Re-ex p1l	9	14 March 2016	Week for self study  Re-ex p2	9	23 May 2016	Week for self study  Re-ex p3
10	19 Oct. 2015	Week of testing p1	10	11 Jan. 2016	Week of testing p2	10	21 March 2016	Week of testing k p3  25/3 Goede vrijdag	10	30 May 2016	Week of testing Kp 4
				21 Dec. 1 Jan	Christmas reces					6 June 2016	Week for comple- tion
										13 June 2016	Week for comple- tion
										20 June 2016	Week for self studies



										27 June 2016	Re-ex p 4

### 3.1 Lecture free days being particular days (conditional)

Curaçao day	Sunday,	October 10, 2015
Christmas Holidays	Monday,	December 21, 2015 till Friday January 11, 2016
Carnival	Monday,	February 8. 2016
Good Friday	Friday	March 25, 2016
Easter Monday	Monday,	March 28, 2016
King's Day	Wednesday,	April 27, 2016
Ascension Day	Tuesday	May 5, 2016
Labour Day	Sunday,	May 1, 2016
Day of the Flag	Saturday	July 2, 2016

## 4. Application

The application deadline is May 1 of each year and the procedure is to apply through the International Office ([email: internationaloffice@uoc.cw](mailto:internationaloffice@uoc.cw)). Students may expect to receive a notification of their application in the first week of June of the specific year. Students are allowed to apply for a maximum of 30 ECTs in one semester. If any changes need to be made in the selection of the minor course while students are already at UoC, this needs to take place through the International Office, such after the approval from the home university.

### 4.1 Tuition fee

The tuition fee for free movers\* is ANg. 100,- ( VAT excluded) per ECTs. For all other students there is no tuition fee incurred at our institution. In addition, students have to pay ANg. 500,- as registration fee, and ANg. 45,- as technology support fee.

*\* Free movers are students from universities that do not have a bilateral collaboration agreement with the General Faculty of the University of Curaçao.*

### 4.2 International Office

The student exchange program is executed with the support of the International Office. This office deals with your application and can be contacted in case you have any questions concerning the procedures for residence permits for Curaçao. At this office you can also obtain your student card and your accounts to log-in on ProgRESS and Blackboard (electronic student communication tracking systems). The International Office can be contacted via telephone (+599 9) 7442149 or e-mail [internationaloffice@uoc.cw](mailto:internationaloffice@uoc.cw).

### 4.3 Examination, testing and grading

In the end of each block there is an exam period whereas the re-exam period is at the end of the semester. Examinations can take part in several forms. The knowledge acquired separately may be examined through written exams (individual). The application of the knowledge and skills is tested in the projects (group). The latter method is a more integrated way of testing. Other testing methods that are used are training exercises (individual), oral tests (individual), portfolio-assessment and professional products such as papers, theses and internship reports. The grading system used is the Dutch grading system. **The passing grade is 5.5.** Credit points are earned only after passing a course.

### 4.4 Dutch grading system (conversion table)

Dutch marks	Meaning	American
10	Excellent	A+
9	Very Good	A+
8	Good	A
7	Ample sufficient	B+
6	sufficient	C
<b>5,5</b>	<b>Pass</b>	<b>D</b>
5	Almost sufficient	F
4	Insufficient	F
3	Very Insufficient	F
2	Poor	F
1	(Very) Poor	F

All students need to submit an official transcript of their semester to their home university. This transcript is automatically drawn up by the International Office at the end of the semester and can be picked up at Student Affairs.

## **5. Facilities**

### **5.1 Communication with students**

To communicate with the students we use the Blackboard, ProgRESS.

The Blackboard ([http://blackboard.una.cw/\(or\):blackboard.uoc.cw](http://blackboard.una.cw/(or):blackboard.uoc.cw)) is the electronic learning environment used by the whole university. It is used as a daily communication tool between the faculty members and the students. All information relevant for the students is posted on Blackboard especially information related to the courses. This info concerns teaching and exam schedules, as well as information about the classes and course documents.

ProgRESS (<https://progresswww.nl/uoc>) is the web-based information system used at the institutional level to keep track of the student's academic progress. Via ProgRESS students must enroll for courses and exams, and the official course grades can be viewed on this system.

### **5.2 Computer and Internet facilities**

The university has five computer labs at the disposal of its programs and the whole campus is covered by wireless internet. There is a free workgroup area with 15 computers that are accessible daily for students. The IT facilities are managed by the ICTS. To obtain access to the wireless internet with your personal laptop or any other IT-related information, you can contact Ms. Netty Adams BSc ([n.adams@uoc.cw](mailto:n.adams@uoc.cw)) or Ing. Jeffrey Schmidt ([j.schmidt@uoc.cw](mailto:j.schmidt@uoc.cw)).

### **5.3 Student Affairs**

The Student Affairs offers the 'one window' service for all students. You can obtain all kinds of information and instruction at this office. Student Affairs also has two student counselors to coach the students with personal problems. The yearly registration of all students is done by the Student Affairs.

### **5.4 Library & Research Services**

The Library & Research Services (LRS) department at UoC not only provides all regular library functions, but also (pro) actively supports education and research at the university. The library offers a dynamic study and research environment. The library offers digital collections through EBSCO Academic Search premier database, containing journals on all relevant subjects within the social-economical sciences. In addition, LRS also offer a collection of relevant journals from Sage and Emerald. Because of the cooperation with several regional and Dutch (academic) libraries, LRS usually is able to acquire specific materials on individual request when needed. The contact information of the LRS is the following: telephone (+599 9) 7442234 and [e-mail library@uoc.cw](mailto:e-mail library@uoc.cw)