

University  
of the Virgin Islands

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SPECIALIZING IN FUTURE



HISTORICALLY AMERICAN,  
UNIQUELY CARIBBEAN,  
GLOBALLY INTERNATIONAL

# Graduate Bulletin

**2013-2014**



*ON THE COVER: Commencement 2013 was a joyful time for students, their families and friends. The top photo is from the St. Croix ceremony on May 12, the bottom is from the St. Thomas ceremony on May 11.*

University of the Virgin Islands

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HISTORICALLY AMERICAN.  
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The University of the Virgin Islands is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104. Phone: (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. This catalog has been developed and produced by the Catalog Review Committee, which works under the auspices of the Office of the Provost.

# Graduate Bulletin

## 2013–2014

The University of the Virgin Islands is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools.

The University recognizes institutions and academic programs which are approved by the six regional accrediting agencies recognized by the U.S. Department of Education. Courses accredited by other regional, national, or internationally recognized accrediting agencies may be considered for admission and transfer credit. Official transcripts or their equivalent must be submitted for consideration of admission and/or transfer credit. Students may be asked to submit additional information, including syllabi, and course descriptions to determine comparability to UVI courses.

The information contained in this bulletin is effective as of Fall 2013. The University reserves the right to change academic requirements, course offerings, calendar, fees, rules and regulations after the publication of this bulletin. Such changes will be published in the bulletin on its website at [www.uvi.edu](http://www.uvi.edu) and in other appropriate media.

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The University of the Virgin Islands is an equal opportunity, affirmative action, Title IX, Section 504, PL 101-542 educator and employer.

This Bulletin has been revised by the Graduate Council under the auspices of the Provost's Component.





## **UVI Mission Statement**

The University of the Virgin Islands is a learner-centered institution dedicated to the success of its students and committed to enhancing the lives of the people of the U.S. Virgin Islands and the wider Caribbean through excellent teaching, innovative research, and responsive community service.

## **UVI Vision Statement**

The University of the Virgin Islands will be an exceptional U.S. institution of higher education in the Caribbean dedicated to student success, committed to excellence, and pledged to enhancing the social and economic transformation of the U.S. Virgin Islands.

### **Albert A. Sheen Campus, St. Croix**

RR1 Box 10000  
Kingshill, St. Croix  
U.S. Virgin Islands  
00850-9781  
(340) 778-1620

### **St. Thomas Campus**

#2 John Brewers Bay  
St. Thomas  
U.S. Virgin Islands  
00802-9990  
(340) 776-9200

*<http://www.uvi.edu>*



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# Board of Trustees

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Governor of the U. S. Virgin Islands  
Honorary Chair of the Board of Trustees

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St. Croix, Virgin Islands

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St. Thomas, Virgin Islands

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Board Secretary  
St. Thomas, Virgin Islands

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VI Department of Education

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St. John, Virgin Islands

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Faculty Representative 2013-2014  
St. Thomas, Virgin Islands

**Mr. Joshua Edwards**  
Student Representative 2013-2014  
St. Thomas, Virgin Islands

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St. Croix, Virgin Islands

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Boston, Massachusetts

**Mrs. Jennifer Nugent-Hill**  
St. Croix, Virgin Islands

**Mrs. Gwendolyn Adams Norton**  
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**Hon. Patricia D. Steele**  
St. Croix, Virgin Islands

**Mrs. Luz Suarez de Highfield**  
St. Croix, Virgin Islands

**Mr. Edward E. Thomas**  
St. Thomas, Virgin Islands

**Dr. Yvonne E.L. Thraen**  
St. Thomas, Virgin Islands

**Mr. Sinclair L. Wilkinson**  
St. Thomas, Virgin Islands

**Dr. Wesley S. Williams, Jr.**  
St. Thomas, Virgin Islands





# Executive Officers

## **PRESIDENT'S CABINET**

### **David Hall, President**

*B.S., Kansas State University  
M.A., J.D. University of Oklahoma  
L.L.M., S.J.D., Harvard University 1988*

### **Camille McKayle, Interim Provost and Professor**

*B.S., Bates College  
M.S., Ph.D., Lehigh University 1993*

### **Shirley Lake-King, Vice President for Administration and Finance**

*B.S., Andrew University  
M.P.P., University of Maryland, College Park  
M.B.A., University of the Virgin Islands 1993*

### **Dionne V. Jackson, Vice President for Institutional Advancement**

*B.A., Vassar College  
M.F.A., Brooklyn College  
M.B.A., Cornell University 2009*

### **Tina M. Koopmans, Chief Information Officer**

*B.A., University of Iowa  
M.A., University of Iowa 1991*

### **Frank Mills, Interim Vice Provost, Research and Public Service**

*A.A., College of the Virgin Islands; (Hons.)  
B.A., M.A., University of Western Ontario, Canada;  
Ph.D., Clark University 1974*

### **Haldane Davies, Special Assistant to the President and Executive Director for Institutional Effectiveness and Assessment**

*B.A., University of the Southern Caribbean  
M.A., Andrews University  
Ph.D., Andrews University 1994*



# Calendar

## 2013

### August

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### September

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

### October

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### November

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### December

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## 2014

### January

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### February

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

### March

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### April

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

### May

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### June

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

### July

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### August

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### September

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				



# University Holidays

## University of the Virgin Islands Holiday Schedule 2013-2014

### 2013

Labor Day .....	Monday, Sept. 2
Liberty Day.....	Friday, Nov. 1
Veterans Day .....	Monday, Nov. 11
Thanksgiving Day .....	Thursday, Nov. 28
Fortsberg/Discovery Day.....	Friday, Nov. 29
Christmas Day .....	Wednesday, Dec. 25

### 2014

New Year's Day .....	Wednesday, Jan. 1
Three King's Day (observed) .....	Monday, Jan. 6
Martin Luther King Day .....	Monday, Jan. 20
Good Friday.....	Friday, April 18
Carnival Friday .....	Friday, May 2
Memorial Day .....	Monday, May 26
V.I. Emancipation Day.....	Thursday, July 3
Independence Day .....	Friday, July 4



# Academic Calendar\*

## FALL SEMESTER 2013

### August

- 11 Students check-in to Residence Halls
- 12-16 Orientation, Advisement and Registration Week
- 14 New Student Registration
- 14 Faculty Return
- 15-16 Late Registration
- 16 University Convocation
- 19 Classes Begin
- 19-23 Add/Drop Week
- 23 Last Day to Add a Class

### September

- 2 Labor Day Recess (University closed)
- 27 Final day to Withdraw with W or change Audit/ Credit
- 30 Start of WP/WF Grades

### October

- 9 Midterm (Low Grade Reports due)
- 16 End of WP/WF (Last day to withdraw without Dean's permission)
- 17 Start of AW/Dean's Permission to withdraw
- 24 Start of Online Registration for Spring & Summer 2014
- 28 Last Day to Apply for Fall 2013 Graduation

### November

- 1 Liberty Day Recess (University closed)
- 11 Veteran's Day Recess (University closed)
- 26 Last Day of Classes
- 27 Study Day
- 28-29 Thanksgiving/Fortsberg Day Recess (University closed)

### December

- 2-7 Final Exams (no other student activities to be scheduled during this period)
- 7 Semester Ends for Students
- 9 Last day for instructors to submit grades (by 10 a.m.)
- 11 Certification of December Graduates
- 11 Semester Ends for Faculty

## **SPRING SEMESTER 2014**

### **January**

1	New Year's Day (University closed)
6	Three Kings Day Observed (University closed)
7-10	Orientation, Advisement and Registration
7	Faculty Return
8	New Student Registration
13	Classes begin
17	Last Day to Add a Class
20	Martin Luther King Day Recess (University closed)

### **February**

21	Final Day to Withdraw with W or change Audit/Credit
24	Start of WP/WF Grades

### **March**

3-7	Spring Recess (No classes)
5	Midterm (Low Grade Reports due)
12	End of WP/WF (Last day to withdraw without Dean's permission)
13	Start of AW with Dean's permission to withdraw
14	Last Day to Apply for Spring 2014 Graduation
16	Charter Day
20	Start of Online Registration for Fall 2014

### **April**

18	Easter Recess (University closed)
29	Last Day of Classes
30	Study Day

### **May**

2	Carnival Friday (University closed)
5-10	Final Exams (no other student activities to be scheduled during this period)
12	Last day for instructors to submit grades (by 10:00 a.m.)
14	Certification of Graduates
17	Commencement St. Thomas Campus
18	Commencement Albert A. Sheen Campus

## **SUMMER SESSIONS 2014**

### **Summer Session I**

#### **May**

14	Banweb Registration for Summer Session I Ends
15-16	Registration (in person)
19	Classes Begin
26	Memorial Day (University closed)

#### **June**

23	Last Day of Classes
25	Final Grade Submission (by 10:00 a.m.)

# Summer Session II

## June

- 23 Banweb Registration for Summer Session II Ends
- 24-25 Registration (in person)
- 26 Classes Begin

## July

- 3 Emancipation Day Recess (University closed)
- 4 Independence Day Recess (University closed)

## August

- 1 Last Day of Classes
- 4 Final Grade Submission (by 10:00 a.m.)

*\*Note: Calendar subject to change based on Virgin Islands Carnival schedules, compelling administrative circumstances, and unforeseen natural hazards.*



# Graduate Programs

## **Albert A. Sheen Campus**

School of Business

*Master of Business Administration*  
692-4150

School of Education

*Master of Arts in Education*  
*Education Specialist in School Psychology*  
692-4150

College of Liberal Arts and Social Sciences

*Master of Arts in Psychology*  
*Master of Public Administration*  
692-4110

College of Science and Mathematics

*Master of Arts in Mathematics for Secondary Teachers*  
692-4010

## **St. Thomas Campus**

School of Business

*Master of Business Administration*  
693-1300

School of Education

*Master of Arts in Education*  
*Education Specialist in School Psychology*  
693-1320

College of Liberal Arts and Social Sciences

*Master of Arts in Psychology*  
*Master of Public Administration*  
693-1340  
693-1260

College of Science and Mathematics

*Master of Arts in Mathematics for Secondary Teachers*  
*Master of Marine and Environmental Sciences*  
693-1230

## Graduate Education

The graduate programs at the University of the Virgin Islands were developed to meet specific needs in the Territory and beyond. While each of the programs has its own mission, the overall aim of all the areas of graduate study is to provide a high-quality education for students to meet their professional and technical training needs. In some of the programs, research training includes activities directed toward the acquisition of new knowledge.

The University of the Virgin Islands offers the following graduate degrees:

1. Education
  - A. Master of Arts in Education: MA  
Areas of specialization: Educational Leadership; Counseling and Guidance; Teaching
  - B. Specialist in School Psychology: EDS
2. Business
  - Master of Business Administration: MBA
3. Liberal Arts and Social Sciences
  - A. Master of Public Administration: MPA
  - B. Master of Arts in Psychology
4. Science and Mathematics
  - A. Master of Arts in Mathematics for Secondary Education Teachers
  - B. Master of Marine and Environmental Sciences

Programs of study leading to the acquisition of these graduate degrees are described in this Bulletin. The Graduate Council oversees the graduate programs.

A graduate degree attests to the completion of a coherent program of specialized study beyond the baccalaureate degree. The graduate programs provide for the acquisition of in-depth knowledge in a specific area of study through a combination of lectures, directed or independent research and projects, assessments, and thesis work. Minimal entry requirement to a graduate degree is a relevant Bachelor's degree or an approved equivalent. The graduate programs at UVI also serve as stepping stones to doctoral degrees.

It is important to note that while this Bulletin serves to provide students with information about the graduate program requirements at UVI, each student is responsible for keeping informed about changes or specific programmatic requirements through close interactions with the appropriate school or college from which a degree is being sought. The various schools or colleges reserve the right to modify the graduate programs to better enhance the programs and serve the student. Furthermore, the availability of degree programs and the scheduling of courses are subject to change as required by enrollment and funding constraints. All changes will be published in the subsequent printing of the Bulletin, the University's website at [www.uvi.edu](http://www.uvi.edu), and through other appropriate media.



## General Admission Requirements

1. A formal application for admission must be submitted. To be accepted, applicants must meet the program prerequisites for the degree sought.
2. Applicants for matriculation should normally have a minimum undergraduate grade point average of 2.50 on a 4.00 scale and a Bachelor's degree from an accredited institution. Applicants who do not satisfy the minimum undergraduate average may be admitted to matriculated status if they have substantial relevant professional experience, as determined by the appropriate graduate program. Only students with matriculated status will be considered for the award of a graduate degree.
3. Students who have not yet received an acceptance to matriculate in a graduate program will be allowed to register for not more than six credits in the semester that their application is pending. Non-matriculated students may take up to nine credit hours but may register for no more than six in one semester.
4. A maximum of six graduate credits earned at another university or college may be accepted towards the fulfillment of the requirements for a graduate degree. Only credits earned within the last five years at a grade no lower than B will qualify for acceptance under this regulation. Students should request that an official copy of their graduate transcript be sent to the Admissions Office for consideration of courses to be transferred.
5. Students who have earned credits in fulfillment of the requirements of one Master's degree at the University of the Virgin Islands may apply for a total of not more than 12 such credits to be applied to the fulfillment of the requirements of another Master's degree. Applications under this regulation will only be granted where credits applied for have been earned at a grade no lower than B on courses judged to be equivalent to those of the degree for which the student is currently registered. The internal transfer of credits for courses taken at UVI will be applied to the student's GPA.
6. Students will have a maximum of five years to complete the Master's programs. This period may be extended only if special circumstances exist. Persons seeking an extension of this five-year period must make application in writing to the Provost through the Dean, stating the reason for the delay, providing evidence of ability to progress toward the completion of the degree and a plan and proposed date for completion. In no case will a candidate be permitted an extension beyond seven years.
7. Students who do not complete the graduate program in the maximum five years, or in the event of an extension, in the maximum seven years, will be notified they are discontinued from matriculation in their program. Students who wish to be readmitted to the program in which they were formerly enrolled must apply to re-matriculate. To qualify for re-matriculation, students must have a 3.0 grade point average from the courses within the program for re-matriculation and must complete an application for readmission to qualify for re-matriculation. Course transference decisions will be made by the school or college which manages the specific graduate program.

## Admission Procedures

All applicants must:

1. Submit an application form to the Admissions Office on the appropriate campus requesting admission to the Graduate Program by April 30th for Fall and October 30th for Spring admissions. However, the application deadline for the Master of Marine and Environmental Science program is March 1st of every year, or the next business day if the date falls on a weekend or holiday.

# Graduate Bulletin

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2. Submit official transcript(s) of all previous college course work. (Transcript(s) must be forwarded by the institution(s) attended.)
3. Submit Graduate Management Aptitude Test (GMAT) or Graduate Record Examination (GRE) scores in accordance with the specific requirements for the respective program for the Business Administration, Public Administration, Psychology, Education, Education Specialist in School Psychology, Mathematics for Secondary Teachers and Marine and Environmental Science programs. GMAT and GRE scores are retained for five testing years from the date scores are earned.
4. Submit supporting documents to complete the application process by October 30 for the Spring semester and April 30 for the Fall semester. Applicants must complete the admission procedures according to schedule and may register for courses while the application process is pending.
5. See University academic calendar for registration dates. See student classification section for registration restrictions.
6. Contact the Program Director with questions concerning eligibility, prerequisites, and the application process.

## Student Classifications

Students in the graduate programs may fall in any of the following categories:

**Matriculated Status:** Applicants who have satisfied all requirements for admission and have been formally notified of admission and approval to pursue a degree at UVI are considered to be matriculated once they have registered.

### Non-Matriculated Status

1. A regular non-matriculated student is one whose application for admission is pending, or who is not pursuing a graduate degree, but who has met the prerequisites for courses listed in the bulletin. Such individuals may take up to nine (9) credit hours but may not register for more than six (6) credits per semester.
2. The special non-matriculated student is an individual who is enrolled in a graduate program at another accredited institution of higher learning or a student with a graduate degree from an accredited institution. Such students will be permitted to take up to 15 credits in the graduate program. The Provost may grant permission to enroll in courses beyond this limit, on the recommendation of the appropriate Dean.

**Full-Time and Part-Time Status:** Students registered for nine or more credit hours are full-time students. Students registered for fewer than nine credit hours are part-time students.

**Resident and Non-Resident Status:** The information provided herein provides a broad definition of “resident” for the purpose of assessing tuition at the University of the Virgin Islands. For further clarification, contact the Access and Enrollment Services Office on the St. Thomas and Albert A. Sheen campuses.

A United States Virgin Islands “resident for tuition purposes” is a person who: 1) has established and maintained legal residence in the United States Virgin Islands for at least twelve (12) months prior to the semester in which there is the intent to register; 2) is a United States citizen or holder of a permanent visa (resident alien); or, 3) a legal alien who has been granted indefinite stay by the United States Immigration and Naturalization Services (INS). Residence in the United States Virgin Islands must be as a bona-fide domiciliary, rather than for the purpose of maintaining a residency merely for enrollment at an institution of higher education.

# University of the Virgin Islands

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Documentation must reflect that presence in the United States Virgin Islands is for purposes other than to attend school. When residency is in question, students may be required to provide documentation to affirm intent and demonstrate length of residency. No single document will be sufficient to provide substantial and conclusive evidence establishing United States Virgin Islands residency. Documents which may be used to support the demonstration of permanent ties to the United States Virgin Islands include: 1) The most recent Income Tax and W-2 forms; 2) U.S. Voter Registration card; 3) Declaration of Domicile; 4) lease agreements; 5) proof of marriage to a resident along with proof of the spouse's U.S. Virgin Islands residency for a period of at least twelve (12) months prior to the first day of classes for the term for which residency classification is sought.

Requests for change in residency classification will be considered by the Access and Enrollment Services Office. Specific procedures are followed to make determinations regarding residency reclassification for persons classified as nonresidents at the time of admission to the University. The burden of proof lies with the applicant to demonstrate established permanent and fixed legal ties to the United States Virgin Islands and separation of ties to any other state. Submission of fraudulent documents to obtain or demonstrate residency will result in expulsion from the University of the Virgin Islands. Change of Resident Classification forms are available at the Access and Enrollment Services Office on the St. Thomas and Albert A. Sheen Campus, St. Croix. An approved change in residency status will take effect in the next regular Fall or Spring semester after the change of residency has been approved. Non-resident students who marry a bona-fide resident of the United States Virgin Islands may be reclassified to residency status for tuition payment purposes; the changed residency status will go into effect 12 months after the date of the marriage.

In cases where questions involving classification of an applicant or student exists, the burden of showing resident status will be on the applicant or student, and the decision of the University will be final.

## **Undergraduate Students**

A student who is matriculated as an undergraduate at the University of the Virgin Islands or a visiting NSE student is eligible to register for courses in the University's graduate program if that student has:

1. Written approval of his/her advisor and the Graduate Director of the respective school or college by the end of the registration period of the previous semester.
2. Met all of the graduate course prerequisites.
3. Earned at least 90 credits at the undergraduate level.
4. A cumulative grade point average of 3.20 or higher.

Undergraduate students who are eligible to register for graduate courses are limited to a maximum of six credits in the graduate program, with a maximum of three credits in any given semester.

Graduate courses taken by undergraduate students do not substitute for required undergraduate courses. Undergraduates will be admitted to graduate courses on a space available basis. An undergraduate full-time matriculated student taking graduate courses as part of his or her full-time credit load will pay undergraduate fees.

**Auditors:** Holders of Bachelor's, Master's and Doctoral degrees from accredited U.S. institutions and comparable foreign universities may audit graduate courses at the University. Tuition will be charged at the same rate as for credit. Auditors receive no grades, credits or quality points. Auditing a course requires regular class attendance and completion of all required work except graded work. A notation of AUD will be entered on a student's transcript only if these requirements are fulfilled. In the event the requirements are not fulfilled, a notation of W (Withdrawal) will be entered.

# Graduate Bulletin

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A matriculated student may normally audit not more than one course per semester without permission from the Provost through a recommendation from the Dean of the appropriate school or college.

**Senior Citizens:** The Virgin Islands Legislature by Act #5358 has provided that certain senior citizen residents of the U.S. Virgin Islands may enroll in regularly scheduled courses at the University of the Virgin Islands free of charge. Regularly scheduled courses are those that appear in the fall, spring or summer schedule of classes.

**Proof of Status:** To be eligible for waiver of tuition and fees a person must meet the following criteria:

1. Be at least 60 years of age, as verified by the senior citizen ID card issued by the V.I. Department of Human Services;
2. Be a resident of the Virgin Islands for at least one year, as verified by rent receipts, utility bills, date on ID card or other such proof of residence.

## Registration

All students are required to register on the dates announced. Late registrants are assessed an additional late registration fee.

Students are considered registered for a course only when in registering they have conformed to all applicable University regulations and requirements.

Students not properly registered in a course shall not receive credit for the course or part of the course completed.

The University reserves the right to cancel a course or section of a course with fewer than 5 registered persons. Tuition refunds are made in full when a course or section of a course is cancelled by the University.

### Senior Citizen Registration

1. Senior citizens will register during the late registration period. They may enroll in courses for which they qualify and if space is available at that time. Priority will be given to those persons enrolled in programs administered by the Department of Human Services.
2. Senior citizens must present verifying documents to the Access and Enrollment Services Office on St. Thomas or Albert A. Sheen Campus on St. Croix. The Access and Enrollment Services Office will provide a form which eligible students will present to the Business Office for waiver of payment.
3. Prospective students will present proof of prerequisites for courses for which they wish to receive credit. Seniors who wish to audit a course need not present such evidence.

**Change of Registration:** In no case may a course be added or a change of section made after the deadline date. To make any change of registration, students must complete the Change of Registration form obtained from the Access and Enrollment Services Office. Students who wish to add or drop a course or to change a section must obtain the signature of the instructor of the course, and the written permission from their advisor and the Dean on their respective campus.

Following the formal registration period, a fee will be charged for each Petition for Change of Registration form submitted to the Registrar unless the course change is necessitated by a change in the University's course offerings or other needs of the University.

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The deadline for a student to change from regular status to audit status coincides with the deadline for student withdrawal from a course without prejudice to the grade. See academic calendar.

**Graduate Students Wishing to Change Program:** An applicant may apply to more than one graduate program, but may enroll in only one program initially. The online application form allows a student to choose only one program of study. A student wishing to change programs must first withdraw from their current program by notifying the academic advisor, Program Director, and the Dean. After withdrawal they may enroll in a new program. Students do not enroll in graduate programs concurrently, but may enroll sequentially after finishing a degree.

## Graduate Tuition and Fees

A list of fees and tuition costs can be obtained from the Access and Enrollment Services Offices and on the UVI website. A partial list is provided below:

Tuition (per Credit)	Technology Fee	Registration Fee
Transcript Fee	Property Fee	Add/Drop Fee
Graduation Fee		Late Registration

Students are expected to pay all bills at registration time. U.S. currency is required for payment of all bills.

**Refunds:** When students withdraw, the University refunds only a portion of its charges. The schedule of tuition refunds during the fall and spring semesters is as follows:

During first week of classes	90%
During second week of classes	70%
During third week of classes	50%
During fourth week of classes	25%
After fourth week of classes	none

**Graduation Fee:** A non-refundable fee is charged each candidate for a graduate degree. It is payable at the time of application for graduation. If the requirements for the degree are not completed, students must reapply for graduation at the appropriate time and pay another fee.

**Housing:** On-campus housing is not available for graduate students. Students from outside the territory are advised to make their own housing arrangements.



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## Assessment of Learning

Assessment of program outcomes and student learning may vary among the programs. Each has its own methods for evaluating intellectual growth, professional growth, and cumulative achievement. Indicators of intellectual and professional growth may be direct or indirect measures. Indicators of cumulative achievement may include a comprehensive examination, a capstone course and/or a thesis. Students are advised to obtain specific information on these evaluation methods from their academic advisors or from the graduate director for their specific program.

## Grades, Standards and Points

	Standard	Grade Point
A	Superior	4.00
A-	Excellent	3.67
B+	Very High	3.33
B	High	3.00
B-	Good	2.67
C+	Above Average	2.33
C	Average	2.00
F	Failure	0.00
I	Incomplete	0.00
Z	Thesis Incomplete	0.00
AUD	Audit	0.00
MGG	Missing Grade	0.00

A pass/fail grade is awarded on completion of the Thesis course and on completion of Education 530, Independent Study. Pass/fail carries no grade point.

Matriculated students in the masters' programs must maintain at least a B cumulative average after earning 15 credits.

A grade of **C** is the lowest grade counted toward graduation in the Graduate program. Matriculated graduate students are allowed a **maximum of two C grades**. No course may be taken for credit more than twice.

Note: Auditors receive no grades, credits or quality points.

**Incomplete:** The grade of I must be removed by mid-term of the semester following the one in which the grade of I was earned. Failure to remove the grade of I by this time will result in a conversion of the I to an F. Grades of I are assigned only when, in the opinion of the instructor, there is likelihood that the student can satisfactorily complete the missing work which will substantially influence his/her final grade. Students registered for the thesis will receive a grade of Z until the thesis is accepted in final form.

**Change of Grade:** Changes of grade are normally allowed for computational errors only. A request to change a grade after official grades have been deposited in the Access and Enrollment Services Office may be made by an instructor by filing a "Change of Grade" slip with the Registrar.

**Quality Points:** To compute the quality points earned in a course, multiply the number of credits of that course by the grade points earned. To compute the quality point average for a semester, divide the total quality points earned by the number of credits attempted. Three times the number of quality points as registered credits (equivalent to a B grade average) are required for graduation.

Final grades are issued at the end of the semester. Only final grades are recorded on the stu-

dent's permanent record in the Registrar's Office.

The University maintains a transcript record of all courses taken by each student. Students can access their grades through the university's on-line Banweb system. Copies of student's official transcripts may be obtained upon written request to the Access and Enrollment Services Office for a fee.

## **Advisement**

The Deans of the appropriate academic divisions assign a faculty advisor to each student within two weeks of the time the student is admitted to a graduate program. New students, at the time of registration or before, should contact the appropriate Dean to determine their advisors. Students are strongly encouraged to work closely with their advisors in planning their course of study, and in meeting degree requirements.

## **Probation and Dismissal**

Students are expected to maintain an academic record which will qualify them for graduation. It is the responsibility of the student to complete all assigned work, and to strive for the best performance of which he/she is capable to meet graduation requirements. Instructors, faculty advisors, Deans, the Registrar and the Provost are available for consultation and assistance. It is the responsibility of students to familiarize themselves with the contents of this bulletin, in order to satisfy the requirements for the degree they are pursuing.

**Academic Probation:** A graduate student whose grade point average falls below 3.00 at the end of any semester will be notified that his or her continuance in the graduate program is in jeopardy. Academic probation is a warning issued to students that they must show scholastic improvement in order to remain in the graduate program.

Students will be placed on academic probation if:

1. The semester or cumulative grade point average (GPA) falls below 3.00, or;
2. A single grade of F is earned, or;
3. Two grades of C are earned in the program.

A student on academic probation will be permitted to register for not more than six credits per semester.

A student who is on probation does not qualify for graduation.

Probation is removed when:

1. The semester or cumulative GPA is at least 3.0, and
2. A course in which an F has been earned is re-taken and a grade of C or higher is earned, and,
3. At least one course with a grade of C is re-taken and a grade of B or better is earned if the student has one grade of C.

**Dismissal:** A student will be dismissed from the Graduate program if:

1. Two grades of F are earned, or;
2. Probationary status is not removed by the end of two consecutive semesters, or;

# Graduate Bulletin

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3. The student does not make adequate academic progress, as defined by each individual program.

Academic advisors and program directors will be responsible for evaluating students' progress in their programs to ensure that they are making satisfactory progress toward a degree, as defined by the individual program. If a student is not making satisfactory progress, the student and the Dean will be notified of the possibility of dismissal from the graduate program. The student will have 10 business days to schedule a meeting with a hearing committee consisting of the Dean, academic advisor, and program director to discuss the situation and, if applicable, to provide documentation for any extenuating circumstances that may have led to the unsatisfactory progress. Subsequently the hearing committee will decide to either dismiss the student immediately, or to provide a clear statement of what must be accomplished within a specified time period to avoid dismissal. An explanation and documentation must accompany any decision not to dismiss, and all documentation will become a part of the student's file. If the student does not achieve the necessary accomplishments within the specified time, the student will be dismissed from the degree program. In all cases, the Dean will be responsible for issuing the dismissal letter and informing all appropriate University offices. A student dismissed from a graduate program may not register for further graduate courses for credit in that program.

Academic dismissal is reflected on the student's permanent record.

## **Dismissal Appeals: Due Process**

A student who has received a letter of dismissal may appeal the dismissal decision to the Provost following the procedures outlined below. File appeal in writing with the Provost within 10 business days of the date of the notice of dismissal. The letter appealing the dismissal must include a description of how the dismissal policies and procedures were either erroneously applied or violated. Failure to appeal in writing within the specified time will nullify the student's right to appeal the dismissal. The Provost will make the final decision on the appeal and no other appeals will be available to the student.

## **Academic Integrity**

Philosophy: Among the purposes of colleges and universities are scholarly and personal growth for all members of the academic community, and open communication among members of this community. Such growth requires an atmosphere of honesty and trust. It is for this reason that the University of the Virgin Islands strives to maintain an environment of mutual trust among its students and faculty and will not tolerate academic dishonesty.

**Definitions:** Academic dishonesty includes, but is not limited to, the following examples of offenses, committed or attempted:

- Collaboration** allowing another student to see an examination paper.
- Copying** obtaining information by looking at the answers on another student's paper or in any source that has not been specifically approved for that purpose by the instructor.
- Cribbing** taking and/or using material, which has not been specifically approved, into an examination or using books, notes or other resources during an examination without the instructor's specific approval.
- Plagiarism** presenting, either intentionally or unintentionally, the ideas, works, words or artistry of another as one's own without appropriate acknowledgment of the source. Note that this includes sources on the Internet (World Wide Web, e-mail, etc.)
- Sabotage** destroying the work of another student, such as laboratory experiments or computer programs.



<b>Substitution</b>	taking an examination or writing a paper for someone else or inducing another person to perform such acts.
<b>Theft</b>	stealing an examination.

**Penalties:** For a first offense, the penalty will be an F in a credit course, or failure in any non-course exercise such as the comprehensive examination, or thesis research, plus disciplinary probation for the remainder of the student's graduate career. The Provost will also notify all current instructors of the student. For a second offense, the penalty will be suspension from the University for an academic year, with notation of the suspension for academic dishonesty on the student's transcript and notification of the student's instructors by the Provost. The penalty for a third offense will be dismissal from the University, with notation of dismissal for academic dishonesty on the student's transcript and notification to the student's instructors by the Provost.

**Procedures:** In cases of suspected academic dishonesty, the faculty member making the charge will meet privately with the student suspected of the action to discuss the charge within five days of the detection of the incident. Within five days, the faculty member shall decide disciplinary action to be taken and if so, shall notify the student, appropriate Dean and the Provost in writing of:

1. The name of the student.
2. The course or activity where the infraction is alleged to have occurred.
3. The date and time of the alleged infraction.
4. The circumstances of the stated infraction with supportive information.
5. The action taken against the student.

Within 10 days of the meeting with the instructor, the student may appeal, in writing, to the appropriate school or college which will hold a hearing within 10 days of receiving the written appeal. The instructor making the charge of academic dishonesty and the student will be present at the hearing and may be represented by third parties of their own choosing. The committee will send its finding to the student, the faculty member, Dean of the school or college and the Provost within 10 days of the hearing.

Within 10 days of being informed of the decision of the Divisional Grievance Committee, the student may appeal the decision to the Faculty Review Committee (FRC). FRC shall be composed of one member from each academic division elected by the faculties of each school or college, plus one representative elected from the St. Croix Campus faculty. Each member shall have one vote. FRC shall be reconstituted and choose its own chairperson at the beginning of each academic year. FRC will meet within 15 days of being informed in writing of the appeal. In this administrative hearing, the student and the faculty member involved in the incident shall be present and have the right to be represented by third parties of their own choosing. FRC will inform the student, the faculty member, Dean of the school or college and the Provost of its decision within 10 days of the meeting.

The Provost shall implement the decision of the FRC.

## Academic Withdrawal

**Withdrawal from Courses:** Students may drop a course without penalty up to the beginning of October in the Fall term and up to the beginning of March in the spring term. Check the Academic Calendar on the UVI web site for specific dates. They must, however, secure a course withdrawal form from the Access and Enrollment Services Office on St. Thomas or St. Croix

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and obtain the signatures of their instructor and Dean of the school and college. This form, containing the proper signatures, must be returned to the Access and Enrollment Services Office. Students will then receive a grade of W on their permanent record.

After mid-semester and in case of unusual circumstances, such as extended illness, the Dean may give a student special permission for a late withdrawal. This is designated AW (administrative withdrawal). In situations where an administrative withdrawal from a class is necessary, students are required to apply for the withdrawal when it becomes evident that they cannot complete the course. ***Students are required to provide documented evidence in support of request for administrative withdrawal. Applications will not be accepted after the last day of instruction within that semester.***

**Withdrawal from University:** A student who withdraws from the University either during the term or between terms must file a withdrawal form with the Registrar. Failure to comply with this regulation may prejudice the student's standing. A student who has withdrawn from the University and who subsequently desires re-admission must petition to the Provost through the Dean on the appropriate campus.

## Transcripts

Transcripts of academic records at the University of the Virgin Islands are issued only upon the authorization of the student or an appropriate education agency. Other requests for transcripts will not be filled until written authorization has been secured from the individual student. When these requests can be anticipated, the student should send authorization in advance to avoid delay in the issuing of this transcript.

## FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The disclosure or publication of student information is protected by FERPA and insures every student is afforded certain rights with respect to their education records.

Amongst these are: 1) the right to inspect and review the student's education record; 2) the right to request the amendment of the education records that the student believes are inaccurate or misleading by writing the University official responsible for the record to clearly identify their concern for review; 3) the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Schools may disclose, without consent, "directory" information, unless otherwise notified by students not to disclose information about them. Disclosure is permitted without consent to school officials with legitimate educational interests. Parents or legal guardians have access to students' records only if the student is financially dependent on them, as defined by Internal Revenue Code and Tax statements.

The University is required to establish guidelines for implementing FERPA and a list of records maintained by various University offices are available in the Access and Enrollment Services Office. For additional information about student privacy, filing complaints and right-to-know concerns, contact the Access and Enrollment Services Office on either campus.

## Thesis

Students may opt to write a thesis in partial fulfillment of their program requirements. Academic requirements, in lieu of a thesis, are detailed in the description of the majors. An exception to this rule is the Master of Arts in Mathematics for Secondary Teachers. For that program, a

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major paper based on classroom “action research” is required of all candidates for the degree. Requirements for this paper are detailed with that program. A thesis must be completed by every student in the Master of Marine and Environmental Science program.

Matriculated students who meet the requirements for a thesis in their program (see specific school or college program guidelines) are eligible to enroll in the appropriate thesis course of the respective school or college. Students are not permitted a thesis advisor and/or a thesis committee until they are registered in the thesis course.

Initial registration in Thesis 600 is for 6 credits. Students must re-register for Thesis 600 for one credit each semester following their first thesis course registration until such time as the thesis is completed, and the thesis document is submitted and accepted in its final, corrected form. A grade of Z will be assigned each semester until the thesis is accepted in its final form.

Copies of the procedural guidelines for thesis development are available in the office of the appropriate Dean. The original of the thesis plus three original-quality copies are required to be submitted.

In order for a student with a thesis to be a candidate for graduation at the end of the fall term in any given year, the student must submit three copies of the thesis to his or her thesis advisor by spring mid-term, pass the oral defense, and complete all necessary revisions by the last day of the fall final exam period. For a student with a thesis to be a candidate for graduation at the end of the spring term in any given year, the thesis must be submitted by spring mid-term, oral examination passed, and revisions must be completed by the last day of the spring final exam period.





# Graduate Programs

## SCHOOL OF BUSINESS

### Mission

The Business Administration Division facilitates business education to a diverse population of students, with its major focus on the territory of the United States Virgin Islands and the Caribbean region, providing students with the skills to succeed in a global environment. We are dedicated to the cultivation of leadership, intellectual query and discovery, social responsibility and lifelong professional development and growth through excellent teaching, scholarship and responsive community service.

### Master of Business Administration

#### Description

The graduate program in Business Administration, Master of Business Administration (MBA), is designed to prepare students for leadership and management careers in all levels and functions of government, in community service agencies and in the business community, and to provide well-qualified graduates who are highly motivated to seek long-term leadership and management careers in the public and private business sectors.

The program consists of core courses which are required for graduation and elective courses. Students take specialized courses reflecting the concerns of their particular area of interest.

The program consists of three basic academic areas:

1. Core courses which are required for graduation.
2. Elective courses
3. A thesis option.

#### Admission Criteria

In addition to meeting the general requirements, all applicants seeking admission to the Business Administration program must have successfully completed the following courses or their equivalents:

ECO 221, 222	Introduction to Macro- and Micro-Economics
<i>and</i>	
DSC 325	Statistics for Management Decisions
<i>or</i>	
MAT 235	Introduction to Statistics
<i>or</i>	
SSC 327-328	Quantitative Research Methods in the Social Sciences
ACC 201	Financial Accounting
ACC 202	Management Accounting

#### Core Requirements

		Credits
BUS 520	Administrative Theories and Practices	3
BUS 521	Quantitative Methods in the Decision Sciences	3

		Credits
BUS 522	Financial Administration	3
BUS 523	Accounting for Planning and Control	3
BUS 524	Marketing Management	3
BUS 525	Information Systems	3
BUS 527	Operations Management	3
BUS 534	International Business	3
BUS 537	Management Policy and Strategy	3

## Electives

Students who elect BUS 600 (Thesis) must enroll in BUS 539; all other students must select 9 credit hours from the following courses (with the exception noted below):

		Credits
BUS 528	Small Business Ownership	3
BUS 531	Group Processes and Leadership	3
BUS 532	Government, Business and Society	3
BUS 533	Personnel Administration	3
BUS 536	Selected Topics in Business Administration	3
BUS 538	International Marketing	3
BUS 539	Management Research and Decision Analysis	3
BUS 600	Thesis	6

MBA students are permitted to take one MPA course in partial fulfillment of the MBA elective requirements

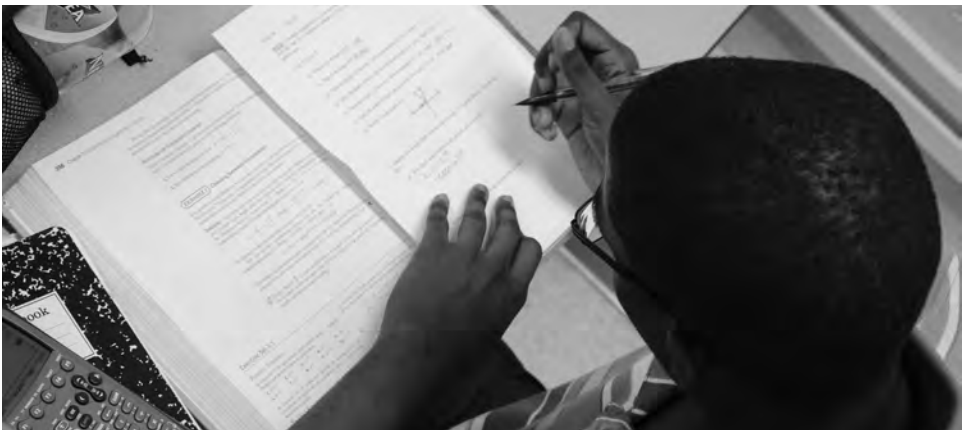
## Thesis

The Master of Business Administration program requires a total of 36 credit hours for completion. If a thesis is written, the credits must be distributed as follows: 27 hours of core courses plus BUS 539 and Business 600.

If students elect not to write a thesis, the credit distribution must be as follows: 27 hours of core courses and 9 hours of graduate level elective courses approved by the School of Business.

## Comprehensive Examination

All MBA students are required to pass the MBA comprehensive examination in order to qualify for graduation. Guidelines and date of administration are available from the Business Administration Division.



## SCHOOL OF EDUCATION

### Mission

The Mission of the School of Education is to dedicate itself to the success of all students through its excellent teaching and to prepare competent and effective P-12 teachers and other school professionals, including school administrators and school counselors, to function in highly complex and diverse settings and to promote academic excellence and student success in order to build a better future for individuals in the territory, the wider Caribbean and the World.

### Master of Arts in Education

#### Description

The Master of Arts Degree in Education was established in direct response to the need for increasing the effectiveness of teachers, counselors and educational administrators, with baccalaureate degrees, who wish to further their education and improve their teaching, counseling and supervisory potential, without the expense and family disruption necessarily involved in attending universities outside the region.

By pursuing Master's level studies, the graduate student may continue beyond the baccalaureate level and concentrate on specialized areas of education. The student has the opportunity to pursue, in greater depth than at the undergraduate level, the generalized areas of education, while at the same time pursuing specialized training in a particular area.

#### Admission Criteria

See graduate bulletin page 3.

#### Overview

The Master's Program in Education consists of three basic areas:

1. Core courses which are required of all graduate students.
2. Courses in the student's concentration.
3. A thesis or comprehensive examination option.

The minimum credit requirement is 36 hours.

At the present time, graduate students will have a choice of one of three areas of concentrations:

1. Educational Leadership.
2. Counseling and guidance.
3. Teaching.

#### Core Requirements:

		Credits
EDU 500	Basic Research Techniques	3
EDU 501	Tests and Measurements	3
EDU 504	Educational Psychology	3
EDU 505	Anthropological and Sociological Foundations of American Education with Reference to the Virgin Islands	3

		Credits
EDU 506	Foundations of Guidance	3
EDU 600	Thesis	6
<i>or</i>		
EDU 530	Independent Study	3

## **EDUCATION LEADERSHIP CONCENTRATION**

		Credits
<b>Required Courses:</b>		
EDU 547	Fundamentals of School Administration	3
EDU 548	Organization and Governance of American Education	3
EDU 549	Supervision of Instruction and Staff Development	3
EDU 550	Seminar on Issues in Educational Administration	3
EDU 551	Curriculum Development	3

Students in this concentration who do not write a thesis must additionally enroll in three credits of electives chosen from among the graduate education courses.

## **COUNSELING AND GUIDANCE CONCENTRATION**

		Credits
<b>Required Courses:</b>		
EDU 542	Theories, Strategies and Techniques of Counseling	3
EDU 543	Group/Family Counseling and Consultation	3
EDU 544	Career Development Counseling	3
EDU 545	Seminar in Current Trends and Problems in Counseling and Guidance	3
EDU 546	Practicum in Counseling	3

EDU 506, a core course, is a prerequisite for all courses in this concentration area.

Students in this concentration who do not write a thesis must additionally enroll in three credits of electives chosen from the graduate education courses.

## **TEACHING CONCENTRATION**

Students in the teaching concentration must select 15 credits from among the following courses.

		Credits
<b>Computers and Technology</b>		
EDU 561	Introduction to Computers in Education	3
EDU 562	Introduction to Educational Technology	3
EDU 563	Computer Applications in the Schools	3
EDU 564	Educational Technology in the Learning Process	3
EDU 565	Practicum in Educational Technology	3

## **Reading**

EDU 519	Supervision of Reading Instruction	3
EDU 552	Fundamentals of Developmental Reading Instruction	3
EDU 553	Reading Diagnosis and Remediation for Classroom and Clinic	3
EDU 554	Literature for Children and Adolescents	3
EDU 555	Research and Trends in Reading and Writing	3

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## Special Education

Credits

EDU 520	Characteristics of Exceptional Children	3
EDU 556	Special Education: Strategies and Design	3
EDU 557	Internship/Seminar in Special Education	3
EDU 558	Behavior Management in Educational Settings	3
EDU 574	Assessment in Special Education	3

Students in the Teaching concentration who do not write a thesis must additionally enroll in three credits of electives chosen from among the graduate education courses.

## Thesis

Students who wish to complete the thesis option must enroll in EDU 600: Thesis. Students must register for 6 credits the first time and for 1 credit each subsequent semester until the thesis is completed. The thesis should be completed in no more than four semesters. A grade of Z will be posted each semester until the thesis is completed for students who produce satisfactory work each semester as determined by the thesis advisor. A grade of Z is not automatically earned. A student whose work within a given semester does not warrant a Z will receive a failing grade.

## Comprehensive Examination

Students majoring in education who do not write a thesis must enroll in EDU 530, Independent Study, take an additional elective education course taken from among the graduate courses, and must pass a comprehensive examination. The guidelines and administration date procedures are available in the School of Education. Students who fail two retakes of the comprehensive exam will be dismissed from the program.

## Other Courses

The courses listed below are not required degree courses in any of the concentration areas. They are offered to enable graduate students additional professional knowledge and skills in those areas along with additional credit hours that may be needed by some specialized professional organizations and accrediting bodies in selected concentrations. Any student meeting the prerequisites can enroll in these courses.

		Credits
EDU 531	Education in a Multicultural Society	3
EDU 540	Special Project in CAI Development	3
EDU 541	Special Project in CAI Authoring	2
EDU 542A	Practicum in Theories, Strategies and Techniques	1
EDU 559	Issues in Elementary and Early Childhood Education	3
EDU 560	Issues in Middle Childhood and Adolescent Education	3
EDU 567	Directed Field Experience in Administration	3
EDU 577	School Law	3
EDU 578	School Finance	3
EDU 586	Pre-practicum in Interpersonal Skills	3
EDU 587	Multicultural Counseling	3
EDU 588	Advanced Human Development	3





## Education Specialist in School Psychology

### Description

The School Psychology Education Specialist degree program at the University of the Virgin Islands is a cohort-driven program especially designed for persons who are already in the field working as teachers, administrators, psychologists and therapists. Its mission is to prepare individuals for a career in school psychology as defined by the National Association of School Psychologist (NASP) and produce practitioners and scholars whose activities promote the psychological and educational development and well-being of diverse children and youth in the Virgin Islands and the larger Caribbean community. It is a part-time program designed to cover the full range of content and skills in such professional school psychology areas as assessment, intervention, research, evaluation, consultation and professional development.

The program consists of 67 graduate semester hours divided into three major blocks: Academic course work will include 55 credits of professional training; practicum will include 6 credits of supervised field experiences in specific skill areas that correspond with courses; and a supervised internship consisting of credits and a minimum of 1,200 hours of supervised field experiences covering the range of school psychological services.

### Overview

Since the primary goal of the program is to develop exemplary practitioners for work in schools, clinics or private settings, the students are prepared in the following areas:

- 1. Psychological and Educational Foundations.** Students will acquire knowledge of psychological and educational principles, theories, and practices needed to understand and work with diverse children, youth and families.
- 2. Statistics and Research Methodologies.** Students will acquire knowledge and skills in statistics, research and evaluation.
- 3. Assessment.** Students will become proficient in the selection, administration, scoring, and interpretation of a variety of psychological and educational assessment methods and instruments, and in using results to design interventions.
- 4. Applications/Interventions.** Students will develop the necessary knowledge, skills, and competencies to design, implement, and evaluate interventions to address cognitive, academic, behavioral, and social issues and problems that children and youth often experience in education and other related settings. Students will acquire consultation skills for working with teachers, other school personnel, and parents for the benefit of children and youth. They will also acquire skills in counseling, and related mental health services, behavior analysis and intervention, and academic intervention.
- 5. Professional School Psychology.** Students will acquire knowledge of the history and foundations of school psychology and of the ethical, professional, and legal standards of the field. They will become familiar with various models of service delivery and of public policy relevant to such services. They will develop an identity with the profession and have the knowledge and skills needed to both practice in ways consistent with applicable standards of best practice and engage in professional development.
- 6. Field Experiences.** Students will have the opportunity to practice, under supervision, the application of knowledge and specific skills taught under each applied course. Practicum associated with key professional courses will help trainees develop distinct skills in such areas as assessment, counseling, behavior modification, and, and consultation. In the culminating 1,200 clock hour internship, interns will practice, under supervision, a full range

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of school psychological services designed to positively impact children, youth, families, and others they serve.

## Prerequisite

EDU 501 Tests and Measurements. This course in tests and measurements is a prerequisite that must be completed prior to admission to the Education Specialist degree program or prior to the completion of 12 credits in the program.

## Core Requirements

	Credits
EDU 500 Basic Research Techniques	3
EDU 505 Anthropological and Sociological Foundations of American Education with Reference to the Virgin Islands	3
<i>or</i>	
EDU 531 Education in a Multicultural Society	3
EDU 520 Characteristics of Exceptional Children	3
EDU 542 Theories, Strategies and Techniques of Counseling	3
EDU 542A Practicum in Theories, Strategies and Techniques of Counseling	1
EDU 543 Group and Family Counseling and Consultation	3
EDU 601 Foundations of School Psychology	3
EDU 602 Psychological Development in Childhood and Adolescence	3
EDU 603 Psychopathology of Childhood and Adolescence	3
EDU 604 The Psychology of Cognition and Learning	3
EDU 605 Statistics, Data Analysis and Program Evaluation	3
EDU 606 Psychoeducational Assessment for Intervention I	3
EDU 606A Practicum in Psychoeducational Assessment for Intervention I	1
EDU 607 Psychoeducational Assessment for Intervention II	3
EDU 607A Practicum in Psychoeducational Assessment for Intervention II	1
EDU 608 Psychoeducational Assessment for Assessment for Intervention III: Early Childhood and Low Incidence Assessment	3
EDU 608A Practicum in Psychoeducational Assessment for Intervention III: Early childhood and Low incidence Assessment	1
EDU 609 Behavior Analysis and Intervention	3
EDU 609A Practicum in Behavior Analysis and Intervention	1
EDU 610 School Consultation Methods	3
EDU 610A Practicum in School Consultation Methods	1
EDU 611 Curriculum-Based Assessment and Academic Interventions	3
EDU 612 Advanced Seminar in School Psychology	4
EDU 614 Internship in School Psychology I	3
EDU 615 Internship in School Psychology II	3



## **COLLEGE OF LIBERAL ARTS and SOCIAL SCIENCES**

### **Mission**

Consistent with the mission of the University of the Virgin Islands, The College of Liberal Arts and Social Sciences of the University seeks to produce students who are self-directed problem solvers with the ability to apply critical thinking to the study of the various disciplines of the Liberal Arts and Social Sciences.

### **Master of Arts in Psychology - Counseling Concentration**

#### **Description**

The Master of Arts in Psychology with a Counseling concentration at the University of the Virgin Islands is designed to provide students with the necessary academic knowledge base, problem solving skills, and experiential opportunities to work in a variety of social service and counseling settings. This graduate Psychology Program does not itself lead to licensing, but does seek to prepare practitioners to use the science of psychology for the promotion of human well-being, specifically in the provision of psychological services to children, adolescents, and families in the mental health and judicial systems, in schools, and in a wide variety of other applied community settings in the territory.

The scientist-practitioner model provides the philosophical foundation for the program, and successful students will complete a rigorous theoretical and empirical academic basis in human development, research methods, testing and measurement in counseling, and psychopathology (including the biological influences on human functioning), in addition to a significant fieldwork experiential component. Competency in the efficient and effective delivery of comprehensive psychological services to individuals at all developmental levels, and families from all cultural backgrounds in the community is a strong programmatic focus. These services may include vocational and psychological assessment and intervention, substance abuse, depression, suicide and crisis intervention/prevention, and as-needed consultative services for "at-risk" individuals and families to promote and enhance their well-being.

Consistent with these goals, the Master of Arts in Psychology Program with concentration in Counseling at the University of the Virgin Islands is firmly grounded in the priorities and standards advanced by both the American Psychological Association (APA) and the Association of Virgin Islands Psychologists (AVIP).

#### **Admission Criteria**

1. Bachelor's degree from an accredited college or university
2. Undergraduate and graduate grade point average(s) of 2.5 or above, as reported on official transcript(s) mailed from issuing institutions.
3. Official scores on the Graduate Record Exam general test.
4. Completed application form and nonrefundable application fee.
5. Three letters of recommendation. Ideally, two of these should be from former teachers, and should address the applicant's ability to perform at the graduate level, as well as relevant experiences he or she has had with the applicant.
6. A written statement of intent.
7. A plan of study approved by both the student's advisor and the program director should be in place before the student begins formal coursework.

In addition, students are required to have completed undergraduate coursework in lifespan human development, biopsychology, personality, and two semesters of statistics/methods. Students lacking sufficient background in these areas will be required to complete the appropriate coursework or demonstrate competency within the first year of study after admission to the program.

# Graduate Bulletin

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## Overview

The program of study consists of the following three areas:

1. Psychological and Biological Foundations
2. Counseling Foundations and Methodology
3. Interventions and Problem Solving in Psychological Counseling

Overall, the Master of Arts in Psychology with a Counseling Concentration comprises a minimum of 54 to 60 credits divided as follows:

1. Academic coursework (48 credits)
2. 1,200 hour supervised internship (6 credits)
3. Option A – Thesis (6 credits)  
or  
Option B – Comprehensive Examination

## Core Courses

		Credits
PSY 503	Classic and Contemporary Approaches to Personality	3
PSY 520	Human Growth and Development throughout the Life Span	3
PSY 530	Research Methods in Applied Settings and Program Evaluation	3
PSY 534	Abnormal Psychology	3
PSY 540	Counseling and Psychotherapy: Theory and Practice	3
PSY 541	Psychological Counseling: Orientation and Ethics	3
PSY 542	Social and Cultural Contexts of Counseling	3
PSY 550	Drugs and Human Behavior	3
PSY 630	Psychometrics	3
PSY 635	Psychological Testing	3
PSY 640	Psychological Counseling with Individuals	3
PSY 641	Psychological Counseling with Children and Adolescents	3
PSY 642	Psychological Counseling with Groups	3
PSY 643	Family Systems Counseling	3
PSY 644	Community Mental Health Counseling	3
PSY 645	Counseling in Vocational and Career Development	3
PSY 695-696	Internship in Psychology	3-3

\* Each course may be repeated once for credit.

## Thesis

Students selecting the thesis option register for PSY 697-698 Thesis in Psychology. In order to qualify for registration, students must have:

1. Successfully completed all core coursework.
2. B average in all graduate courses.
3. Approval from the Program Director as a potential candidate for thesis work, through the evaluation of the quality of graduate work, student workload, and other factors.
4. Submitted a written application one semester before completion of graduate course work, selected a topic, and received the support of a faculty member to be an advisor for the thesis.

## **Comprehensive Examination**

Students not completing a thesis must pass a Comprehensive Examination. All core courses must be successfully completed before students can take the Comprehensive Examination



## Master of Public Administration

### Description

The graduate program in Public Administration (MPA) seeks to increase the accessibility to management education for able, motivated men and woman of various age and educational backgrounds. The program is designed to prepare students for leadership and management careers in all levels and functions of government, in community service agencies and in the business community, and to provide well-qualified graduates who are highly motivated to seek long-term leadership and management careers in the public service sector.

The program consists of required core courses and elective courses. Students take specialized courses reflecting the concerns of their particular area of interest.

### Overview

The Master of Public Administration Degree program consists of four basic academic requirements:

1. Core courses which are required for graduation.
2. Elective courses with thesis option.
3. A comprehensive examination.

The Master of Public Administration program requires a total of 36 credit hours. All MPA candidates must take and pass all eight core courses (24 credits) and any four elective courses (12 credits, 6 of which may be the thesis option).

### Admission Criteria

In addition to meeting the general requirements, applicants seeking admission to the Public Administration major must have successfully completed the following courses or their equivalents:

- |                 |   |
|-----------------|---|
| 1. ECO 221, 222 | Introduction to Macro- and Micro-Economics.           |
| 2. DSC 325      | Statistics for Management Decisions,                  |
| or              |   |
| MAT 235         | Introduction to Statistics,                           |
| or              |   |
| SSC 327-328     | Quantitative Research Methods in the Social Sciences. |

Demonstrated expertise in statistics acquired through job experience may fulfill the MPA statistics prerequisite.

### Core Requirements

	Credits
PUA 500 Introduction to Public Administration and Public Affairs	3
PUA 520 Administrative Theories and Practices	3
PUA 521 Public Program Seminar	3
PUA 526 Quantitative Methods for Public Administration	3
PUA 527 Administrative Law	3
PUA 531 Group Processes and Leadership	3
PUA 533 Personnel Administration	3
PUA 534 Budget Management	3

MPA students must select six credit hours from the core elective courses listed below. Students without these core elective courses must enroll in additional elective credit hours.

MPA students are permitted to take one MBA course in partial fulfillment of the MPA elective requirements.

## Core Electives

		Credits
PUA 523	Recent Developments in Public Administration	3
PUA 524	Comparative Administration	3
PUA 528	Labor/Management Relations	3
PUA 532	Government, Business and Society	3
PUA 535	Public Program Planning	3
PUA 536	Selected Topics in Public Administration	3

## Thesis

The thesis will serve as an option to two elective courses, not as an option to the comprehensive examination. The thesis will afford those students who so wish an opportunity to explore and express their research and writing abilities. Before signing up for thesis, students must:

1. Have completed 30 graduate credits, including PUA 500, Introduction to Public Administration and Public Affairs, and PUA 526, Quantitative Methods for Public Administration.
2. Have been approved by the Coordinator of the MPA program as a potential candidate for thesis work through evaluation of graduate work, student workload, and other factors.
3. Have discussed a potential topic and received the support of a faculty member to be an advisor for the thesis.

Students must follow the existing rules pertaining to thesis requirements.

## Comprehensive Examination

All candidates must take and pass the MPA comprehensive examination. The examination will be offered during the Fall and Spring semesters. Students should take the comprehensive examination as scheduled near the end of the semester when all core courses have been completed.



## COLLEGE OF SCIENCE AND MATHEMATICS

### Mission

The College of Science and Mathematics is committed to helping students excel academically and achieve productive careers through programs in academics, research and community service. The College provides degrees in Biology, Chemistry, Computer Science, Marine Biology, Marine and Environmental Sciences, Mathematics, Physics and Process Technology. Opportunities leading to degrees in engineering and medicine at affiliated universities augment our degree offerings. College faculty are committed to lifelong learning and scientific research, academic and pedagogical advancement, and outreach to the local community through service and enhanced opportunities.

### Master of Arts in Mathematics for Secondary Teachers

The Master of Arts degree in Mathematics provides to teachers of mathematics at the secondary level, or to prospective teachers with an undergraduate degree in Mathematics, an opportunity to deepen and broaden their knowledge of mathematics and relate their study of mathematics to pedagogical issues and methods specifically concerned with secondary mathematics learning.

The program is open to persons with a Bachelors degree in Mathematics. Persons with a degree in a related field may also apply. Undergraduate transcripts must be submitted upon application to the program. Applicants with an undergraduate Mathematics major should have at least a 2.5 GPA. Applicants who did not major in Mathematics must have a Baccalaureate degree and a minimum of two semesters of calculus at university level and at least two other Mathematics courses at the level of calculus or beyond with a minimum 2.5 average and a minimum of 2.5 in Mathematics courses. Applicants who do not satisfy the requirements and other interested inquirers will be counseled regarding necessary prerequisites and assisted in finding ways to satisfy these requirements for admission into the program.

A minimum of 36 credits, including a major paper based on classroom “action research,” are required for satisfactory completion of the program. The program will be offered in cohorts, with a new cohort beginning approximately every three years. If a student fails to satisfactorily complete the requirements for graduation with his or her cohort, she or he will be able to complete the missing requirements with the next cohort

### Core Requirements

		Credits
MAT 501	Advanced Geometry for Mathematics Teachers	3
MAT 521	Mathematics Topics for Secondary Schools I	3
MAT 522	Mathematics Topics for Secondary Schools II	3
MAT 544	Probability for Mathematics Teachers	3
MAT 551	Discrete Dynamical Systems and Mathematical Modeling I	3
MAT 557	Action Research in the Mathematics Classroom with Required Major Paper	1
MAT 561	Abstract Algebra for Mathematics Teachers I	3
MAT 567	Technology, Manipulatives, and Life Experiences for Mathematics Learning	1
MAT 586	History & Philosophy of Mathematics	3
MAT 591	Seminar: Teaching Secondary Mathematics I	2
MAT 592	Seminar: Teaching Secondary Mathematics II	2
EDU 500	Basic Research Techniques	3



## Electives

		Credits
MAT 511	Learning Theory for Mathematics Teachers	2
MAT 541	Real Analysis for Mathematics Teachers	3
MAT 552	Discrete Dynamical Systems and Mathematical Modeling II	2
MAT 562	Abstract Algebra for Mathematics Teachers II	3
MAT 565	Special Project in Mathematics or Mathematics Education	1-3
EDU 501	Tests and Measurements	3
EDU 520	Characteristics of Exceptional Children	3



## Master of Marine and Environmental Sciences

### Description

The Master of Marine and Environmental Science (MMES) degree provides students with the training and skills necessary for planning, conducting, and evaluating research in marine and environmental science. Additionally, students explore how to utilize research to manage natural resources, with a particular focus on the issues and challenges related to natural resource management in the Caribbean region. The program draws upon the expertise of faculty within several units of UVI, in particular the Center for Marine and Environmental Studies and the Division of Science and Mathematics. Further, it is a bridge between academia and natural resource management sectors within the US Virgin Islands, the greater Caribbean, and beyond.

There are two tracks of study in the MMES program: a **science based track** for those students who wish to focus on research, and a **management based track** for those students who wish to focus on resource management issues. The program structure allows students to become conversant in the language of both research and resource management, and then to focus on their area of particular interest. Graduates of the program are prepared for a wide array of careers in academic, government, non-profit, and private sectors.

### Admission Criteria

In addition to meeting the core requirements (see [mmes.uvi.edu](http://mmes.uvi.edu)), it is highly recommended that applicants seeking admission to the MES program would have completed the following coursework within the past ten (10) years:

1. Three (3) semesters of some combination of Biology, Ecology and Environmental Science, including at least one semester of General Biology
2. One (1) semester of Calculus and one (1) additional semester of Calculus or a course in the area of Applied Mathematics, Biostatistics, Statistics, GIS and Quantitative Research Methods
3. Additional suggested coursework recommended in Economics and Social Sciences, as well as upper level Biology, Chemistry, or Physics.

### Overview

Students complete a minimum of 36 graduate credit hours to earn the MMES degree. The MMES program has four requirements:

1. Core courses which are required of all first year students
2. A comprehensive examination
3. A thesis
4. Elective courses

### Core Requirements

		Credits
MES 501	Physical and Ecological Processes Along a Land-Sea Gradient I	3
MES 502	Physical and Ecological Processes Along a Land-Sea Gradient II	3
MES 503	Research Methodologies and Tools I	3
MES 504	Research Methodologies and Tools II	3
MES 505	Natural Resource Management I	3
MES 506	Natural Resource Management II	3

		Credits
MES 507	Professional Development I	1
MES 508	Professional Development II	1
MES 600	Thesis	11-12

## Thesis

All students submit a written thesis based on an independent research project, with oral thesis defense before the student's academic advising committee and presentation in a public seminar. The thesis requires 11-12 credits of commitment from the student, as the primary goal of the program is to train students who can design and implement research projects, including collecting, analyzing, and interpreting data, and who can use newfound knowledge to address environmental and natural resource management challenges.

The student is expected to begin planning the thesis, under the guidance of his/her major advisor, during the first semester of enrollment in the MMES program. The student will be guided in conducting a literature review and designing a thesis proposal in Professional Development I and II seminars. The final literature review and thesis proposal will be reviewed by the student's major advisor and other committee members. Research will normally be conducted during the second year of enrollment, but other arrangements are possible with approval of the student's committee and the MMES Director.

## Comprehensive Examination

All student must pass the comprehensive written examination, administered at the end of the first year of core courses, which evaluates the student's ability to integrate knowledge from the core courses and apply it to natural resource management problems. Students will be given a High Pass, Pass, Low Pass, or Fail on each of the three sections of the exam as well as an overall rating. If a student fails a section of the exam, s/he will be allowed to take another comprehensive exam in the area(s) that s/he failed within two weeks of receiving a grade on the first exam. If a student fails a second time, s/he will have to take a remedial course in the area that the student failed (with prior approval of the MMES Director and the discipline's instructor), will have to earn a B or above in the course, and will have to pass another examination in the area after the course (these credits will not count towards the graduate requirement). Otherwise s/he will be terminated from the MMES program.

## Electives (6-8 credits)

In addition to core courses, students take elective courses after the first year of study. Students must take 3-6 credits of electives (usually 2 courses). The electives listed below are currently offered.

		Credits
MES 524	Marine Ecology	3
MES 549	Aquatic Plant Biology	4
MES 550	Terrestrial Plant Biology	4
MES 552	Plant Physiology	4
MES 565	Selected Topics in Marine and Environmental Science	1-4
MES 567	Pedagogy and Mentoring	1
MES 570	Evolution	3
MES 595	Independent Study	1-4
MES 596	Internship	1-4

Note that not all of the courses are offered every year (see course descriptions). If a course is not being offered, or if a student is interested in a topic for which a course does not currently exist, MES 595 Independent Study may be arranged in the area of interest. In such a case, students should contact their thesis advisor and the MMES Director.

# Graduate Bulletin

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## ***Definition of “adequate progress” within the program***

To make “adequate progress” within MMES program a student will have to complete the following tasks:

1. Pass the comprehensive examinations at the end of year 1 of study (maximum of two attempts, or remedial coursework)
2. Successfully complete at least one (1) course (elective or thesis) every semester until 36 credits are completed.
3. After 36 credits are completed, students continuing work on their thesis will have to register for one (1) thesis credit each semester until they graduate.
4. Provide his/her major advisor and the Graduate Program Director with a written annual update of progress, beginning in April of the second year, and annually by the end of April thereafter. The student’s major advisor and Graduate Program Director will evaluate the student’s update of progress every year; if they agree that the student is making adequate progress towards the degree, s/he will be allowed to remain in the program for one additional year, until the maximum five (5) year limit to completion of degree allowed by UVI is reached.





# Course Descriptions

*(It should be noted that the following courses are numbered at the 500 level and above. This signifies that they are graduate level courses. Courses in business, education, science and mathematics, liberal arts and social sciences, and other fields at the 400 level and below can be found in the undergraduate catalog.)*

Courses are listed alphabetically by academic field and, within each field, they are listed numerically. A hyphen separating two course numbers for example, 513-514 indicates that the course sequence must be taken in the order given, except where indicated otherwise in the course descriptions. Before attempting to enroll in a course, the student should read the course description carefully to determine that he or she has met the stated prerequisites, if any.

## **BUSINESS ADMINISTRATION (BUS)**

**BUS 520. ADMINISTRATIVE THEORIES AND PRACTICES.** The theories, tools, techniques, and systems useful in the management process. Each student will present a managerial problem as a case for discussion. (Also listed as PUA 520). 3 credits

**BUS 521. QUANTITATIVE METHODS IN THE DECISION SCIENCES.** The structure of human decisions is developed in a theoretical context followed by an overview of statistical methods and their limitations, the nature of useful data, the calculus of maxima and minima, linear algebra applied to business problems, and selected techniques for management taken from the broad field of managerial economics. Prerequisite: DSC 325 or MAT 235 or SSC 327-328. 3 credits

**BUS 522. FINANCIAL ADMINISTRATION.** The responsibilities of finance managers, money and banking and monetary policy of government serve as broad review background for public finance, risk analysis, working capital policy, leverage, valuation, long and short term financial markets, domestic and international problems with emphasis on Caribbean problems, ownership and leasing, cash management the tax environment and bankruptcy. Prerequisites: ECO 221 and 222 3 credits

**BUS 523. ACCOUNTING FOR PLANNING AND CONTROL.** The uses and limitations of accounting data in the decision making process. Topics include profit planning systems design, variance analysis, capital budgeting, inventory planning and control, cost behavior patterns, and decision models. Prerequisite: ACC 201. 3 credits

**BUS 524. MARKETING MANAGEMENT.** Management functions incurred in product planning and promotion, market analysis, marketing research, pricing and price policies, planning marketing activities and control of marketing activities. Prerequisites: ECO 221 and 222. 3 credits

**BUS 525. INFORMATION SYSTEMS.** A study of systems analysis and design. The student is led to view a business as an information system and to be aware of the skills and tools of systems analysis. A background of management science is helpful but not essential. Systems analysis is the profession of effective application of computers to business management. 3 credits

**BUS 527. OPERATIONS MANAGEMENT.** The special skills of the manager; acquisition and management of plant assets, planning and measurement of output, control of inventories, purchasing scheduling, work-flow, quality control and cost controls. Prerequisites: ECO 221 and 222, DSC 325 or MAT 235 or SSC 327-328. 3 credits

**BUS 528. SMALL BUSINESS OWNERSHIP.** Personal characteristics of successful small business owners, entrepreneurship, dangers of failure, startup versus buying, personnel, selling and market research, finance, records, risk and insurance, inventory, and legal requirements give the student practical information about himself and the opportunities in small business. Case studies are emphasized. Prerequisites: ACC 201, ECO 221 and 222. 3 credits

# Course Descriptions

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**BUS 531. GROUP PROCESSES AND LEADERSHIP.** Small and large group processes, including role theory, communication techniques, types of leadership, aspects of decision-making, group maintenance and development as ongoing functions of group dynamics. (Also listed as PUA 531). 3 credits

**BUS 532. GOVERNMENT, BUSINESS AND SOCIETY.** An analysis of the major issues with important ramifications for public and private administrators, such as environmental concern, equal opportunity requirements, unionism and collective bargaining, white collar crime, and ethics in government and business. (Also listed as PUA 532). 3 credits

**BUS 533. PERSONNEL ADMINISTRATION.** A comprehensive review of the principles and practices of personnel administration. The course will cover the legal, professional and ethical standards of public and private personnel systems including: selection, motivation, labor relations, labor law, equal employment opportunity, merit systems and job performance evaluation. Students will learn the basic elements of job training classification, job enrichment and development, testing, human relations, disciplinary matters, and contract negotiation on the rights and duties of employees and managers. (Also listed as PUA 533). 3 credits

**BUS 534. INTERNATIONAL BUSINESS.** A survey of the major elements of the international environment and their linkage to the functions and problems of the international business organization manager. Topics include structures and strategies of the firm in international business, the firm and the nation, foreign exchange policies/problems and the national economy, inter-governmental agreements on trade and investment and current issues in international business operations. Special attention is given to regional and international institutions in the Caribbean region and their impact on the international manager. 3 credits

**BUS 536. SELECTED TOPICS IN BUSINESS ADMINISTRATION.** Includes areas of special and current interest in business. Individual topics will be announced at the beginning of each semester. This course may be taken twice for credit subject to the approval of the Dean of the Business Administration Division. 3 credits

**BUS 537. MANAGEMENT POLICY AND STRATEGY.** Examination of overall business strategy formulation from the perspective of top management. Principally through the use of case analyses, the student will examine the management of change, competitive and environmental pressures and organizational dynamics in both service-oriented and goods-producing firms. Prerequisites: BUS 520, 521, 522, 523, 524 and 527. (BUS 521 and 523 may be taken concurrently). 3 credits

**BUS 538. INTERNATIONAL MARKETING.** Analysis of the basic elements for the development of market plans for both entering new international markets and achieving goals for existing markets; evaluation of cultural, political and economic factors; and analysis of the separate elements that lead to the market plan — products, price, promotion, distribution, and sales and profit forecasting. The international marketing manager's role in control and coordination. 3 credits

**BUS 539. MANAGEMENT RESEARCH AND DECISION ANALYSIS.** The student examines the analytical methods as they relate to operational management research problems within profit and nonprofit organizations. Emphasis is placed upon applied research techniques and consultative-oriented decision making with extensive local and regional business community involvement. Prerequisites: ECO 221, 222, DSC 325 or MAT 141, 232, or SSC 327-328, and ACC 201. 3 credits

**BUS 600. THESIS.** A comprehensive written research project in the field of the student's concentration, planned and executed under the guidance of a thesis committee and subject to its approval. Before credit is granted, the student must successfully orally defend the thesis before a review committee. Prerequisite: 15 graduate credits, including BUS 539. 6 credits

## EDUCATION (EDU)

**EDU 500. BASIC RESEARCH TECHNIQUES.** Study of historical, descriptive and experimental research including research design, problem stating, hypothesis formulation and testing, and research statistics. 3 credits

**EDU 501. TESTS AND MEASUREMENTS.** Designed to develop competencies in the concepts, purposes, objectives, techniques and principles of educational evaluation as related to test origins, types, administration, construction, interpretation and profiling. 3 credits

# Course Descriptions

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EDU 504. EDUCATIONAL PSYCHOLOGY. Reviews the developments of theories of learning, cognition, motivation and memory, the experimental support for these theories and provides examples of their application to the classroom situation. 3 credits

EDU 505. ANTHROPOLOGICAL AND SOCIOLOGICAL FOUNDATIONS OF AMERICAN EDUCATION WITH REFERENCE TO THE VIRGIN ISLANDS. Designed to analyze the impact of man — his groups, institutions, culture and environment — upon American education, with special reference to the U.S. Virgin Islands. 3 credits

EDU 506. FOUNDATIONS OF GUIDANCE. Survey of guidance and personnel work, its foundations and rationale; principles and practices of modern guidance. Provides a foundation for guidance and counseling and discusses related problems. 3 credits

EDU 519. SUPERVISION OF READING INSTRUCTION. The supervisory and administrative role in establishing and maintaining the direction, operation and improvement of a total school reading program. Major topics include specialized personnel, school and classroom programs, testing, evaluation, in-service education and public relations. 3 credits

EDU 520. CHARACTERISTICS OF EXCEPTIONAL CHILDREN. Designed to acquaint the student with exceptional children and youth. Areas surveyed include students mental, physical, emotional and learning disabilities and the gifted and talented. A review of the theoretical and research bases of special education will be included. 3 credits

EDU 530. INDEPENDENT STUDY. An individualized program of consultation, reading research and reporting on a problem related to the student's specialization. The study is to result in practical information which is potentially useful to the Department of Education, a school district, a particular school, a grade level, a curricula area, an academic function, a school program, etc. Three copies of the final report are required. Students are urged to submit a proposal for the independent study during the prior semester. The final report must be submitted no later than mid-term of the following semester. The grade for this course will be pass or fail. Prerequisites: 18 graduate credits, including EDU 500, 501 and three courses in the concentration area. 3 credits

EDU 531. EDUCATION IN A MULTICULTURAL SOCIETY. The experience of this course will be designed to assist educators in their development of multifaceted educational competencies especially related to multicultural and multiethnic educational settings. Emphasis will be placed on helping educators develop both a knowledge base (theories and concepts) concerning the area of multicultural and multiethnic education and a skills or action base (strategies, methods and techniques) for application in various educational situations. 3 credits

EDU 540. SPECIAL PROJECT IN CAI DEVELOPMENT. Students will lead a team of authors in the actual production of CAI software. Students must develop, with a team, a project description for approval and implement that project demonstrating sound management control and application of programming techniques. 2 credits

EDU 541. SPECIAL PROJECT IN CAI AUTHORING. Students will participate in a team comprised of a project leader (taking EDU 540) and possibly one other author student. Students must develop with team a project description including goals of the project and approach, and participate in the implementation and final review. 2 credits

EDU 542. THEORIES, STRATEGIES AND TECHNIQUES OF COUNSELING. A comprehensive overview of theories, strategies and techniques of individual counseling. Using case studies and examples, various theoretical approaches to the counseling process will be examined. Prerequisite: EDU 506. 3 credits

EDU 542A. PRACTICUM IN THEORIES, STRATEGIES AND TECHNIQUES. Students will receive supervised experience in counseling. Corequisite: EDU 542. 1 credit

EDU 543. GROUP AND FAMILY COUNSELING AND CONSULTATION. A comprehensive review of the principles and techniques of group counseling including issues with implications for family counseling. Special attention will be given to the theories and processes of group counseling in relation to the group leader and group members in a variety of settings. Prerequisites: EDU 506, 542. 3 credits

# Course Descriptions

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EDU 544. CAREER DEVELOPMENT COUNSELING. Provides a background in the theory of career development and research in the field which will prepare the student for career counseling including college placement. Career planning, vocational behavior, career education and other related topics will be covered. Prerequisite: EDU 506. 3 credits

EDU 545. SEMINAR IN CURRENT TRENDS AND PROBLEMS IN COUNSELING AND GUIDANCE. Focuses on intensive study of contemporary problems, issues, trends and developments in counseling and guidance through critical examination and evaluation of current literature and exposure to specialists in the field. Enables students to become familiar with basic concepts of counseling and guidance and to consider the social, cultural, philosophical and economic forces which influence the field of counseling. Prerequisite: EDU 506. 3 credits

EDU 546. PRACTICUM IN COUNSELING. Designed to provide opportunities for direct application of the basic concepts and skills related to individual and group counseling in various supervised settings. Students are required to attend a weekly seminar and discuss their field experiences. Prerequisite: Successful completion of all other required courses in the counseling area. 3 credits

EDU 547. FUNDAMENTALS OF SCHOOL ADMINISTRATION. Analysis of current theory and practice in organization, education administration of elementary and secondary schools, together with examination of administrative duties and responsibilities of the principal including finance, plant personnel, services and school-community relations. 3 credits

EDU 548. ORGANIZATION AND GOVERNANCE OF AMERICAN EDUCATION. An overview of organization and governance in American education at the federal, state and local levels. It includes an examination of the legal bases, structure and control of American education. 3 credits

EDU 549. SUPERVISION OF INSTRUCTION AND STAFF DEVELOPMENT. Consists of the supervisory and administrative role in analyzing and evaluating the direction, operation and improvement of the total school program. Attention is given to interpersonal and group dynamics in the school, communication, conflict management and resolution, in-service education, and general evaluation and improvement of staff. 3 credits

EDU 550. SEMINAR ON ISSUES IN EDUCATIONAL ADMINISTRATION. Provides an orientation to theoretical formulations, conceptual systems and research; emphasizes purposes, roles, tasks and processes; examines current national and local trends and issues, relating these to the practice of administration. 3 credits

EDU 551. CURRICULUM DEVELOPMENT. Designed to provide an overview of various perspectives and theories of curriculum design and development, the forces and processes that shape curricular decision-making in United States and Virgin Islands public schools, and the leadership aspects of effecting educational change through various strategies and procedures of curriculum development and planning. 3 credits

EDU 552. FUNDAMENTALS OF DEVELOPMENTAL READING INSTRUCTION. Study and application of principles, methodologies and materials used in developmental reading instruction which provide for differential classroom instruction and foster reading comprehension in grades K-8. 3 credits

EDU 553. READING DIAGNOSIS AND REMEDIATION FOR CLASSROOM AND CLINIC. Designed to prepare students to identify, diagnose and remediate reading difficulties with emphasis on test selection, administration and interpretation. Corrective and remedial procedures will be explored within the classroom and clinical setting. Prerequisites: EDU 501 and 552. 3 credits

EDU 554. LITERATURE FOR CHILDREN AND ADOLESCENTS. Using an eclectic approach, this course will provide students with background knowledge in literature for children and adolescents needed for the identification, discussion and application of major issues to elementary and secondary school curricular areas and to current situations in today's world. 3 credits

EDU 555. RESEARCH AND TRENDS IN READING AND WRITING. Investigation of research, trends and issues which impact on educators in the teaching of reading and writing together with the identification and development of procedures for organizing and implementing new knowledge and research into the school curriculum. 3 credits



# Course Descriptions

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EDU 556. SPECIAL EDUCATION:STRATEGIES AND DESIGN. The skills of delivering individual instruction in special and regular classroom settings will be emphasized. The selection, adaptation and utilization of instructional methods and materials will be stressed, as well as examination of the basic models for teaching children with special needs. 3 credits

EDU 557. INTERNSHIP/SEMINAR IN SPECIAL EDUCATION. Designed to provide experiences in the classroom with children who have special needs. Competencies to be demonstrated by the student will be developed on an individual basis. Weekly seminars will cover issues in the delivery of special education services. Prerequisites: EDU 520 and 556. 3 credits

EDU 558. BEHAVIOR MANAGEMENT IN EDUCATIONAL SETTINGS. Designed to enable educators to understand and apply behavioral principles. The content will include classroom and individual management plans, reinforcement in the classroom, and instructional methods that will help expand the learner's repertoire of behaviors. The intent is to provide a set of skill for ethically assisting learners in the management of their own behavior, thus maximizing their opportunities, not on the external manipulation of behaviors. 3 credits

EDU 559. ISSUES IN ELEMENTARY AND EARLY CHILDHOOD EDUCATION. Covers the foundations of elementary and early childhood education focusing on the social, psychological, and organizational influences. Historical, philosophical, political, cultural, economic and legal issues will also be included. 3 credits

EDU 560. ISSUES IN MIDDLE CHILDHOOD AND ADOLESCENT EDUCATION. Designed for persons working in educational settings with your in the transition period between childhood and adulthood, this course focused on the total environment for learning, including the problems and concerns of adolescents and the management of their academic and social behavior through organized subjects and special services. 3 credits

EDU 561. INTRODUCTION TO COMPUTERS IN EDUCATION. This hands-on course provides a computer education foundation for educators by exploring the variety of uses for computers in the classroom and school offices. Through class exercises and discussion of current research and literature, the course introduces the educational of word processing, spreadsheets, drill and practice, simulation, problem solving, graphics, logical gaming, test generating, mini-authoring, and programming-like activities. Students will also explore issues of equity, ethics and economics as they relate to computer use in today's educational environment. 3 credits

EDU 562. INTRODUCTION TO EDUCATIONAL TECHNOLOGY. This course will cover media and technology for education and training emphasizing non-computer educational technology. Areas of study include writing for educational media, basic instructional photography, books, radio and television, audio and video tapes, designing instructional video, principles of graphic production, compact disks, telecommunication. Integration of media into the classroom, production and selection of AV materials, preparation of inexpensive instructional materials and presentation of a multi-media lesson will also be part of this course. 3 credits

EDU 563. COMPUTER APPLICATIONS IN THE SCHOOLS. Students will learn how to teach database, word processing, spreadsheet, outlining and other application program skills. Utilization of applications programs to give students experience in problem solving, cooperation, logical thinking, and self-directed learning will be emphasized. The use of application programs to help teachers with classroom administrative efforts will also be covered. The computer is not an object of study but a tool to make instruction more effective in established curriculum areas. Emphasis is on curricular issues, not the use of the computer or other techniques. Prerequisite: EDU 561. 3 credits

EDU 564. EDUCATIONAL TECHNOLOGY IN THE LEARNING PROCESS. This course focuses on the higher-level thinking skills using appropriate educational technology. Students will work with selected software to discover how the software functions as a tool for learning. The process of the students' in-class work with educational technology will help them to model and experiment with classroom strategies that teach skills with technology and thinking skills in tandem. Students examine and discuss existing research on many types of educational technology to determine appropriate uses in education. The Logo programming language will be an integral part of the course. 3 credits

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EDU 565. PRACTICUM IN EDUCATIONAL TECHNOLOGY. Users of educational technology are likely to be in a position to influence how this technology will be used in the school. Through discussion, role-playing, and actually conducting workshops in the schools, students will learn approaches to help them in their role as advisor to faculty and administrator. Students will learn to effect individuals and institutional change and work in small groups to develop realistic plans to support educational technology used in the school. Prerequisites: EDU 561, 562, 563, and 564. 3 credits

EDU 566. SELECTED TOPICS. Includes areas of special and current interest in education. Individual topics will be announced at the beginning of each semester. Prerequisites: (To be announced with each topic). 1-3 credits

EDU 567. DIRECTED FIELD EXPERIENCE IN ADMINISTRATION. Designed to give prospective educational administrator direct experience in the study of educational problems of concern to administrators; whereby the student is provided with opportunities for assuming responsibility for decision making in both actual and simulated settings. Each student works under the supervision of a practicing administrator and a professor. At least 10 hours of work in the field and attendance at the weekly seminar are required. Prerequisites: Successful completion of all other required courses in Educational Leadership. 3 credits

EDU 573. INTRODUCTION TO LEARNING DISABILITIES. This course is designed to introduce education professionals to the nature of learning disabilities. Emphasis will be on the definition, characteristics, etiology, classification and identification of learning disabilities. Concepts and terminology used in the field will be addressed. 3 credits

EDU 574. ASSESSMENT IN SPECIAL EDUCATION. Designed to acquaint practicing teachers and educational personnel with methods and models of assessment. Emphasis will be on the use of formal and informal assessment and the interpretation of evaluation data. 3 credits

EDU 575. SPECIFIC LEARNING DISABILITIES: STRATEGIES AND CURRICULUM DESIGN. Designed to prepare education professionals to work with individuals with learning disabilities in a classroom setting. The emphasis will be on preparing professionals to use a approach to diagnosing student needs, designing curricula based on those needs, and using effective teaching strategies and techniques to carry out individualized instructional programs. 3 credits

EDU 576. INTERNSHIP/SEMINAR: SPECIFIC LEARNING DISABILITIES (SLD). Designed to provide classroom experience with SLD students and in-depth study in selected program competencies. Field student will select one program competency area, and conduct a seminar session. 3 credits

EDU 577. SCHOOL LAW. This course is intended for students in educational leadership. The course is designed to develop an appreciation and understanding of legal principles, concepts, provisions, terminology and restrictions which surround and undergrid the American system of public education and which affect those who work in and attend public schools. In addition the course is intended to expose students to the laws governing public schools and to explore the issues that have impacted public education. Attention will be paid to the legal structure for education and the rights and responsibilities of parents, students, teachers and administrators. 3 credits

EDU 578. SCHOOL FINANCE. This course is a study of financing systems, schools, and the school financial and business management functions of school-level administrations as they relate to public education. Local, state, national funding issues, economics and politics of school finance, budget preparation, accounting, auditing, plant operation and maintenance from school level will be studied. 3 credits

EDU 586. PRE-PRACTICUM IN INTERPERSONAL SKILLS. This course is an introduction and application of basic counseling skills including: interviewing, clinical observation, and a general orientation to counseling settings. Counselors and other helping professionals will benefit from this action-learning course. Evaluation will be based on strengths and deficits in intra and interpersonal skills and on demonstration of counseling skills in checkout role-play and/or written situation. 3 credits

EDU 587. MULTICULTURAL COUNSELING. This course provides a theoretical, research- based understanding of the cultural contexts of relationships, issues and trends in a multicultural and diverse society related to factors such as culture, ethnicity, age, gender, sexual orientation, mental and physical characteristics, values, customs, belief systems socio-economic status, relation, language, and

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lifestyle. It covers the influence of views, multicultural counseling theories, and professional competencies for counselors and practical examinations, of cultural groups represented in the Virgin Islands. 3 credits

EDU 588. ADVANCED HUMAN DEVELOPMENT. This course covers the bases of human development across the life span and the many layers of contexts that influence development. Students will receive advanced coverage of recent empirical evidence, current theoretical perspectives on human development as well as emerging approaches, and learn how to keep abreast of empirical research in this field. Traditional as well as authentic forms of assessments will be used to evaluate student's learning. Prerequisites: EDU 500, EDU 542. 3 credits

EDU 600. THESIS. A comprehensive written research project in the field of the student's concentration, planned and executed under the guidance of a thesis committee and subject to its approval. Before credit is granted, the student must successfully orally defend the thesis before a review committee. Prerequisites: 15 graduate credits, including EDU 500, 501 and two courses in the concentration area. 6 credits

EDU 601. FOUNDATIONS OF SCHOOL PSYCHOLOGY. The first seminar in School Psychology provides students with a broad overview of school psychology including history, models of training and practice, the nature of the psychology specialty and its practice, and ethics and law relevant to professional practice. In addition, students will become knowledgeable of the context resource available to these professionals as well as the professional development support systems, which enhance continuing effective functioning as a school psychologist. 3 credits

EDU 602. PSYCHOLOGICAL DEVELOPMENT IN CHILDHOOD AND ADOLESCENCE. This course is designed to discuss current empirical evidence and theoretical perspectives on human development. Emphasis will be on postnatal development during infancy, childhood, and adolescence. Discussion will also include how development during the first 20 years impacts outcomes in adulthood. 3 credits

EDU 603. PSYCHOPATHOLOGY OF CHILDHOOD AND ADOLESCENCE. This course provides an overview of systems for diagnosing psychopathology in children and adolescents. Students will learn how to identify psychopathology and will gain an understanding of prevention and intervention processes that are effective for particular problems or populations. Prerequisite: EDU 602. 3 credits

EDU 604. THE PSYCHOLOGY OF COGNITION AND LEARNING. This course is designed to provide students with an understanding of theories and concepts related to cognition and learning relevant to the process of schooling. Students will become familiar with theories of cognitive development, learning and motivation, instruction as related to school learning, mental processes including areas such as perception, language, problem solving, reasoning and decision-making. Various types of memory (e.g. working memory, long-term memory) will also be included. 3 credits

EDU 605. STATISTICS, DATA ANALYSIS AND PROGRAM EVALUATION. This course will focus on calculating and understanding the statistics that a school psychologist will most likely encounter and use in the field. It will provide the learner with an adequate review of, exposure to, and interaction with a variety of statistical methods so students will be able to conduct their own program evaluations and others analyses. Links between research methodology and quantitative statistical procedures will be discussed. 3 credits

EDU 606. PSYCHOEDUCATIONAL ASSESSMENT FOR INTERVENTION I. This is the first course in a three-course sequence in individual psychoeducational assessment for intervention. The course introduces school psychology majors to foundations and principles needed to understand and utilize individual psycho educational assessment. Students will learn to select, administer, score, interpret and report assessment instruments and to use results for planning interventions for children and youth. Corequisite: EDU 606A. 3 credits

EDU 606A. PRACTICUM IN PSYCHOEDUCATIONAL ASSESSMENT FOR INTERVENTION I. Students will receive supervised experience in psychoeducational assessment, interpretation, and report writing. Students will also use results to develop individualized plans and interventions. Corequisite: EDU 606. 1 credit

EDU 607. PSYCHOEDUCATIONAL ASSESSMENT FOR INTERVENTION II. This is the second course of a three-course sequence in individual psychoeducational assessment for intervention. This course will address the selection, administration, scoring and interpretation of current assessment measures used with young school age children and adolescents. Prerequisite: EDU 606. Corequisite: EDU 607A. 3 credits

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EDU 607A. PRACTICUM IN PSYCHOEDUCATIONAL ASSESSMENT FOR INTERVENTION II. Students will receive supervised experience in psychoeducational assessment, interpretation, and report writing. Students will also use results to develop individualized plans and interventions. Corequisite: EDU 607. 1 credit

EDU 608. PSYCHOEDUCATIONAL ASSESSMENT FOR INTERVENTION III: EARLY CHILDHOOD AND LOW INCIDENCE ASSESSMENT. This is the third in a three-course sequence in psychoeducational assessment. It prepares students to assess: young children and infants; children with severe or low incidence disabilities; and culturally/linguistically diverse children including those for whom English is a second language. Students will be prepared to use assessment results for individualized program planning and intervention. Prerequisite: EDU 607. Corequisite: EDU 608A. 3 credits

EDU 608A. PRACTICUM IN PSYCHOEDUCATIONALASSESSMENT FOR INTERVENTION III. Students will receive supervised experience in psychoeducational assessment, interpretation, and report writing with young children and low incidence disabilities. Students will also use results to develop individualized plans and interventions. Corequisite: EDU 608. 1 credit

EDU 609. BEHAVIOR ANALYSIS AND INTERVENTION. This course is designed to provide graduate students with an opportunity to use prevention, intervention and behavioral strategies to help teachers and parents meet and manage problems within the educational environment. School psychology majors will learn a variety of strategies and techniques designed to: (1) facilitate optimal learning of all children using individual and group management methods; (2) establish positive teacher-student and peer relationships, and (3) examine a wide range of behavioral methods. Corequisite EDU 609A. 3 credits

EDU 609A. PRACTICUM IN BEHAVIOR ANALYSIS AND INTERVENTION. Students will receive supervised experience in behavior analysis and intervention. Corequisite: EDU 609. 1 credit

EDU 610. SCHOOL CONSULTATION METHODS. This course will introduce students to the indirect service delivery approach with school staff, parents and community agencies. Models of consultation and collaboration with individuals and groups will be examined. The role of teams as a decision-making tool and indirect service models will be examined. Corequisite: EDU 610A. 3 credits

EDU 610A. PRACTICUM IN SCHOOL CONSULTATION METHODS. Students will receive supervised experience in school consultation. Corequisite: EDU 610. 1 credit

EDU 611. CURRICULUM-BASED ASSESSMENT AND ACADEMIC INTERVENTIONS. This course will provide a review of tests and curriculum-based methods for assessing reading, writing, math, and other academic skills. It will cover a range of strategies and techniques which research suggests are effective in improving student achievement in key academic areas. 3 credits

EDU 612. ADVANCED SEMINAR IN SCHOOL PSYCHOLOGY. This course will provide a review and integration of knowledge related to school psychology and discussion of current issues, standards, and trends in the field. The course also includes the presentation and evaluation of a portfolio of cases derived from the school psychology internship, and helps students to prepare for practice and continuing professional development as school psychologists. Prerequisites: Completion of all the required courses in Psychological and Educational Foundations, Assessment, and Application/ Intervention. 4 credits

EDU 614. INTERNSHIP IN SCHOOL PSYCHOLOGY I. This is the first part of a one-year,1,200 hour, two-semester school psychology internship sequence. This first course requires a minimum of 600 clock hours of field experience supervised by a credentialed school psychologist or (for non school settings) a credentialed psychologist. At least one-half of the total internship hours must be completed in a school setting. Prerequisite: Completion of all the required courses in Psychological and Educational Foundations, Assessment, and Application/Intervention. 3 credits

EDU 615. INTERNSHIP IN SCHOOL PSYCHOLOGY II. This is the second part of a one-year,1,200 hour, two-semester school psychology internship sequence. This second course requires a minimum of 600 clock hours of field experience supervised by a credentialed school psychologist or (for non school settings) a credentialed psychologist. At least one-half of the total internship hours must be completed in a school setting. 3 credits

## MARINE AND ENVIRONMENTAL SCIENCE (MES)

MES 501. PHYSICAL AND ECOLOGICAL PROCESSES ALONG A LAND-SEA GRADIENT I. This course provides a theoretical and hands-on introduction to global ecological concepts and to diverse ecosystems. Students will be introduced to current ecological thinking through readings and discussion, including primary literature. They will also participate in laboratory and field work to introduce them to local flora and fauna and the habitats (terrestrial, coastal and marine) in which they are found. This is a core course required of all students in the MS program. Two hours of lecture and 3 hours of laboratory per week. Prerequisite: Acceptance to Master of Marine and Environmental Science program. Corequisite: MES 503. (F). 3 credits

MES 502. PHYSICAL AND ECOLOGICAL PROCESSES ALONG A LAND-SEA GRADIENT II. This course follows up on knowledge and skills that were introduced in Physical and Ecological Processes I. Ecological concepts will be examined by using the interactions between local flora and fauna and the abiotic environment along a land-to-sea gradient as specific examples. Students will examine conceptual models linking terrestrial, coastal and marine zones, and examine the effect of large scale physical changes on ecological processes through specific case studies. Students will also participate in collecting data for long-term ecological studies. This is a core course required of all students in MS program. Two hours of lecture and 3 hours of laboratory per week. Prerequisite: MES 501. Corequisite MES 404. (S). 3 credits

MES 503. RESEARCH METHODOLOGIES AND TOOLS I. This course sets the theoretical and practical foundations for conducting scientific research. Students will learn how to design research projects from inception of an idea, formalizing a hypothesis, designing sampling/experimental techniques and data collection, and an overview of statistical and geospatial analyses. This is a core course required of all students in MS program. Two hours of lecture and 3 hours of laboratory per week. Prerequisite: Acceptance to Master of Marine and Environmental Science program. Corequisite: MES 501. (F). 3 credits

MES 504. RESEARCH METHODOLOGIES AND TOOLS II. This course provides training in database management, and the statistical and geospatial tools necessary to conduct research in natural and social sciences. This is a core course required of all students in the MS program. Two hours of lecture and 3 hours of laboratory per week. Prerequisite: MES 503. Corequisite: MES 502. (S). 3 credits

MES 505. NATURAL RESOURCE MANAGEMENT I. This core course provides an overview of environmental management by examining services provided by natural resources, introducing resource management paradigms, and analyzing case studies. This is a core course required of all students in the MS program. Three hours of lecture per week. Prerequisite: Acceptance to Master of Marine and Environmental Science program. Corequisite: MES 507. (F). 3 credits

MES 506. NATURAL RESOURCE MANAGEMENT II. This core course provides continued training in natural resource management with particular emphasis on Caribbean coastal and marine ecosystems. Students will examine institutions and policies that influence natural resource management, have the opportunity to interact with guest lecturers from local natural resource management agencies, and work as a team on a project that addresses a local resource management issue. This is a core course required of all students in the MS program. Three hours of lecture per week. Prerequisite: MES 505. Corequisite: MES 508. (S). 3 credits

MES 507. PROFESSIONAL DEVELOPMENT I. This course provides an introduction to the tools necessary to be a successful scientist and resource manager. It will address communication with diverse audiences, public speaking and presentations skills, negotiation and conflict resolution. This is a core course required of all students in MS program. One hour of discussion per week. Prerequisite: Acceptance to Master of Marine and Environmental Science program. Corequisite: MES 505. (F). 1 credit

MES 508. PROFESSIONAL DEVELOPMENT II. This course continues to build students' professional skills. It will address proposal preparation and presentation, grantsmanship, and ethics, and will introduce students to project planning. Additional topics covered will depend on the professional interests of students in the course. This is a core course required of all students in MS program. One hour of discussion per week. Prerequisite: MES 507. Corequisite: MES 506. (S). 1 credit

MES 524. MARINE ECOLOGY. Principles of marine ecology introduced through reading and discussion of recent scientific literature. Course includes all topics of the undergraduate course MBI 424; additional requirements include, but are not limited to, more rigorous, extensive, and in depth analysis of primary

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literature. Three 50 minute lectures per week. Prerequisite: BIO 223 Ecology and at least one of the following courses: MBI 220 Marine Invertebrate Zoology, MSC 239 Oceanography, BIO 349 Aquatic Plant Botany or MBI 222 Ichthyology or equivalent and graduate standing. (S-O). 3 credits

MES 549. AQUATIC PLANT BIOLOGY. A comprehensive survey of aquatic plants with emphasis on marine systems. The life histories, morphology, physiology, ecology, and evolutionary relationships among the major groups of algae and flowering plants are examined using local flora as examples. The commercial uses of algae are included. Course includes all topics of the undergraduate course BIO 370; additional requirements include, but are not limited to, oral presentations of material from the primary scientific literature and completion of an independent research project. Three 50 minute lectures and three hours of field laboratory per week. Prerequisite: BIO 142 General Biology II or equivalent and graduate standing. (F-E). 4 credits

MES 550. TERRESTRIAL PLANT BIOLOGY. Comprehensive introduction to plant life from bryophytes through angiosperms. Morphology, evolution, from the local flora. Students study principles that aid in understanding the biology and ecology of terrestrial plant ecosystems and learn to use field and laboratory techniques of plant biology. Course includes all material as the undergraduate course BIO 350 with additional graduate level work including a literature search, more in-depth examination questions, and a rigorous field research project. Three 50 minute lectures and one 3 hour field/laboratory per week. Prerequisites: BIO 142 General Biology II or equivalent and graduate standing. (S-O). 4 credits

MES 552. PLANT PHYSIOLOGY. Comprehensive introduction to physiological mechanisms that affect plant ecological processes. Topics covered include photosynthesis, respiration, nutrition, hormones, growth, absorption, and conduction. Students study principles that aid in understanding the ecology of terrestrial plant ecosystems and learn to use field and laboratory techniques of plant physiology. Course includes all material as the undergraduate course BIO 352 with additional graduate level work including a literature search, more in-depth examination questions, and a rigorous field research project. Three 50 minute lectures and one 3 hour field/laboratory per week. Prerequisites: BIO 223 and CHE 152 or equivalent and graduate standing. (S-E). 4 credits

MES 565. SELECTED TOPICS IN MARINE AND ENVIRONMENTAL SCIENCE. Topics in various fields of marine and environmental science designed to educate graduate students in areas of special interest or regional need; topics such as mathematical and computer modeling of natural systems, coastal management, advanced geographical information systems, conservation genetics, global environmental change, ecological physiology, and fisheries biology among others. May be repeated for credit as varying topics will be offered. Prerequisite: To be announced with each topic. 1-4 credits

MES 567. PEDAGOGY AND MENTORING. Introduction to techniques and designed to enhance the undergraduate learning experience, including recent research on cognition and how the findings of this research can be incorporated into the teaching of undergraduate laboratory sections, supplemental instruction, and mentoring of undergraduate researchers. Students will have the opportunity to practice techniques and obtain feedback on the effectiveness of their instruction. Other topics to be discussed will include UVI policies, use of technology in teaching, ethical issues, such as confidentiality, sexual harassment, and academic integrity. One 50 minute lecture per week or distributed as necessary if offered during summer session. Prerequisite: Graduate standing. (F). 1 credit

MES 570. EVOLUTION. Concepts of evolutionary biology, including the molecular level, population genetics, speciation, behavior, and broad patterns of macroevolution. Course includes all topics of the undergraduate course BIO 370; additional requirements include, but are not limited to, a more intensive consideration of the application of evolutionary theory to conservation biology, marine and environmental science. Three 50 minute lectures per week. Prerequisites: BIO 245 or equivalent and graduate standing. (F-O). 3 credits

MES 595. INDEPENDENT STUDY. Reading and synthesis at the graduate level in an area not otherwise available. May be repeated for credit if different topics are studied, but the student cannot accumulate more than four (4) credits. A written proposal must be submitted by the student to the supervising professor and the MMES Director at least four weeks prior to registration for the course. 1-4 credits

MES 596. INTERNSHIP. Students may participate in an internship with a natural resource management agency or non-profit organization. Written proposals for the internship must be developed by the student and the prospective agency supervisor and submitted to the MMES Director and the student's advisory

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committee for approval at least four weeks prior to the start of the internship. A maximum of four (4) credits can be earned, the number of credits being determined by the duration of the experience. 1-4 credits

MES 600. THESIS. Students collect, analyze and interpret data, and present the results of this original research in written and oral form, under the direction of their major professor and advisory committee. Variable credit and hours, up to 12 can be taken for repeated credit. 1-12 credits

## **MATHEMATICS (MAT)**

MAT 501. ADVANCED GEOMETRY FOR MATHEMATICS TEACHERS. Through discovery and proof of a wide range of geometric properties and relationships, students will gain a broadened perspective of geometry. Includes Euclidean geometry in two and three dimensions and some work with non-Euclidean geometries. Prerequisite: MAT 522. 3 credits

MAT 511. LEARNING THEORY FOR MATHEMATICS TEACHERS. Various learning theories, with special attention to the work of Piaget, Bruner, Vygotsky, Gardner, the Van Hiele, Greeno and Polya, will be analyzed and interpreted in terms of implications for mathematics learning and mathematics education reform. Prerequisite: Admission to graduate program in Mathematics. 2 credits

MAT 521. MATHEMATICS TOPICS FOR SECONDARY SCHOOLS I. This course, the first of a two-course sequence, includes topics in real and complex numbers; functions; equations; integers and polynomials; and number system structures. The purpose of the course is to deepen teachers' understanding of topics in the secondary curriculum in an environment of challenging problems and investigations. Non-enrolled Mathematics teachers may attend advertised sessions of each course which will be offered in workshop format, provided that they pre-register for that session. Prerequisite: Admission to graduate program in Mathematics. 3 credits

MAT 522. MATHEMATICS TOPICS FOR SECONDARY SCHOOLS II. This course, the second in a sequence of two courses, includes topics in congruence; similarity; trigonometric functions; area and volume; axiom systems and Euclidean geometry. Non-enrolled Mathematics teachers may attend advertised sessions of each course which will be offered in workshop format, provided that they pre-register for that session. Prerequisite: MAT 521. 3 credits

MAT 541. REAL ANALYSIS FOR MATHEMATICS TEACHERS. This course is designed to provide students with a fundamental understanding of the basic concepts of mathematical analysis and the logical thinking, strategies and tactics used to prove analysis theorems. The focus will be on how these concepts can be used to more effectively teach secondary level mathematics. Prerequisite: MAT 521 and MAT 522. 3 credits

MAT 544. PROBABILITY FOR MATHEMATICS TEACHERS. Probability of events on discrete and continuous sample spaces; random variables and probability distributions; expected values; transformations; the central limit theorem and the law of large numbers. The theory will be applied broadly to Caribbean environmental and social topics and issues. A focus will be on how these concepts can be used to more effectively teach secondary level mathematics. Prerequisite: MAT 242. 3 credits

MAT 551. DISCRETE DYNAMICAL SYSTEMS AND MATHEMATICAL MODELING I. This course and its sequel, 562, will develop mathematical models of situations that change over time using discrete dynamical systems. Elementary dynamical systems modeling will be studied in the context of situations of interest and relevance to those living on Caribbean islands so that teachers will be able to develop appropriate lessons for students in high school algebra, geometry, pre-calculus, and calculus courses using concepts from discrete mathematics. Teachers will develop prototypes for such lessons for their grade 7-12 students within this course. Prerequisite: Admission to graduate program in Mathematics. 3 credits

MAT 552. DISCRETE DYNAMICAL SYSTEMS AND MATHEMATICAL MODELING II. This is the second in a two-course sequence of work with developing mathematical models of situations that change over time using discrete dynamical systems designed for secondary mathematics teachers. This course focuses on non-linear models. Prerequisite: MAT 551. 2 credits

MAT 557. ACTION RESEARCH IN THE MATHEMATICS CLASSROOM WITH REQUIRED MAJOR PAPER. Using all phases of action research and emphasizing teacher-level factors and student motivation, teachers will develop and implement action research plans for their own classrooms and their schools in an area of

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the school mathematics curriculum. Each student will produce a major paper based on his/her own action research. Prerequisite: EDU 500. 1 credit

**MAT 561. ABSTRACT ALGEBRA FOR MATHEMATICS TEACHERS I.** This course is the first of two providing an introduction to abstract algebra by using number theory as motivation. It includes properties of integers; residue classes; groups; theorems of Fermat, Lagrange and Euler; decompositions; polynomials; primitive roots; Gaussian integers and primes; Pythagorean triples; and quadratic Residues. Prerequisite: Admission to graduate program in Mathematics. 3 credits

**MAT 562. ABSTRACT ALGEBRA FOR MATHEMATICS TEACHERS II.** This course is a continuation of MAT 561. It includes fields, vector spaces, rings, and ideals. Prerequisite: MAT 561. 3 credits

**MAT 565. SPECIAL PROJECT IN MATHEMATICS OR MATHEMATICS EDUCATION.** Special project in mathematics education or in mathematics experience in science, industry or government agencies. The teacher enrolled in the Masters program for Secondary Mathematics Teachers may gain graduate credit through a project that advances and broadens knowledge of mathematics teaching and/or mathematics. The course is intended to encourage teachers' experience in international mathematics education and/or the work of the professional mathematician. The student's advisor will determine amount of credit to be awarded for each project. Prerequisite: Project must be approved by the student's advisor and by the Mathematics Masters Program Committee. Enrollment is restricted to students enrolled in the Master of Arts in Mathematics degree program. 1 – 3 credits

**MAT 567. TECHNOLOGY, MANIPULATIVES, AND LIFE EXPERIENCES FOR MATHEMATICS LEARNING.** Students will develop field trips and other experiences to bring data from the "real world" into the secondary mathematics classroom. Careful attention will be given to the use of data to enhance mathematics learning, including application of appropriate technology and concrete models. Prerequisite: Admission to the Mathematics graduate program. 1 credit

**MAT 586. HISTORY & AND PHILOSOPHY OF MATHEMATICS.** The course includes history of significant mathematical concepts and the mathematicians and cultures that produced them, perspectives on mathematics in a wide variety of world cultures, and philosophical perspectives on mathematics. MAT 586 will include all of the topics of MAT 386; additional requirements will include but not be limited to a more intensive consideration of the philosophical issues that have guided the historic development of mathematics in the 19th and 20th centuries and into the present and the implications these issues have for teaching. MAT 586 will also require development of materials that insert mathematics history into the mathematics content in the secondary curriculum. Prerequisites: MAT 242, MAT 301 or MAT 522 or equivalents. (Also listed as MAT 386). 3 credits

**MAT 591. SEMINAR: TEACHING SECONDARY MATHEMATICS I.** These seminars are intended to prepare students to apply a variety of strategies aligned with the professional mathematics teaching standards for planning, teaching, and assessing mathematics at the secondary level. The course is intended to permit students to integrate new knowledge of content and method into exemplary practice in the teaching of secondary mathematics. Prerequisite: MAT 522. Corequisite: MAT 511. 2 credits

**MAT 592. SEMINAR: TEACHING SECONDARY MATHEMATICS II.** These seminars are intended to provide students with in-depth knowledge appropriate for applying a variety of strategies aligned with the professional standards for planning, teaching, and assessing mathematics at the secondary level. Key issues pertinent to providing mathematical experiences in an inquiry-based learning environment will be explored through literature and web searches. The course is intended to permit students to integrate new knowledge of content and method into exemplary practice in the teaching of secondary mathematics. Prerequisite: MAT 591. 2 credits

## **PSYCHOLOGY (PSY)**

**PSY 503. CLASSIC AND CONTEMPORARY APPROACHES TO PERSONALITY.** This course provides an overview of the major classic and current theoretical approaches to personality. Students will develop the skills and applications needed to interpret and integrate theory with contemporary research from within a framework sensitive to and respectful of multicultural issues. Students will be encouraged to identify and develop their own integrated theoretical approaches to the development of personality. Prerequisite: Graduate status. 3 credits



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PSY 520. HUMAN GROWTH AND DEVELOPMENT THROUGHOUT THE LIFE SPAN. This course is a comprehensive overview of human development from conception to death, including research methods. Topics include pre- and neonatal biological and psychological development through adulthood and late adulthood, in addition to the physical, cognitive, and social normative and nonnormative changes characterizing each stage, as well as the influence of culture on the developing person throughout. Prerequisite: Graduate status. 3 credits

PSY 530. RESEARCH METHODS IN APPLIED SETTINGS AND PROGRAM EVALUATION. This course provides a comprehensive overview of measurement issues, research and evaluation methods, multivariate statistics and the use of statistical software, research ethics, and the writing of research reports. Topics include approaches and methods, observations, and data collection, as well as the analysis and interpretation of multivariate analyses in behavioral research. Prerequisite: Graduate status. 3 credits

PSY 534. ABNORMAL PSYCHOLOGY. This course provides a comprehensive overview of the field of abnormal behavior and mental illness, diagnostic assessment and classification procedures, legal and ethical issues, and therapeutic interventions. The emphasis of this course is on maladaptive behavior as a product of the interaction between personal and biological vulnerabilities, life experiences, cultural and environmental factors, and constitutional factors. Prerequisites: PSY 503, Graduate status. 3 credits

PSY 540. COUNSELING AND PSYCHOTHERAPY: THEORY AND PRACTICE. This course will familiarize students with the major historical theoretical approaches to counseling and psychotherapy (including positive psychology), their constructs and practical applications. Students will develop the skills and applications needed for counseling within a multicultural feminist-social justice framework, which is emphasized throughout the course. In addition, students will identify and develop their own integrated approaches to counseling and psychotherapy. Prerequisite: Graduate status. 3 credits

PSY 541. PSYCHOLOGICAL COUNSELING: ORIENTATION AND ETHICS. This course is designed to equip students with the tools required for ethical professional decision making, including informed consent, client rights and counselor responsibilities, boundaries and the use of power, the ethical and legal issues surrounding confidentiality, issues in theory, practice, research, and multiple relationships, competence, supervision and consultation, and it provides an expanded view of multicultural ethics in counseling and therapy. Students will become knowledgeable with respect to the primacy of cultural awareness in counseling, the roles of counselors in the community, the ethical decisions regarding group counseling and confidentiality, as well as in the consultation and referral process. Prerequisite: PSY 540. 3 credits

PSY 542. SOCIAL AND CULTURAL CONTEXTS OF COUNSELING. This course will provide requisite background knowledge for prospective mental health professionals who can reasonably expect to provide counseling services to a culturally diverse population. Students will learn about and understand the particular backgrounds of people in a wide variety of cultures, while maintaining and integrating both multicultural and lifespan considerations, which are crucial to counseling effectiveness. Prerequisite: PSY 540. 3 credits

PSY 550. DRUGS AND HUMAN BEHAVIOR. Students will be presented with an overview of the behavioral, biological, clinical, social, historical, and legal and illegal uses and misuses of drugs. Treatment and prevention of addictions will be examined, in addition to the pharmacological activity and long term biological and psychological effects of drug use. Prerequisite: Graduate status. 3 credits

PSY 630. PSYCHOMETRICS. This course provides a comprehensive overview of testing and assessment issues and research, including historical, ethical, legal, and cultural diversity perspectives. Technical merit and the construction of instruments are examined and psychological tests will be administered. Clinical, personality, behavioral, and intelligence assessments will be included; consideration is also given to the assessment of couples and families as well as to career counseling assessment approaches. Prerequisite: Graduate status. 3 credits

PSY 635. PSYCHOLOGICAL TESTING. This course provides a comprehensive overview of research considerations and psychological testing, including cognitive testing, observational, social-emotional, and projective techniques and the interpretation of individual differences. Clinical and behavioral applications in the field of psychological assessment, including methods for interviewing children, adults, parents, teachers, and families, and observational methods of assessment will be studied. In addition, testing in education, civil service and the military, health psychology and health care, as well as in both industrial

# Course Descriptions

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and business settings and in forensic settings will be examined to assist in decision making and problem solving. Prerequisite: PSY 630. 3 credits

PSY 640. PSYCHOLOGICAL COUNSELING WITH INDIVIDUALS. This course enables students to become knowledgeable about and to build competency in professional interviewing and counseling using microskills in multicultural settings, to re-evaluate their current behaviors and perceptions, to gain insights about themselves and their strengths, and to identify those areas needing further development. Students will conduct interviews using five different theoretical approaches, and develop an integrated personalized style of individual counseling and therapy that is consistent with their aptitudes and affinities. This course includes a clinical component. Prerequisites: PSY 540 and PSY 534. 3 credits

PSY 641. PSYCHOLOGICAL COUNSELING WITH CHILDREN AND ADOLESCENTS. This course will provide students with a comprehensive overview of the theoretical concepts and practical essentials and tools of counseling and psychotherapy with children and adolescents. From within a multicultural framework, students will address the particular issues and problems of children and adolescents within the contexts of their larger groups – families, schools, and other agencies, and will also consider the impact of managed care and evidence-based treatment on the therapeutic process. This course includes a clinical component. Prerequisites: PSY 540 and PSY 534. 3 credits

PSY 642. PSYCHOLOGICAL COUNSELING WITH GROUPS. This course will enable students to reinforce and further develop the skills and applications already learned, and they will expand and incorporate them to fit the changing demands of group work at different stages. Across a wide variety of major theoretical approaches to group counseling, and sensitive to comparisons and contrasts, students will integrate the needs of diverse clients within a multicultural framework as the group evolves. This course includes a clinical component. Prerequisites: PSY 540 and PSY 534. 3 credits

PSY 643. FAMILY SYSTEMS COUNSELING. This course focuses on the historical development of systems theory and with the major theoretical approaches to a systemic-cybernetic framework for understanding individuals and families in context. Skills development within a respectful multicultural framework will be emphasized, viewing family and developmental theories as being integrated into a dynamic process model for understanding family interactions and relationships. This course includes a clinical component. Prerequisites: PSY 540 and PSY 534. 3 credits

PSY 644. COMMUNITY MENTAL HEALTH COUNSELING. This course presents a comprehensive overview of counseling and psychotherapy in multicultural community-based settings, and advances an inclusive model of mental health counseling within this framework. Issues of professional identity and credentialing, roles and responsibilities, boundaries, and contemporary trends such as managed care and reimbursement are examined, and professional ethical codes are integrated throughout the course. This course includes a clinical component. Prerequisites: PSY 540 and PSY 534. 3 credits

PSY 645. COUNSELING IN VOCATIONAL AND CAREER DEVELOPMENT. This course provides a comprehensive overview of the major theories and current research regarding career development and occupational/educational information systems and sources. Career development program planning, resources, and evaluation are included, with emphasis on how career and vocational counseling is practiced in culturally diverse populations by the mental health professional in response to the work-related issues, challenges, transitions, and disruptions that frequently arise over the course of the life span. This course includes a clinical component. Prerequisites: PSY 540 and PSY 534. 3 credits

PSY 695-696. INTERNSHIP IN PSYCHOLOGY. The internship sequence is a critical, intense supervised field experience in professional training in Psychology, which emphasizes growth in skills, knowledge, and professional identity and development. This sequence is intended to create an opportunity for the integration, synthesis, and application of all prior academic coursework with active, supervised participation in clinical practice. This internship represents a year long, capstone course, that must include at least 1,200 hours of supervised work experience, and will normally be completed in a 12-month period, but must be completed within 24 months for course credit. Prerequisites: Restricted to students who have successfully completed all prior coursework in the Master of Arts in Psychology program. (3-3) credits

PSY 697-698. THESIS IN PSYCHOLOGY. A comprehensive written research project in the field of the student's concentration, planned and executed under the guidance of a thesis committee, and subject to approval. Before credit is granted, the student must successfully orally defend the thesis before a review committee. The thesis will normally be completed in a 12-month period, but must be completed within

# Course Descriptions

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24 months for course credit. Prerequisites: Restricted to students who have successfully completed all prior coursework in the Master of Arts in Psychology program. Students who wish to write a thesis must have a B average in all graduate courses, and have been approved by the Program Director as a potential candidate for thesis work, through the evaluation of the quality of graduate work, student workload and other factors. Students must complete a written application one semester before completion of graduate course work, have selected a topic, and received the support of a faculty member to be an advisor for the thesis. (3-3) credits

## **PUBLIC ADMINISTRATION (PUA)**

**PUA 500. INTRODUCTION TO PUBLIC ADMINISTRATION AND PUBLIC AFFAIRS.** An introductory survey of the major concepts and theoretical perspectives in the field of public administration as well as the basic vocabulary. Students will also be initiated to an understanding of the interaction between political and bureaucratic processes, and their impact on policy choices and results. PUA 500 and 524 may be taken concurrently. 3 credits

**PUA 520. ADMINISTRATIVE THEORIES AND PRACTICES.** The theories, tools, techniques, and systems useful in the management process. Each student will present a managerial problem as a case for discussion. (Also listed as BUS 520). 3 credits

**PUA 521. PUBLIC PROGRAM SEMINAR.** Case studies of the application of administrative processes to a major public problem. Students in the course are expected to produce substantial research papers on selected public problems. Prerequisites: ECO 221 and 222 and PUA 500. 3 credits

**PUA 523. RECENT DEVELOPMENTS IN PUBLIC ADMINISTRATION.** Identifies and traces major trends in selected areas including the study of public administration, the professionalization of public administration, administrative organization and reorganization, intergovernmental developments during the last two decades. Prerequisite: PUA 500. 3 credits

**PUA 524. COMPARATIVE ADMINISTRATION.** An overview of major trends and emphasis in comparative public administration. Major topics are: theoretical approaches, bureaucracy as a model for comparison, administration in developed and developing nations. PUA 500 and 524 may be taken concurrently. 3 credits

**PUA 526. QUANTITATIVE METHODS FOR PUBLIC ADMINISTRATION.** Aimed at students and practitioners in public administration who are interested in how research methodologies and statistical techniques are relevant to social and political problems administrators will face in public agencies. It will also demonstrate the application of the knowledge of policy and administrative situations by illustrated examples, exercises, writing research reports, gathering, calculating, interpreting and analyzing statistical materials. Prerequisite: General Statistical Requirement. 3 credits

**PUA 527. ADMINISTRATIVE LAW.** Aimed at providing an understanding of the law concerning the powers and procedures of administrative action. Although federal agency law and procedures will be covered, attention will also be focused on agency procedures and judicial review in the Virgin Islands. 3 credits

**PUA 528. LABOR/MANAGEMENT RELATIONS.** Covers the general applicable concepts in the evolving field of public labor-management relations, recent developments in public employee relations, review of pertinent federal, state and local laws and court decisions, the art of labor negotiations and handling of public employee grievances; comparisons of labor relations in the private and public sectors. 3 credits

**PUA 531. GROUP PROCESSES AND LEADERSHIP.** Small and large group processes, including role theory, communication techniques, types of leadership, aspects of decision-making, group maintenance and development as ongoing functions of group dynamics. (Also listed as BUS 531). 3 credits

**PUA 532. GOVERNMENT, BUSINESS AND SOCIETY.** An analysis of the major issues with important ramifications for public and private administrators, such as environmental concern, equal opportunity requirements, unionism and collective, bargaining, white collar crime, and ethics in government and business. (Also listed as BUS 532). 3 credits

**PUA 533. PERSONNEL ADMINISTRATION.** A comprehensive review of the principles and practices of personnel administration. The course will cover the legal, professional and ethical standards of public and private personnel systems including: selection, motivation, labor relations, labor law, equal employment

# Course Descriptions

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opportunity, merit systems and job performance evaluation. Students will learn the basic elements of job training classification, job enrichment and development, testing, human relations, disciplinary matters, and contract negotiation on the rights and duties of employees and managers. (Also listed as BUS 533).  
3 credits

PUA 534. BUDGET MANAGEMENT. Covers all major aspects of budgeting: the public budget cycle and process; income and revenue, projection of receipts and expenditures; budget systems, objectives, outcomes, programs, activities and the line item budget. Emphasis will be on the role of the budget as the central tool of management planning, execution and control of public programs. Students will learn how to prepare a budget, balance accounts, control federal funds and other special funds. In addition, budget approval, administration and control will be examined. Prerequisites: ECO 221 and 222. 3 credits

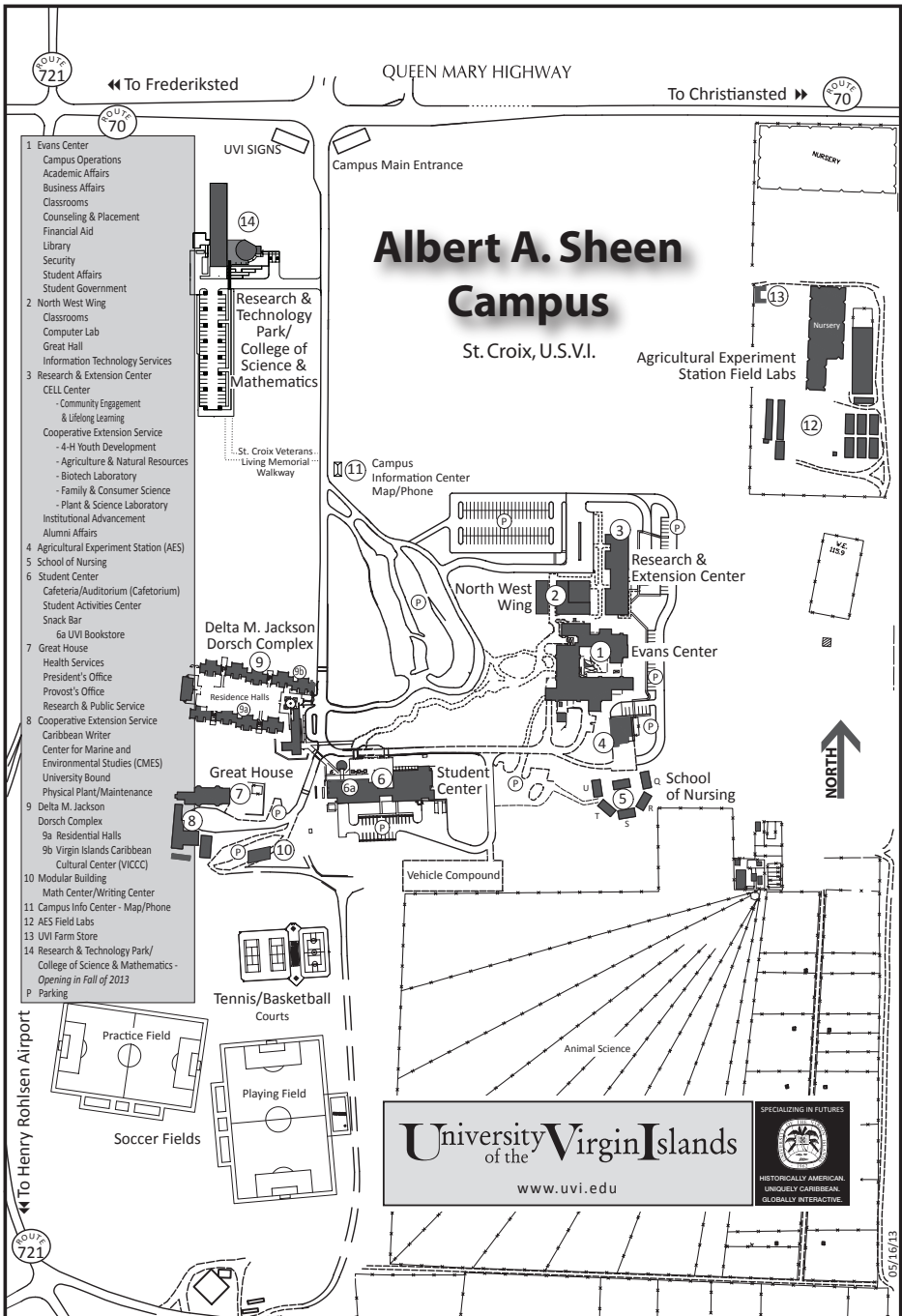
PUA 535. PUBLIC PROGRAM PLANNING. The design and management of governmental administrative systems. Special attention is given to systems theory, methods of systems analysis, communications, management controls and methods of program evaluation. 3 credits

PUA 536. SELECTED TOPICS IN PUBLIC ADMINISTRATION. Includes areas of special and current interest in public administration. Individual topics will be announced at the beginning of each semester. Prerequisite: PUA 500. 3 credits

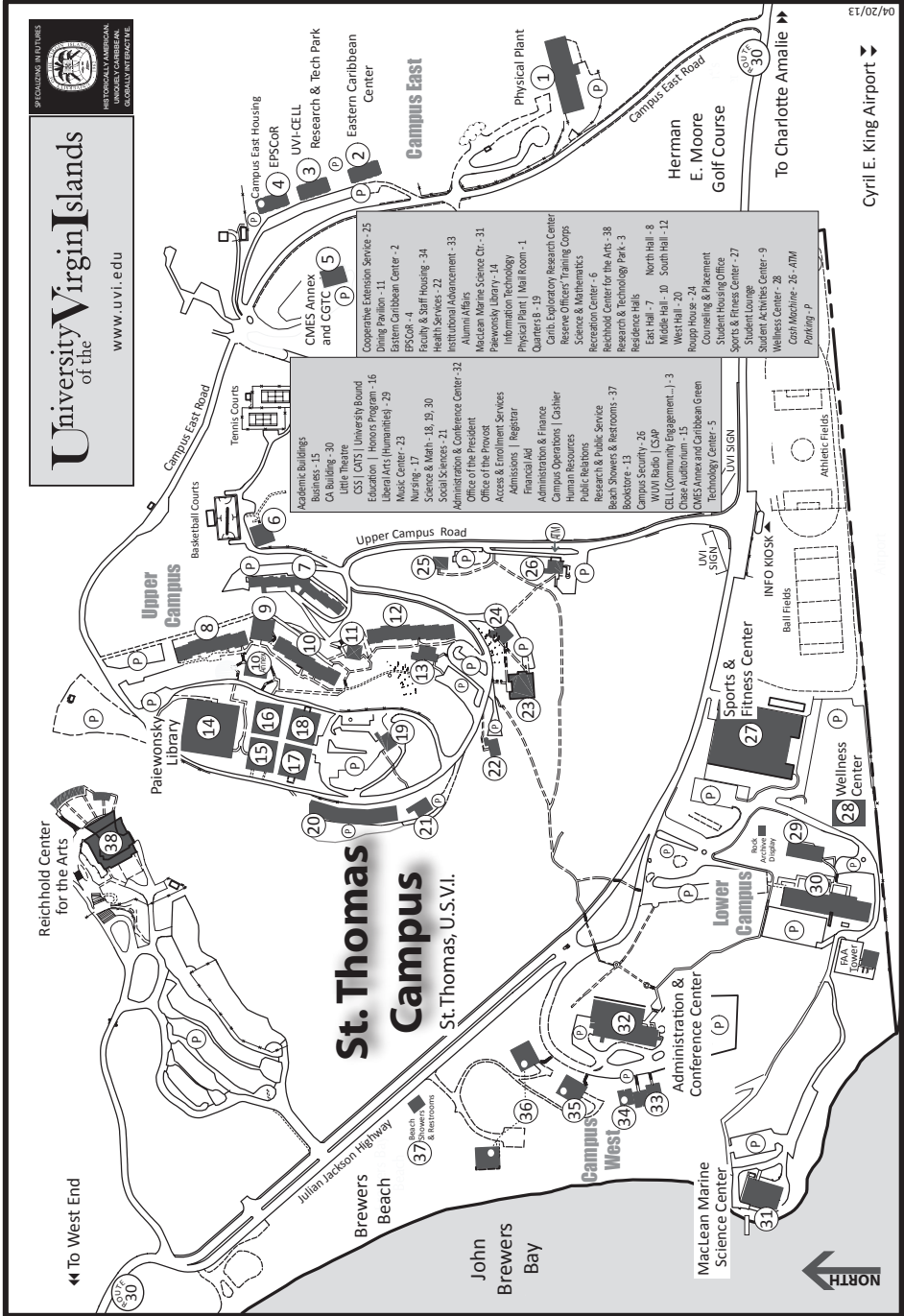
PUA 600. THESIS. A comprehensive written research project in the field of the student's concentration, planned and executed under the guidance of a thesis committee and subject to its approval. Before credit is granted, the student must successfully orally defend the thesis before a review committee. Prerequisites: 15 graduate credits including PUA 500 and 526. 3 credits



# Albert A. Sheen, St. Croix Campus Map



# St. Thomas Campus Map





# Services Directory

## UVI Offices & Services

Emergency Information Hotlines  
*Official information on campus emergencies*

Accounting	4160	4165
Access & Enrollment Services	4158	4115
Administration and Finance	_____	_____
Alumni Affairs	4023	4027
Athletic Department	_____	_____
Board of Trustees	_____	_____
Bookstore	4162	4165
Cafeteria/Dining Pavilion	4290	_____
Caribbean (NCMHD) Exploratory Research Center	_____	_____
Caribbean Writer	4152	4026
Cashier's Office	4160	4165
CELL (Community Engagement and Lifelong Learning)	4230	4235
Center for Student Success	4140	4141
Cooperative Extension Services	4080	4085
Counseling and Placement	4187	4008
Dean of Students	4188	4008
Director of Operations	4170	_____
Eastern Caribbean Center	_____	_____
Financial Aid	4193	4145
Health Services	4214	4225
Help Desk (technology) - e-mail: helpdesk@uvi.edu	_____	_____
Human Resources	_____	_____
Information Technology	4030	4105
Institutional Advancement	4023	4027
Institutional Research	_____	_____
Internal Auditor	_____	_____
Library Services	4130	4135
Mail Room	4163	4165
Physical Plant	4171	4067
President's Office	4024	4005
Provost's Office	4022	4025
Public Relations	_____	_____
Purchasing	4160	4165
Registrar's Office	4103	4115
Reichhold Center	_____	_____
Research and Public Service	_____	_____
Security	4155	4165
Small Business Development Center	692-5270	692-5629
Snack Bar	3187	_____
Sponsored Programs and Title III	_____	_____
St. John Academic Center (SJAC) Information	_____	_____
Student Accounts	4160	4165
Student Activities Center	4228	4008
Student Government	4191	4145
Student Housing	4194	4217
Testing Services	4158	4153
University Bound	4182	4185
VIUCEDD	692-1919	692-5599
UVI Wellness Center - St. Thomas Campus	_____	_____

## St. Croix (340) 692-...

(340) 692-4168

Phone	Fax
4160	4165
4158	4115
_____	_____
4023	4027
_____	_____
_____	_____
4162	4165
4290	_____
_____	_____
4152	4026
4160	4165
4230	4235
4140	4141
4080	4085
4187	4008
4188	4008
4170	_____
_____	_____
4193	4145
4214	4225
_____	_____
_____	_____
4030	4105
4023	4027
_____	_____
_____	_____
4130	4135
4163	4165
4171	4067
4024	4005
4022	4025
_____	_____
4160	4165
4103	4115
_____	_____
_____	_____
4155	4165
692-5270	692-5629
3187	_____
_____	_____
_____	_____
4160	4165
4228	4008
4191	4145
4194	4217
4158	4153
4182	4185
692-1919	692-5599
_____	_____

## St. Thomas (340) 693-...

(340) 693-1016

Phone	Fax
1430	1436
1160/2150	1167
1400	1405
1047	1045
1199	1197
1008	1014
1561	1565
1138	1137
1178/1291	1148
_____	_____
1437	1142
1100	1105
_____	_____
1583	_____
1080	1085
1134	1091
1120	1125
1140	1175
1020	1025
1090	1167
1124	1211
1466	_____
1410	1405
1466	1465
1040	1049
1010	1011
1218	_____
1367	1365
1516	1543
1510	1505
1000	1005
1200	1205
1057	1055
1480	1485
1160/2150	1167
1550	1555
1062	1065
1530	1533
776-3206	775-3756
1139	1137
1054	1060
(340) 693-1460	_____
1437	1405
1111	1105
1098	_____
1110	1091
1152	1167
1130	1131
1322	1325
1075	_____

## UVI Schools and Colleges

School of Business	4150	4009
School of Education	4150	4009
College of Liberal Arts and Social Sciences	4110	4009
School of Nursing	4010	4015
College of Science and Mathematics	4010	4015

## St. Croix (340) 692-...

4150	4009
4150	4009
4110	4009
4010	4015
4010	4015

## St. Thomas (340) 693-...

1300	1305
1320	1335
1340/1260	1345/1265
1290	1285
1230	1245