



University of the Virgin Islands

Graduate Bulletin
2021

University of the Virgin Islands

Graduate Bulletin

University of the Virgin Islands

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Graduate Bulletin 2021

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

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(340) 778-1620

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Important Note

The information contained in this catalog refers to the University of the Virgin Islands as of August, 2021 . This catalog represents the current provisions of the University of the Virgin Islands at the time of its preparation. These stipulations do not constitute an offer for a contract that may be accepted by students through registration and enrollment in the university. The university reserves the right to change any condition, offering, requirement, policy or process at any time within a student's period of study at the university. While every effort will be made to meet students' curricular needs, the university does not guarantee the availability of course offerings at any particular time. In the event of any changes, appropriate mechanisms shall be used to communicate this information to the university community. Such changes will be published in the catalog, the website at www.uvi.edu, and other appropriate media. However, students are ultimately responsible for adhering to policies, procedures, requirements for courses and degrees offered by the university by obtaining current information from the school, college, or appropriate unit. Although every effort has been made to assure the accuracy of the information in this catalog, students and others who use it should note that laws, rules, and policies change from time to time, and that these changes may alter the information contained herein. Changes may come in the form of statutes enacted by the legislature, rules and policies adopted by the Board of Trustees of the university, or by the president or designee of the institution. Further, it is not possible to include all the rules, policies and other information which pertain to the student and the institution. More current or complete information may be obtained from the appropriate department, school, college, or administrative office. Updates to this publication are reflected in the online only 2021-2022 version. Nothing in this catalog shall be construed, operate as, or have the effect of an abridgment or a limitation of any rights, powers, or privileges of the Board of Trustees of the University of the Virgin Islands.

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Ph.D., Clark University 1974*

Haldane Davies, Vice President for Business Development and Innovation

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



Calendar

2021

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
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29	30	31				

September

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October

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31						

November

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28	29	30				

December

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12	13	14	15	16	17	18
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26	27	28	29	30	31	

2022

January

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30	31					

February

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27	28					

March

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April

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24	25	26	27	28	29	30

May

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29	30	31				

June

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12	13	14	15	16	17	18
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26	27	28	29	30		

July

S	M	T	W	T	F	S
					1	2
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



University Holidays

University of the Virgin Islands Holiday Schedule 2021-2022

2021

Labor Day	Monday, Sept. 6
Liberty Day (D. Hamilton Jackson Day)	Thursday, Nov. 1
Veterans Day	Thursday, Nov. 11
Thanksgiving Day	Thursday, Nov. 25
Fortsberg/Discovery Day.....	Friday, Nov. 26
Christmas Day	(Observed) Friday, Dec. 24

2022

New Year's Day	(Observed) Friday, Dec. 31
Three Kings Day.....	Thursday, Jan. 6
Martin Luther King Day	Monday, Jan. 17
Good Friday.....	Friday, April 15
Carnival Friday	Friday, April 29
Memorial Day	Monday, May 30
V.I. Emancipation Day.....	(Observed) Friday, July 1
Independence Day	Monday, July 4



Academic Calendar*

FALL SEMESTER 2021

August

- 9-13 Orientation, Advisement and Registration Week
- 11 Faculty return
- 13 New student Convocation
- 16 Classes begin
- 16-20 Add-Drop period

September

- 6 Labor Day (University closed)
- 7 Attendance reports due
- 7-10 Early Alert
- 10 Census date
- 24 Final day to withdraw – W; change Audit to Credit/Credit to Audit
- 27 Start of WP/WF

October

- 6 Midterm Grades: Midterm Low Grade Reports due
- 13 End of WP/WF (Last day to withdraw without dean's permission)
- 14 Start of AW/dean's permission to withdraw

November

- 1 Liberty Day (University closed)
- 11 Veterans Day (University closed)
- 23 Last day of classes
- 24 Study Day
- 25-26 Thanksgiving/Fortsberg Day recess (University closed)
- 29 Final exams begin (no other student activities to be scheduled during this period)

December

- 4 Final exams end (no other student activities to be scheduled during this period)
- 6 Final grades submission (by 10:00 a.m.)
- 7 Academic Standing Review and Process
- 8 Certification of December graduates
- 8 Last day of semester for faculty
- 31 New Year's Day Observed (University closed)

SPRING SEMESTER 2022

January

6	Three Kings Day (University closed)
3-5, 7	Orientation, Advisement and Registration)
4	Faculty return
10	Classes begin
10-14	Add – Drop period
17	Martin Luther King Day (University closed)
28	Census date
31	Early Alert begin

February

4	Early Alert end
18	Final Day to withdraw – W; change Audit to Credit/Credit to Audit
21	Start of WP/WF

March

2	Midterm Grades: Midterm Low Grade Reports due
7-11	Spring recess (No classes)
9	End of WP/WF: Last day to withdraw without dean's permission
10	Start of AW / dean's permission to withdraw
16	Charter Day
21	BANWEB registration begins for summer sessions

April

15	University Easter recess (University closed)
26	Last day of classes
27	Study Day
28-29	Carnival recess

May

2-7	Final exams (no other student activities to be scheduled during this period)
9	Final grades submission (by 10:00 a.m.)
11	Certification of graduates
TBD	Commencement on Orville E. Kean Campus
TBD	Commencement on Albert A. Sheen Campus

SUMMER SESSIONS 2022

Summer Session I

May

11	BANWEB registration ends
16	Registration
16	Classes begin
30	Memorial Day (University closed)

June

20	Last day of classes
22	Final grades submission (by 10:00 a.m.)

Summer Session II

June

23 Classes begin

July

1 Emancipation Day Observed (University closed)

4 Independence Day (University closed)

29 Last day of classes

August

1 Final grades submission (by 10:00 a.m.)

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



Graduate Programs

Albert A. Sheen Campus

Ph.D. in Creative Leadership for Innovation and Change (CLIC)
Creativity and Leadership for Change (CLC) Track
Educational/Academic Leadership for Change (ELC) Track
Organizational Development and Leadership (ODL) Track

School of Business
Executive Master of Business Administration
Master of Accounting
Master of Business Administration

School of Education
Master of Arts in Educational Leadership
Master of Arts in School Counseling and Guidance
Education Specialist in School Psychology

College of Liberal Arts and Social Sciences
Master of Arts in Psychology
Master of Public Administration
Master of Social Work

College of Science and Mathematics
Master of Arts in Mathematics for Secondary Teachers

Graduate Bulletin

Orville E. Kean Campus

Ph.D. in Creative Leadership for Innovation and Change (CLIC)
Creativity and Leadership for Change (CLC) Track
Educational/Academic Leadership for Change (ELC) Track
Organizational Development and Leadership (ODL) Track

School of Business

Executive Master of Business Administration
Master of Accounting
Master of Business Administration

School of Education

Master of Arts in Educational Leadership
Master of Arts in School Counseling and Guidance
Education Specialist in School Psychology

College of Liberal Arts and Social Sciences

Master of Arts in Psychology
Master of Public Administration
Master of Social Work

College of Science and Mathematics

Master of Arts in Mathematics for Secondary Teachers
Master of Marine and Environmental Sciences

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 school or college 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, technical, and training needs. In some of the programs, research training includes activities directed toward the acquisition of new knowledge.

- I. Ph.D. in Creative Leadership for Innovation and Change (CLIC)
 - A. Creativity and Leadership for Change (CLC)
 - B. Educational/Academic Leadership for Change (ELC)
 - C. Organizational Development and Leadership (ODL)

- II.
 1. School of Education
 - A. Master of Arts in Educational Leadership (MAE)
 - B. Master of Arts in School Counseling (MAE)
 - C. Specialist in School Psychology (EDSU)

 2. School of Business
 - A. Executive Master of Business Administration (EMBA)
 - B. Master of Accounting (MAA)
 - C. Master of Business Administration (MBA)

 3. College of Liberal Arts and Social Sciences
 - A. Master of Public Administration (MPA)
 - B. Master of Arts in Psychology (MAPSY)
 - C. Master of Social Work (MSW)

 4. College of Science and Mathematics
 - A. Master of Arts in Mathematics for Secondary Education Teachers (MMAT)
 - B. Master of Marine and Environmental Sciences (MMES)

Programs of study leading to the acquisition of these graduate degrees are described in this bulletin. Graduate programs are overseen by the School of Graduate Studies.

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 program 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 offerings 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, and through other appropriate media.

General Admission Requirements

1. An application for admission must be submitted to the University. To be accepted, applicants must meet the program prerequisites for the degree sought.
2. Applicants for matriculation to master's level programs 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 to the Office of Admission requesting admission to the graduate program by April 30th for fall and October 30th for spring semesters. However, the application deadline for the Master of Marine and Environmental Science program is March 1 of every year, or the next business day if the date falls on a weekend or holiday. The application deadline for the Master of Arts in School Leadership and Master of Arts in

University of the Virgin Islands

School Counseling programs is April 30 of every year, or the next business day if the date falls on a weekend or holiday, for a fall admission only.

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, 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.
5. See the University academic calendar for registration dates. See the 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. A 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 will be considered full-time if they are enrolled in nine or more credits of graduate level courses in a semester. Students who have accumulated 18 or more credits of graduate level courses and are enrolled in two or more credits of thesis or internship courses will be full-time. Students who have accumulated 36 or more credits of graduate level courses and are enrolled in one or more credits of thesis or internship will be full-time. Students not meeting these criteria will be considered part-time.

Residency Regulations for Tuition Purposes

General questions regarding residency status upon initial application to the University of the Virgin Islands should be directed to the Office of Admission. For a change in residency status after enrollment, the Office of the Registrar should be contacted.

Residency for tuition purposes is established by providing evidence of fulfilling several conditions, including: 1) United States citizenship, status as a permanent resident alien, or a legal alien who has been granted indefinite stay by the United States Citizenship and Immigration

Graduate Bulletin

Services (USCIS); and 2) continuous residency in the United States Virgin Islands for 12 consecutive months immediately preceding registration and/or application for admission.

Living or attending school in the United States Virgin Islands is not equated to establishing legal United States Virgin Islands residency. Students are required to provide documentation to support a request for United States Virgin Islands residency status, which shows their presence in the United States Virgin Islands is for purposes other than to attend school. Full-time students working part-time jobs may have difficulty in establishing residency. Please note that documentation must reflect maintenance of 12 months of continuous residency in the United States Virgin Islands. No single document will be sufficient to provide conclusive evidence of establishing United States Virgin Islands residence. The burden of proof of permanent residence lies with the student.

Reclassification of Residency Status

A student requesting reclassification as a United States Virgin Islands resident for tuition purposes must demonstrate by clear and convincing evidence that his/her domicile is in the United States Virgin Islands. The burden of proof lies with the applicant to establish, beyond a doubt, his or her permanent and fixed legal ties to the United States Virgin Islands and separation of ties to any other state. An approved change in residency will take effect the next (fall or spring) semester. All requests for a change in residency should be submitted to the Office of the Registrar at least one month prior to registration for the semester in which the reclassification is sought.

A. Resident for Tuition Purposes

A United States Virgin Islands “resident for tuition purposes” is a person who (or a dependent person whose parent or legal guardian) has established and maintained legal residence in the United States Virgin Islands for at least 12 months prior to the semester in which there is the intent to register. 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.

To qualify as a United States Virgin Islands resident for tuition purposes, the student must meet the criteria indicated:

- Be a citizen of the United States, a permanent resident alien, or a legal alien who has been granted indefinite stay by the United States Citizenship and Immigration Services (USCIS).
- Students who depend on out-of-state parents for their support are presumed to be the legal residents of the same state as their parents.
- 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 not sooner than 12 months after the date of marriage. Official documents to verify marriage should be submitted to support the request.
- A United States Virgin Island resident who has left the territory to attend school, or for military service or other temporary purposes, and has permanent residence in the United States Virgin Islands, will be considered an in-territory student.

B. Independent Students

An independent student who provides more than 50% of his or her own support and who is able to substantiate a claim of independence by producing documents to establish United States Virgin Islands domicile, may be eligible for reclassification.

C. Residency Documentation

The applicable documents listed below may be accepted and considered as evidence of establishing legal residence and permanent ties in United States Virgin Islands. Official docu-

University of the Virgin Islands

ments should be submitted in the original, wherever possible, or provide certified/ notarized copies, where applicable. Documents from Category I are considered permanent ties and must be dated 12 months prior to the first day of classes for the term for which residency reclassification is sought. Documents from Category II may be submitted to further substantiate a claim of United States Virgin Islands residency. No single document may be used to substantiate a request for a change of residency classification - documentation from Category I and Category II, together, provide appropriate documentation for consideration of residency reclassification.

Category I

1. United States Virgin Islands voter's registration.
2. Proof of marriage to a United States Virgin Islands resident (marriage certificate) along with proof of the spouse's United States Virgin Islands resident status.
3. The most recent United States Virgin Islands Income Tax returns and W2 forms; parents' most recent tax returns (if student is under the age of 25), and a letter stating independent status from the Office of Financial Aid (if receiving financial aid and under the age of 24).

Category II

1. United States Virgin Islands driver's license.
2. Official identification (ID) card issued by agencies within the United States Virgin Islands.
3. Full-time permanent employment, or part-time permanent employment, or acceptance thereof in the United States Virgin Islands (an official letter on company stationery and paycheck stubs are required.)
4. United States Virgin Islands vehicle registration and/or title.
5. Lease agreement, deed, rent receipts or canceled rent checks, proof of purchase of permanent home (deed, tax receipts, purchase of real property)
6. United States Virgin Islands business incorporation and/or license.
7. Professional or occupational license obtained in the United States Virgin Islands, (e.g. membership in the United States Virgin Islands Bar Association).
8. Accounts at a local financial institution (savings and/or checking), utility statements (e.g. power, telephone, cable television). The applicant's name must appear on the documents.

D. Dependent Students

A student who does not meet the 12-month legal resident requirement may qualify for United States Virgin Islands residency for tuition purposes through one of the following categories:

1. Parents who are full-time employees of state agencies or political subdivisions of the state when the student fees are paid by the state agency or political division for the purpose of job-related law enforcement or corrections training.
2. Active duty members of the armed services stationed in the United States Virgin Islands (and spouse/dependent children), military personnel not stationed in the United States Virgin Islands, but whose home of record or state of legal residence recorded on the certificate DD Form 2058 is United States Virgin Islands. Present copy of parent's DD 2258 form, military orders, and proof of relationship as applicable.
3. Dependent children who reside in the United States Virgin Islands for at least 5 years may provide documentation of dependent status according to the Virgin Islands Income Tax code, or other legal documentation to demonstrate guardianship. The adult guardian must demonstrate they have resided in the United States Virgin Islands for the previous 12 months with the intent of establishing a permanent home (see documentation for Category I and II).

Requests for residency reclassification are reviewed on a case-by-case basis. Therefore, immediate responses are not always possible and requests for reclassification must be submitted by the stated deadline. Additional documents and explanation of documents submitted may be requested. Submission of fraudulent documents to obtain residency will result in

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expulsion from the University of the Virgin Islands. Additional information may be obtained by contacting the Office of the Registrar.

E. Veteran Tuition

The following individuals shall be charged the in-territory rate, or otherwise considered a resident, for tuition and fees purposes:

- A veteran using educational assistance under either Chapter 30 (Montgomery G.I. Bill – Active Duty Program) or Chapter 33 (Post-9/11 G.I. Bill), of Title 38, United States Code, who lives in the state in which the institution is located (regardless of his/her formal state of residence) and enrolls in the institution within three years of discharge or release from a period of active duty service of 90 days or more.
- Anyone using transferred Post-9/11 GI Bill benefits (38 U.S.C. § 3319) who lives in the state in which the institution is located (regardless of his/her formal state of residence) and enrolls in the institution within three years of the transferor's discharge or release from a period of active duty service of 90 days or more.
- Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same institution. The person so described must have enrolled in the institution prior to the expiration of the three year period following discharge or release as described above and must be using educational benefits under either Chapter 30 or Chapter 33, of Title 38, United States Code.
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in the state in which the institution is located (regardless of his/her formal State of residence).
- Anyone using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. § 3319) who lives in the state in which the institution is located (regardless of his/her formal state of residence) and the transferor is a member of the uniformed service who is serving on active duty.

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.
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 (6) credits in the graduate program, with a maximum of three (3) 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 tuition and 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.

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 United States 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 United States 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.

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 Office of the Registrar. The Office of the Registrar 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 Office of the Registrar. 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 of the appropriate school or college on their respective campus.

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 the University academic calendar for applicable dates.

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

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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:

Registration Fee	Tuition (per Credit)	Transcript Fee
Late Registration Fee	Technology Fee	Property Fee
Graduation Fee	Student Activity Fee	

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

Refunds: When students completely 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 the first week of classes 90%;
- during the second week of classes 70%;
- during the third week of classes 50%;
- during the fourth week of classes 25%;
- thereafter 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.

Satisfactory Academic Progress Policy for Federal Financial Aid

Federal regulations require that all schools participating in any Federal Financial Aid program must adhere to a financial aid Satisfactory Academic Progress (SAP) policy. These are the standards by which a student's progress toward the completion of his/her program of study at the University of the Virgin Islands (UVI) will be measured to determine continued eligibility for financial aid.

At the end of each payment period/semester or prior to the actual receipt of financial aid funds, the records of all financial aid recipients will be reviewed to determine satisfactory academic progress. A student's financial aid SAP at UVI is classified in the following categories: "Good Standing", "Warning", and "Suspension".

Maximum time frame allowances and the limit on remedial courses will also be reviewed at the end of each semester. SAP determination is based on a student's complete academic history, including periods in which the student did not receive financial aid.

Satisfactory Academic Progress Standards for Federal Financial Aid Progression and Qualitative Standards

Graduate/Professional students must maintain a cumulative GPA of 3.0 on a scale of 4.0.

Graduate students will be placed on academic financial aid warning if: (1) the cumulative GPA falls below 3.0, or (2) a grade of "F" is earned, or (3) two grades of "C" are earned in the program. Students must also complete at least 70% of all credits attempted.

If, at the end of the warning period, a student does not meet the minimum SAP requirements, the student will be placed on Financial Aid Suspension and will be ineligible for financial aid.

Maximum Time Frame

Graduate/Professional students: The maximum timeframe for financial aid eligibility is 54 attempted credits.

Financial Aid Eligibility

Financial Aid (FA) Warning

1. The cumulative grade point average (GPA) falls below 3.00
2. An F and/or;
3. Two C's can be earned in the program.

Financial Aid (FA) Suspension /Dismissal

1. Two F's are earned
2. Minimum requirement is not met for two consecutive semesters.

Other Satisfactory Academic Progress Components

Withdrawal, Incomplete and Repeated courses will be counted as hours attempted in the determination of maximum timeframe. A student may repeat a previously passed course only once. If the student repeats the course for a third time, he or she will not receive financial aid for the course.

Audit courses: Courses taken for audit do not meet the eligibility requirements to receive financial aid.

Transfer Credits: All credits accepted for transfer students will be included in total earned and attempted credits for SAP determination.

Change of Program/Additional Degree: Allowances will be made in the maximum timeframe for financial aid eligibility, as outlined above, for students changing their major or program of study based on the credits applicable to the new major or program of study.

Academic Suspension: Students placed on academic suspension are not eligible for financial aid.

Appeal Process

Appeals should be submitted within 15 days of notification of suspended financial aid.

All appeals must be substantiated by appropriate documentation and submitted to the Financial Aid Appeals Committee c/o Financial Aid Office for review.

Reviews will be conducted twice a semester but may be more frequent based on the number of appeals received.

The committee will render a decision of approved or disapproved.

Students who have appealed should seek alternative payment methods for their tuition and fees until the appeal committee convenes and a decision is determined. Alternative payment methods may include, but not limited to the Payment Plans through the University's Cashier's Office or obtain a Private Educational Student loan via web searches.

The appeal must include the following:

1. A student must provide sufficient evidence to support his/her assertion that unusual or extenuating circumstances prevented him/her from maintaining SAP.
 - a) An unusual or extenuating circumstance can include, but not limited to, serious medical illness or accident of student and or, immediate family member(s).
 - b) Unacceptable unusual or extenuating circumstance can include, but not limited to failing to attend classes on a regular basis and continuing to withdraw from courses.
2. An explanation of the reason(s) for failing to meet the standards for Academic Progress and what improvements will be made by the next evaluation period to regain good academic standing.
3. If insufficient evidence and/or no documents are provided, you will be notified of such and the appeal will be considered an automatic denial.

Approval of all appeals is determined on a case-by-case basis and is not guaranteed.

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Appeal Approved in Probationary Status

A student who appeals his /her financial aid suspension status and meets approval for reinstatement by the Financial Aid Appeals Committee will regain eligibility during the approved probationary status period with an 'Approved-Probationary' status.

Recommendation

Students who are not meeting the minimum SAP guidelines are encouraged to meet with their Advisors/Counselors for guidance in helping to correct their academic deficiencies

Federal Financial Aid Withdrawal Policy

When a student withdraws from all courses during a semester for which Federal Financial Aid was received, the student may no longer be eligible for the full amount of the financial aid that was awarded (excluding Work-Study). In this case, a determination of the amount earned must be made and the unearned portion must be returned to the Federal Financial Aid programs from which the aid was paid. The earned amount is determined on a pro-rata basis. Once more than 60% of the enrollment/payment period is completed, the student will have earned all of the aid awarded and no financial aid repayment will be required.

The procedures and formula to determine the amount of Federal Financial Aid to be returned is mandated by federal statute and is available for review, on request, in the Office of Financial Aid.

The withdrawal date used in the calculation will be the date the student begins the withdrawal process or otherwise notifies the University of his/her intent to withdraw. If no notification is received, then the midpoint of the semester would be used as the withdrawal date. Unearned financial aid funds must be returned to the program(s) from which the student received aid for the payment period.

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/dissertation. 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

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

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Matriculated students in the masters' programs must maintain at least a B (3.00) 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: Incomplete grades are expected to be used only when, in the opinion of the instructor, the student is passing the course at the time grades for the current semester are due, or when in the opinion of the instructor, there is likelihood that the student can satisfactorily complete the missing work which will substantially influence the final grade.

The instructor and student must define the terms under which the incomplete course work will be completed. The incomplete grade must be removed by mid-term of the semester following the one in which the grade of "I" was earned.

The incomplete grade that is filed by the instructor at the end of the current semester may include an alternate/default grade to which the incomplete grade defaults if the student does not try to resolve the incomplete course work within the specified time period and in accordance with the academic policy.

Examples of incomplete grades are

I	I / B ⁺	I / C ⁺	I / P
	I / B	I / C	I / NP
	I / B ⁻		

Grades of incomplete will automatically be converted after the I/alternate grade is submitted by the instructor by mid-term of the next semester. If an instructor only issues a grade of "I" without a corresponding alternate/default grade, the Incomplete will automatically convert to an "F" at mid-term of the next semester.

Example, if a grade is a "C⁺" but the instructor and student opted to receive an incomplete the instructor can submit a grade of "I/C⁺". If the student does not complete the necessary assignments to complete the course within the specified time period the Office of the Registrar will subsequently convert the "I/C⁺" to a "C⁺". Similarly, if the grade is an "I", and the student does not complete the necessary assignments to complete the course within the specified time period, the Office of the Registrar will subsequently convert the "I" to a "F".

An instructor will only be required to file a "Change of Grade" form if, after the course is completed by the student within the specified time period, a new grade has been earned. This will remove the Incomplete and the awarding of the actual grade submitted by the instructor will be processed by the Office of the Registrar.

Change of Grade: Changes of grade are normally allowed for computational errors only. A request to change a grade after official grades have been recorded in the Office of the Registrar may be made by an instructor by filing a "Change of Grade" form.

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 (3.00) grade average) are required for graduation.

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Final grades are issued at the end of the semester. Only final grades are recorded on the student'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 MyCampus network, online Banweb system. Copies of student's official transcripts may be obtained upon electronic online request submitted to the Office of the Registrar, for a fee.

Academic Advisement

The deans of the appropriate academic schools and colleges assign a faculty advisor to each student. 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.

Academic 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 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 (6) credits per semester.

A student who is on academic probation does not qualify for graduation. Probation is removed at the end of an academic semester when:

1. The semester or cumulative GPA is at least 3.00, 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.

Academic 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;
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. The appeal must be submitted in writing to 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.
- Substitution** Taking an examination or writing a paper for someone else or inducing another person to perform such acts.
- Theft** 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

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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, the program director, the 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 for the school or college, the student may appeal the decision to the Faculty Review Committee (FRC).

The FRC shall be composed of one member from each school or college elected by the faculties of each school or college.

Each member shall have one vote. The FRC shall be convened and choose its own chairperson at the beginning of each academic year. The 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. The FRC will inform the student, the faculty member, the program director, 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 withdraw from a course up to the date published in the academic calendar for a given academic semester, typically mid-October in the fall term and mid-March in the spring term. The academic calendar is available online on the UVI web site – www.uvi.edu - to identify specific enrollment and deadline dates. Students can withdraw from courses online using BanWeb through mycampus.uvi.edu, or submit an electronic form available online and in the Office of the Registrar. 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

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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 the request for administrative withdrawal. Applications will not be accepted after the last day of instruction within that semester. Students will then receive a grade of AW on their permanent record.

Withdrawal from University: A student who intends to withdraw from the University either during the term or between terms must notify the Office of the Registrar. Students can withdraw from their courses online using BanWeb through mycampus.uvi.edu, or submit an electronic form available online and in the Office of 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 of the school or college.

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. Official transcripts should be requested online via the www.uvi.edu website, Office of the Registrar.

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 assures 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 Office of the Registrar.

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, the student must submit three copies of the thesis to his or her thesis advisor by mid-term (of fall semester), 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, the student must submit the thesis by mid-term (of spring semester), pass the oral defense, and complete all necessary revisions by the last day of the spring final exam period.

Dissertation

The scholastic doctoral dissertation is a culminating experience for Ph.D. candidates and demonstrates completion of quality research that contributes to the theoretical/research knowledge base of the scholar’s field of study.

Registration in the dissertation course CLIC 809 is required every semester until degree completion. A minimum of 15 graduate credits are required in CLIC 809. It is the student’s responsibility to register and confirm enrollment in CLIC 809 every semester. A grade of Z will be assigned each semester until the dissertation is accepted in its final form.

The dissertation process involves dedicated faculty engagement and intense guidance of graduate students in their research efforts to earn the coveted and prestigious terminal degree. Subsequently, dissertation itself constitutes the most demanding research experience in a student’s academic career and serves as the ultimate manifestation of dedication, commitment, and competence of a scholar/researcher.

At the University of the Virgin Islands, Ph.D. students are awarded 15 course credit hours for completion of their doctoral dissertation work. Ph.D. scholars actively participate in research seminars at UVI Residency Sessions, various research-related activities and cluster meetings. The rigorous schedule helps establish an intellectual foundation to begin formation of a dissertation proposal, which requires a serious commitment of several years.

UVI does not espouse any particular brand of research design or methodology. Students, together with their committees, develop the designs and select the methodologies that are most appropriate to the students’ research questions.

The UVI Ph.D. program contrasts, in many ways, to structured student trajectories in other institutions and may differ substantially from that of traditional programs. While scholarship may

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be encompassed within the same paradigms of traditional scholarship, UVI Ph.D. students focus on research that is interdisciplinary, collaborative, application-oriented and/or problem-driven. Thereby, the program outcomes are of equal value in the academy and ensure vitality, worth, and relevance to student graduate scholarship.

The doctoral degree is granted in recognition of scholarly proficiency and distinctive achievement. The dissertation is a permanent record of original research and should make an original contribution to understanding in the student's field. The content and style of the dissertation will reflect on the student as a researcher, on the faculty members of the doctoral committee who approved the final document, and on University of the Virgin Islands itself.



Graduate Programs

SCHOOL OF GRADUATE STUDIES

Ph.D. in Creative Leadership For Innovation And Change

Mission

The Ph.D. in Creative Leadership for Innovation and Change is intended to prepare executives, middle/senior managers and other institutional leaders in higher education and related human services agencies to respond effectively to the challenges posed by rural, urban and metropolitan communities in a pluralistic society undergoing sustained social, economic and political challenges. It will do so by providing its leaders/students with a doctoral experience that is: (1) multi-disciplinary in format; (2) cohort-based, (3) problem-centered, (4) time-bound, (5) fully engaged and immersed and (6) integrative in nature.

Description

The thematic term “creativity” venue is unique to this program. Creative Leaders look at problems from a variety of perspectives, including framing the problem differently than it is normally presented. Within the broad category of UVI outreach communities, recent trends show a higher concentration of poverty and people of color. The Program will train junior scholars and administrators to be creative leaders to try to solve problems of ordinary people.

The Ph.D. degree aims to:

1. Offer the doctorate in an executive format that will enable institutional leaders and managers to complete their degrees without significant career interruption.
2. Provide a trans-disciplinary curriculum and related studies focused on advanced topics in higher education leadership, business, public policy, and administration.
3. Focus attention on core creative leadership competencies and applied research methodologies that address existing rural, urban and metropolitan community concerns.
4. Require students to conceptualize and develop dissertation strategies at the onset of their doctoral careers, thereby enabling them to complete their doctoral studies in 24 months.
5. Create an intellectual context within an ongoing professional development, research and service to assume a normative dimension in the lives of educational leaders in our rural, urban and metropolitan communities.

The Ph.D. Cohort Model

This program is designed on the cohort model, which requires all admitted students to complete the same courses from beginning to end over a 36-month period. Although culminating dissertation development is finalized in the latter stages of doctoral studies, the preparation, planning, and refining of the dissertation is interwoven throughout the 36 months. Students will be required to develop a two-year plan, which identifies a balance between their coursework and professional work duties at their home/host institution or agency. It is imperative that this plan is developed to facilitate high performance and sustainable productivity in the student's life during enrollment in this program.

The Ph.D. cohort model represents a cadre of committed colleagues who enroll in, and graduate from, an accelerated research-based doctoral program collectively-- matriculating in a rigorously planned and intensely prescribed academic program of study according to a signed agreement and a related pledge agreed upon by each student in the cohort.

The Ph.D. cohort model requires students to carefully and diligently plan ahead. The model promotes collegiality, interdependence, networking, and camaraderie among students for a lifetime. The cohort model has a “transdisciplinary” curriculum, allowing students to apply theories and practices in daily work situations in various settings. The model provides a setting in which faculty in the fields of creative leadership; education, public policy and administration, and business are brought together as colleagues and experts from the field. The cohort model is designed for adult learners who are working professionals and can persevere as well as endure the rigors of the program toward personal and professional growth.

The Ph.D. cohort model informs students of expected outcomes and the academic program of study in advance and upon enrollment. Students receive personalized guidance from faculty to ensure completion of the academic program on time and on task. Toward this end, students will have access to the support of faculty resource coaches who are designated to help with dissertation preparation, comprehensive examination preparation, written and oral communication and other areas related to personal and professional guidance. Students learn academic theories as well as real-world experiences from each other and the faculty who are either trained academicians, practitioners in the field or visiting scholars and leaders.

Program Admission Requirements

Scholars applying for admission to the Ph.D. Program must first obtain general admission letter from the program director; however, this admission does not mean automatic admission to the Program. Applications are accepted year-round for admission each fall. Admission will be limited to a cohort of typically 30 participants from business, sciences, education faculty, and mid/entry level executive personnel in higher education and other related sectors.

Admission to the Ph.D. Program will be guided by the following criteria:

1. A master's degree from an accredited university.
2. A completed Ph.D. program application
3. Transcripts for all post-secondary work attempted before submitting a program application.
4. Recommendations from three (3) professional persons who are knowledgeable of the applicant's professional academic ability, job experiences, leadership potential, and availability to participate in the program. A letter of reference from the President or Chief Executive Officer will strengthen the application.
5. A clear statement on how previous graduate work relates to Creative Leadership for Innovation and Change, and the proposed dissertation topic.
6. A successful interview with the program director or Ph.D. program faculty if needed.

As part of the admissions process for the Ph.D. program, students are required to complete a dissertation framework for their anticipated research, which covers the following:

1. The proposed research topic and problem statement
2. The preliminary results from a review of related literature
3. The proposed research design and methodology

Residence Requirements

Students admitted to the Ph.D. program will be required to spend approximately one week, FIVE-DAYS, at the beginning of every semester, to actively participate in all required program classes, two courses, and capstone/dissertation during that semester, activities, modules, and other related field work.

There are occasions when the Ph.D program holds residency weeks globally. In this case, students are expected to attend the residency in another country. Prior notice is given when this occurs.

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Degree Requirements

This program requires approximately 36 months or three years of coursework and related activities, resulting in a minimum of 60 hours, including a minimum of 15 hours toward the dissertation. Additional requirements of this program include (1) completion of the Ph.D. agreement, (2) satisfactory performance and completion of the qualifying/comprehensive examinations, following the completion of required coursework and (3) successful preparation and defense of the dissertation.

The final basis for granting this degree shall be the candidate's evidence of gained knowledge, skills, and dispositions from the collective coursework, mastery of theoretical, conceptual and research perspectives and completion of the dissertation.

Core Requirements		Credits
CLIC 800	Creative Practice and Leadership Theories	3
CLIC 801	Creativity, Innovation and Sensemaking in Leadership	3
CLIC 802	Creativity and Innovative Organizational Theories and Analysis	3
CLIC 803	Ethics and Social Justice in Leadership	3
CLIC 804	Innovation by Design	3
CLIC 805	Communicative Leadership, and Phenomenology for Change	3
CLIC 806	Qualitative Research Methods	3
CLIC 807	Quantitative Research Methods	3
CLIC 808	Participatory Action Research	3
CLIC 809	Dissertation	15

Core Requirements: Creative Leadership for Change (CLC) Track		Credits
CLIC 813 CRP 599	Principles in Creative Problem Solving	3
CLIC 812 CRP 560	Foundations of Creative Learning	3
CLIC 815 CRP 610	Facilitation of Group Problem Solving	3
CLIC 814 CRP 620	Creative Assessment – Methods and Resources	3
CLIC 816 CRP 635	Creative and Change Leadership	3
CLIC 817 CRP 625	Current Issues in Creative Studies	3

Core Requirements: Educational Leadership for Change (ELC) Track		Credits
CLIC 823	Administration and Supervision of Literacy Programs	3
CLIC 824	Organizational Behavior in Educational Leadership: Theory and Research	3
CLIC 825	Globalization and Education	3
CLIC 826	Creative Educational Leadership for a Changing World	3
CLIC 827	Policy Studies in Educational Leadership	3
CLIC 828	Ethics in Educational Leadership	3

Core Requirements: Organizational Development and Leadership (ODL) Track		Credits
CLIC 818	Online Learning Orientation	None
CLIC 819	Organizational Development: Origins, Evolution, and Current Practices	4
CLIC 820	Leadership: Theory and Practice	2
CLIC 821	Leading by Design: Theory and Practice	4
CLIC 822	Group Dynamics; Effective Teams and Group Development	4

The Ph.D. program requires students to complete a dissertation as part of the requirement for earning the degree. Specific procedures and guidelines for completing the dissertation

are provided in the CLIC Ph.D. program. Students should consult with the program director relative to specifics of the process.

SCHOOL OF BUSINESS

Mission

The School of Business 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. The business school is 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.

Executive Master of Business Administration (EMBA)

Description

The School of Business-Executive MBA program (EMBA program) responds to the needs of business entities in the 21st century global economy. It helps to satisfy the demand for informed, resilient, and flexible thinkers in top and middle management positions whose leadership will promote competitiveness and steadily increase corporate value. For micro economies like the Caribbean region where frequent economic and natural shocks occur, this need is even more pronounced. Accordingly, this program presents concepts and approaches that foster the required knowledge and skills.

The program will recruit persons already working primarily but not exclusively, from the USVI, the Continental USA and the English-speaking Caribbean. It will include a residency requirement of at least three weeks over the program duration but during pandemics or emergencies, this requirement may be waived. Residency means that students will be physically present on one of the UVI campuses for at least three weekends. (One weekend counts as one week.)

The program is cohort-driven and may be completed in one calendar year. It targets middle managers and supervisors already employed or experienced in business. It will build on their managerial experiences and in a collaborative, collegial setting, analyze and solve problems encountered in their unique business environments.

Its curriculum covers organizational development and culture, leadership, ethics and general business knowledge in accounting, finance, and computing against the background of an increasingly important global environment where abilities in risk management, supply chain, logistics and project management are in great demand. It prepares participants for the competitive challenges of global markets, technological paradigm shifts, and fosters the mental flexibility to adapt to rapid and abrupt changes in the business environment. However, the theories will be interpreted within the context of the unique experiences that each participant brings to the learning space and will always focus on application.

In sum, the EMBA experience will produce transformative outcomes. The graduate will return to work with increased confidence, the ability to see his/her organization with new eyes and be equipped to propose workable solutions to issues and problems. Each EMBA alumnus will improve as managers in their current positions and be empowered to assume broader responsibilities such as project managers, or logistics and supply chain specialists. It is expected that they will play pivotal roles in the development of economies, businesses, and international economic relations.

Admission Criteria

In addition to meeting the general requirements, applicants seeking admission to the EMBA program must meet the prerequisites to all UVI EMBA courses that will be determined at the discretion of the admissions office in consultation with UVI EMBA Committee. In general, the

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business or government management leadership experience prescribed in the admissions criteria is sufficient. However, if a particular skillset or background knowledge is missing, a prerequisite course(s) can be required.* The program will encompass the business skills and knowledge needed to act in a leadership capacity in small to large organizations.

UVI seeks to admit students who have demonstrated the potential to succeed in business and government and have shown evidence of their managerial and leadership capability at the supervisory, tactical and strategic levels. Criteria for admission include such qualities as demonstrated management and leadership performance, competency in English, work/real life business experience and achievements combined with leadership and creativity. Specifically, the following criteria shall be applied:

At least a bachelor's degree from a recognized university;
Evidence of experience in a supervisory/leadership position within business or government;
Demonstrated proficiency in English;
Letter(s) of reference;
Stated commitment to the program

**A basic foundation in financial accounting, microeconomics, corporate finance, operations management, organizational behavior, and marketing*

Required Courses		Credits
EMBA 520	Organizational Behavior and Development	3
EMBA 521	Applied Managerial Marketing and Economics	3
EMBA 522	Finance and Investment Decisions	3
EMBA 523	Accounting and Finance: Theory and Applications	3
EMBA 525	Business Intelligence and Data Analytics	3
EMBA 526	Logistics and Supply Chain Management	3
EMBA 527	Operations Management and Project Management Fundamentals	3
EMBA 531	Leadership and Ethics	3
EMBA 534	Global Businesses: Innovation and Risk Management	3
EMBA 600	Capstone Project	3

Capstone Project

The capstone project is a requirement for graduation and is the culminating experience for this academic journey. Participants are required to choose a topic based on a real issue facing their organization. Participants may be asked to make an oral presentation of their report to a panel of faculty. The entire Executive MBA cohort will attend.

Certification

A participant who completes at least 60% of the program and is in good standing may petition the School of Business for the award of a certificate. He/she may be admitted to a later cohort within five years and complete the remaining courses for the award of the full degree. The participant must accept any changes to the program on readmission.

Master of Accounting (MACC)

Description

The Master of Accounting (MACC) is a program designed for students who desire professional careers in public accounting, corporate accounting, government accounting, management accounting, financial analysis, consulting and similar endeavors. Students obtain an in-depth knowledge of highly technical financial accounting standards, financial and accounting research and analysis, auditing standards, tax statutes, business law and other business regulations. One of the program's objectives is to prepare graduates for professional exami-

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nations, such as the CPA (Certified Public Accountant). The CMA (Certified Management Accountant) and the CFA (Chartered Financial Analyst) tracks will be offered once a cohort of students has been identified.

For undergraduate accounting majors, completing the MACC demonstrates a serious commitment to a professional career as a financial and accounting professional. The American Institute of Certified Public Accountants (AICPA) requires aspiring CPA's to fulfill a 150-hour requirement. This may be satisfied by either taking another 26 to 30 credit hours in undergraduate courses or students can earn their MACC by completing 30 hours at this institution. Preparation for the CPA exams is integrated throughout the program. Students who have completed undergraduate accounting degrees from accredited schools can complete the degree in five semesters (including summers), by taking 10 courses and earning 30 credit hours. All students must complete the MACC core requirements as well as the core requirements for one of the tracks below:

- CPA Track
- General Accounting Track

Dual Master of Business Administration and Master of Accounting (MBA/MACC)

Students have the option of doing a dual MBA and MACC degree. Students have to complete the requirements for the MACC degree with a specified core and complete the required core courses of the MBA degree and one elective. Students must apply for both the MBA degree and the MACC degree separately. This option cannot be completed in five semesters and students should examine the options and their priorities carefully.

Admission Criteria**

In addition to meeting the general admission requirements, all applicants seeking admission to the Master of Accounting program must have successfully completed course prerequisites. Students that do not satisfy the admission criteria may be admitted to the program and have to complete the prerequisite courses prior to registering for the MACC Core requirements. (Prerequisites are course specific and are stated under course descriptions at the end of this document.)

**GMAT score is not required with either (1) 15 accounting hours with ≥ 3.00 GPA (Students planning to take additional accounting prerequisite courses may be admitted to the MACC program subject to the condition that their accounting course grades subsequently satisfy this standard.) or (2) 5 years accounting experience. International students must demonstrate adequate English proficiency. Prerequisites may be required before student can enter into the MACC program if certain criteria are not met.

Core requirements		Credits
ACC 501	Advanced Accounting Information Systems	3
ACC 523	Accounting for Planning and Control	3
ACC 550	Financial Reporting and Analysis	3

Core requirements: CPA track		Credits
ACC 520	CPA Exam Preparation: Business Environment and Concepts	1
ACC 521	CPA Exam Preparation: Regulation	2
ACC 522	CPA Exam Preparation: Financial Accounting and Reporting	2
ACC 524	CPA Exam Preparation: Auditing and Attestation	1
ACC 542	Audit and Tax Practice Administration	3
ACC 543	Advanced Auditing and Assurance Services	3
ACC 544	Entity Taxation	3

		Credits
ACC 545	Accounting Ethics and Related Regulatory Issues	3
BUS 551	Advanced Business Law	3

Core requirements: General Accounting track

		Credits
ACC 544	Entity Taxation	3
ACC 545	Accounting Ethics and Related Regulatory Issues	3
BUS 551	Advanced Business Law	3
FIN 522	Financial Administration	3
MGT 537	Management Policy and Strategy	3

Electives: General Accounting track (Select 2 courses from the following or other electives approved by the chair of the department.)

		Credits
ACC 502	Professional Research for Accountants	3
ACC 506	Forensic Accounting	3
ACC 530	International Accounting	3
ACC 540	Taxation Regimes in Caribbean States	3
ACC 542	Audit and Tax Practice Administration	3
ACC 597	Selected Topics in Accounting	3
FIN 597	Selected Topics in Finance	3

Master of Business Administration (MBA)

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 admission requirements, all applicants seeking admission to the business administration program must have successfully completed the following courses or their equivalents:

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

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Core requirements

Credits

ACC 523	Accounting for Planning and Control	3
CIS 525	Information Systems	3
DSC 521	Quantitative Methods in the Decision Sciences	3
DSC 527	Operations Management	3
FIN 522	Financial Administration	3
MGT 520	Administrative Theories and Practices	3
MGT 534	International Business	3
MGT 537	Management Policy and Strategy	3
MKT 524	Marketing Management	3

Electives

Students who elect the thesis option must enroll in BUS 600 Thesis and DSC 539 Management Research and Decision Analysis. All other students must select 9 credit hours from the following courses, (with the exception noted below).***

Credits

MGT 528	Small Business Ownership	3
MGT 531	Group Processes and Leadership	3
MGT 532	Government, Business and Society	3
MGT 533	Human Resources Management	3
MGT 536	Selected Topics in Business Administration	3
MKT 538	International Marketing	3

***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 DSC 539 and Business 600.

For students whom 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 students must take and pass the comprehensive exam as scheduled in either the fall or spring semester. Also, candidates must pass all core courses prior to making their first attempt at the exam. Further, students are reminded that eligibility for graduation is dependent on passing the comprehensive exam and fulfilling all other course requirements.

SCHOOL OF EDUCATION

Mission

The School of Education, as a premier institution in innovation, produces graduates who demonstrate high levels of professionalism, standards of excellence, academic achievement, and technological competence in a diverse and ever-changing world.

Master of Arts in Educational Leadership

Description

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

Admission Criteria

Applicants seeking admission to the Master of Arts in Educational Leadership program must meet the general admission requirements. See page 4 in this bulletin.

Overview

The master's program in educational leadership consists of three basic areas:

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

The minimum credit requirement is 36 hours.

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
EDU 506	Foundations of School Counseling	3
EDU 600	Thesis	6
or		
EDU 530	Independent Study	3

Required Courses:

Credits

EDU 520	Characteristics of Exceptional Children	3
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 program 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

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must register for 6 credits the first semester 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:

1. Enroll in EDU 530 Independent Study,
2. Take an additional elective education course from among the graduate courses, and
3. Pass a comprehensive examination.

The guidelines, administration date, and procedures for the comprehensive exam are available from the School of Education. Students who fail two retakes of the comprehensive exam will be dismissed from the program.

Master of Arts in School Counseling

Description

The Master of Arts in School Counseling degree was established to provide counselors with baccalaureate degrees, an avenue to further their education and improve their counseling 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

Applicants seeking admission to the Master of Arts in School Counseling program must meet the general admission requirements. See page 4 in this bulletin.

Overview

The master's program in school counseling consists of three basic areas:

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

The minimum credit requirement is 36 hours.

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
EDU 506	Foundations of School Counseling	3
EDU 600	Thesis	6
or		
EDU 530	Independent Study	3

Required Courses:		Credits
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 program who do not write a thesis must additionally enroll in three credits of electives chosen from the graduate education courses.

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.

Admission Criteria

In addition to the general admission requirements, applicants seeking admission into the Education Specialist in School Psychology program must have successfully completed 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

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		Credits
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 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 prepares 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 foundation in human development, research methods, testing and measurement in counseling, and psychopathology (including the biological influences on human functioning), in addition to completing 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.

Overview

The program of study consists of the following three areas:

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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. 600 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	6

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

Master of Public Administration program (MPA) at the University of the Virgin Islands seeks to increase the accessibility to graduate-level learning of administration at various levels of government (local, state and federal) as well as non-profit and quasi-governmental organizations. The

MPA program is designed to prepare students for leadership and management careers in all levels and functions of government, in community service agencies, non-profit organizations and in the business community. This program consists of required core courses and a range of elective course options.

Admission Criteria

In addition to meeting the general admission requirements, applicants seeking admission to the Master of Public Administration program must have successfully completed two semesters of Statistics, Quantitative Methods or Economics. 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 into the program.

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 the following options: field of study graduate course, specialization track, thesis and professional career experience
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).

Core Requirements

Credits

PUA 500	Introduction to Public Administration and Public Affairs	3
PUA 520	Administrative Theories and Practices	3
PUA 521	Public Policy and 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	Human Resource Management in the Public Sector	3
PUA 534	Budget Management	3

In completion of the MPA program, students can choose from the core elective or the specialization elective requirements.

MPA students must complete four core elective courses (12 credit hours) from the courses listed below. As an elective course option, MPA students are permitted to take one graduate course within a field of study that is relevant and applicable to the discipline of Public Administration. This option requires approval by the MPA Program Director.

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 536	Selected Topics in Public Administration	3
PUA 535	Public Program Development, Project Design and Grantsmanship (Capstone Course)	3
PUA 550	Social Entrepreneurship in the Public & Non-Profit Sector	3

PUA 540	Administration of Community Policing: Criminal Justice and Homeland Security	3
PUA 541	Criminal Intelligence: Strategic Thinking and Analysis	3
PUA 542	Law and the Legal System	3
PUA 544	Legal Aspects of Criminal Justice	3
PUA 548	Ethics in Public Administration	3
PUA 546	Administrative Public Service Internship	3
PUA 552	Public Relations and Communication in Administration	3

Specialization Elective Course Option in Criminal Justice, Public Safety, Security and Legal Intelligence (CPSLI)

This elective option provides an opportunity for students to specialize in the areas of criminal justice, public safety, security and legal intelligence. Students must take any five specialization elective courses (15 credits hours). CPSLI focuses on providing students with an administrative foundation and structure for the justice, security, safety and legal sectors. This specialization will also ground students with strategies and approaches to intelligence gathering and analysis that are necessary for crime prevention/reduction, safety concerns and community policing. As a specialization elective course option, MPA students are permitted to take one graduate course within a field of study that is relevant and applicable to the discipline of public administration and area of specialization. This option requires approval by the MPA program director.

Specialization Elective Courses

Credits

PUA 540	Administration of Community Policing: Criminal Justice and Homeland Security	3
PUA 541	Criminal Intelligence: Strategic Thinking and Analysis	3
PUA 542	Law and the Legal System	3
PUA 544	Legal Aspects of Criminal Justice	3
PUA 548	Ethics in Public Administration	3
PUA 552	Public Relations and Communication in Administration	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.

Professional Career Experience Option (up to 6 elective credits)

The Professional Career Experience option provides students with opportunities for exposure to administrative professional work performance within the field of public administration. This option provides students with a chance to work closely with an instructor and mentor. The option requires students to take PUA 546 (Administrative Public Service Internship).

Administrative Public Service Internship (PUA546) requires a minimum of 300 hours (20 hours per week for 15 weeks) at a public or non-profit organization. Students will be required to obtain placement independent of the MPA program. As most internship positions are non-paying, student will be responsible for supplementing their income. With permission from the MPA program director, students will be able to register up to two elective courses within consecutive course terms.

MPA Students with a minimum of two years administrative or managerial career experience at a government agency or nonprofit may seek a waiver from the internship requirements. Students desiring such an exemption must be registered for PUA 546 (Administrative Public Service Internship) and submit an internship waiver form and supplementary documents.

Please note: Students must contact the MPA director to seek approval for completing the career experience option. The MPA director will determine eligibility for internship, waiver eligibility and the number of credits and terms that will be awarded to applicant.

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.

Master of Social Work

Description

The Master of Social Work (MSW) program seeks to prepare professional social workers who are uniquely qualified to understand and meet the needs of underserved individuals, families and communities in the Virgin Islands and the Caribbean diaspora, and passionately advocate for social policies and programs that promote their well-being. Through such professional activities, the social work program contributes to a viable workforce trained in evidence-based and ethical practices that assures a thriving society for generations to come in local, regional and global environments.

The MSW program provides a generalist social work education in the first year and a specialization with children, youth and families in the second year. The overall curriculum is designed to provide students with an in-depth knowledge of trauma-informed practices across the life span from a Caribbean cultural perspective. There is an emphasis on working with populations who have been exposed to intergenerational trauma, Adverse Childhood Experiences (ACEs), and natural disasters in the territory. Moreover, all of the coursework and field experiences include an explicit focus on social institutions such as child welfare and the needs of people belonging to the Caribbean diaspora.

Admission Criteria

In addition to meeting the general UVI admission requirements, applicants seeking admission to the MSW Program must meet the following admission criteria:

1. Bachelor's degree from a college or university accredited by a recognized regional accrediting association. Degrees from outside the United States must be recognized through CSWE's International Social Work Degree Recognition and Evaluation Service (ISWDRES), or the degree must be from a program that is covered under a memorandum of understanding with international social work accreditors.
2. Possess at least a 2.7 (on a 4.00 scale) cumulative undergraduate grade point average as reported on official transcripts from issuing institutions. Applicants with a cumulative GPA below 2.5 will not be considered for admission.

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3. Completed application form and nonrefundable application fee.
4. Three letters of recommendation. One letter should be from a former professor, and another letter from a professional who can address the applicant's ability to perform at the graduate level, as well as relevant experiences he or she has had with the applicant.
5. A written personal statement.
6. A resume.
7. Interview: Applicants may be asked to interview with the Admissions Committee before a final decision is reached.

Overview

The Master of Social Work program requires a total of 61 credit hours. All MSW candidates must take and pass all 15 core courses (45 credits) and 900 hours of supervised field practicum experience (16 credits).

The core courses include one elective course. In the second year of study, students take specialized courses focused on children, youth and families.

Core Requirements: Generalist Practice

Credits

SWK 510	Social Work as a Profession	3
SWK 511	Lifespan Development and the Social Environment	3
SWK 512	Research and Social Problems	3
SWK 513	Practice with Individuals, Families and Small Groups	3
SWK 521	Trauma-Informed Social Work Practice	3
SWK 522	Organizations, Neighborhoods and Communities	3
SWK 523	Social Welfare Policy	3
SWK 524	Agency and Community Development	3

Core Requirements: Specialized Practice

Credits

SWK 531	Specialized Practice I: Child Neglect and Abuse	3
SWK 532	Organizational Policy and Leadership in Human Service Programs	3
SWK 533	Psychopathology and Clinical Interventions	3
SWK 534	Elective	3
SWK 541	Specialized Practice II: Juvenile Delinquency, Prevention, Development, and Intervention	3
SWK 542	Specialized Practice III: Child Welfare	3
SWK 543	Evaluation Research of Social Problems, Services and Interventions	3

Field Practicum Experience

In the field practicum courses, students are prepared for post-graduate employment through a series of experiences in community agencies. Students are paired with Field Supervisors who are professionals with at least two years of post-MSW experience.

Students have field practicum experiences totaling 900 hours. Activities in the field are sequenced to lead to independent practice, beginning in the initial setting with practice simulations and service learning in community agencies, continuing on with shadowing and supervised direct practice. The field experience is integrated across the curriculum, including conducting a research project as part of field practicum experience, and assignments paired to practice courses.

The field experience uses closely monitored experiences in community settings to allow students more direct experience. This approach is designed to increase student readiness for the more specialized upper level practice associated with children, youth and families.

Required Practicum Courses: Generalist Practice

Credits

SWK 514	Foundation Practicum in Caribbean Settings I	3
SWK 525	Foundation Practicum in Caribbean Settings II	3

Required Practicum Courses: Specialized Practice

Credits

SWK 535	Advanced Practicum in Caribbean Settings I	5
SWK 544	Advanced Practicum in Caribbean Settings II	5

Comprehensive Competency Achievement

All candidates must complete and pass all courses and field internship experiences. Throughout the duration of the program, students are evaluated on the CSWE 2015 EPAS competencies. Passing the courses and field experiences will ensure achievement of the competency requirement.

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 bachelor's 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 major in mathematics 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, including the Center for Marine and Environmental Studies and the College 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.

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. Emphasis is placed on experiential learning with internships and research assistantships. A limited number of teaching assistantships are also available. 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), it is highly recommended that applicants seeking admission to the MMES 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, (20 credits), which are required of all first-year students
2. A comprehensive examination
3. A thesis (~10 credits)
4. Elective courses (minimum of 6 credits)

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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
MES 507	Professional Development I	1
MES 508	Professional Development II	1

Capstone Project

During the second semester, students work as a team to apply concepts learned in the fall to an environmental problem or ecological question with relevance in the territory. Students develop a research protocol, collect data, and share their findings in a management plan or scientific report. The project's theme guides all core courses in the spring.

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 multiple semesters 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 writing 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.

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.

Electives (at least 6 credits)		Credits
MES 511	Graduate Research Diving	2
MES 524	Marine Ecology	3
MES 530	Coral Reef Biology	4
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.

Definition of “adequate progress” within the program

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

1. Successfully complete core courses (20 credits) with a grade point average of 3.0 or higher and no more than one C in the program. Lower grades will result in academic probation or dismissal as described in the graduate bulletin.
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 register for one (1) thesis credit each semester until they graduate.
4. Provide his/her major advisor and the Director of Graduate Programs 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 Director of Graduate Programs 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.)

Doctoral courses are listed first and are listed in numerical order. Courses specific to one of three specialization areas for the doctoral degree are so noted. After the listing of doctoral level courses, Master's level 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.

CREATIVE LEADERSHIP FOR INNOVATION AND CHANGE (CLIC)

CLIC 800. LEADERSHIP THEORY AND CREATIVE PRACTICE (UVI Core Course 1)

Students critically assess and evaluate various conventional and innovative leadership theories and demonstrated practices with a special emphasis on identifying creative forms and original areas of research in this area of inquiry. Leadership theories and applications are considered within multiple contexts toward a systematic investigation of demonstrated practices, corresponding values, and underlying assumptions of leadership as the foundation towards leading complex organizations. 3 credits

CLIC 801. SENSEMAKING, CREATIVITY, AND INNOVATION IN LEADERSHIP (UVI Core Course 2)

This course thoroughly examines and explores how retrospective sense making and rational decision-making processes influence creativity and innovation. Emphasis is placed on learning how innovation and creativity reflexively change leadership practice. This course will also provide students with the opportunity to design an applied research project to systematically investigate some facet(s) of sense making and decision making with related to creative leadership. 3 credits

CLIC 802. ORGANIZATIONAL THEORY AND ANALYSIS (UVI Core Course 3)

This is a foundation course in the doctoral program. This course evaluates multiple theoretical perspectives of organizations toward building a working synthesis that can be utilized in researching and practicing organizational leadership. 3 credits

CLIC 803. ETHICS AND SOCIAL JUSTICE IN LEADERSHIP (UVI Core Course 4)

General ethical theory and relevant legal and social justice issues are critically examined within an organizational leader context toward the development ethical leader principles and demonstrated behaviors in complex organizations. This course is an advanced seminar and emphasizes systematic investigation of an ethical or social justice issue of problems requiring creative leadership. 3 credits

CLIC 804. ECONOMICS, FINANCE AND STRATEGY (UVI Core Course 5)

This course thoroughly examines and explores how strategy and finance shape organizational leader practices. Emphasis is placed on learning how economics influence organizational strategy and financial management. This course will also provide students with the opportunity to design an applied research project to systematically investigate some facet(s) of strategy and finance related to leadership in complex organizations. 3 credits

CLIC 805. TECHNOLOGY AND COMMUNICATION. (UVI Core Course 6). This course thoroughly examines and explores how technology and communication theory influences creative leadership practice. Emphasis is placed on learning the relationship between technology and creative communication that can enable or constrain organizational learning and productive activity. This course will also provide students with the opportunity to design an applied research project to systematically investigate technology and communication application. 3 credits

Course Descriptions

CLIC 806. QUALITATIVE RESEARCH METHODS I (Research Methods Course 1)

This course emphasizes qualitative methods of inquiry in applied organizational research. Learners evaluate case studies and ethnographies toward generating an original research design. This course may be offered in an online or hybrid format. 3 credits

CLIC 807. QUANTITATIVE RESEARCH METHODS II. (UVI Research Methods Course 2). This course emphasizes quantitative methods of inquiry in applied organizational leadership research. Learners evaluate experimental and correlational studies toward generating an original applied research design. This course may be offered in an online or hybrid format and include both laboratory and lecture section formats. 3 credits

CLIC 808. ACTION AND PARTICIPATIVE RESEARCH METHODS III. (UVI Research Methods Course 3)

This course emphasizes quantitative methods of inquiry in applied organizational leadership research. Learners evaluate action research case studies toward generating an original applied research design. This course may be offered in an online or hybrid format and include both laboratory and lecture section formats. 3 credits

CLIC 809. CAPSTONE/DISSERTATION I 5 credits

CLIC 810. CAPSTONE/DISSERTATION II. 5 credits

CLIC 811. CAPSTONE/DISSERTATION III. 5 credits

CLIC 812. FOUNDATIONS OF CREATIVE LEARNING. (CCL Track Course 1). Theory and research that form the foundation of the discipline of creativity studies; development of awareness and understanding of basic principles, select definitions, models, theories, and practice in applying them in a variety of contexts. Group interaction, discussion, and project work are expected. 3 credits

CLIC 813. PRINCIPLES IN CREATIVE PROBLEM SOLVING. (CCL Track Course 2). Theory and application of the Creative Problem-Solving (CPS) process; practice in both individual and group uses for either personal or professional contexts; group work and active participation are expected. 3 credits

CLIC 814. CREATIVITY ASSESSMENT – METHODS AND RESOURCES. (CCL Track Course 3). Practical information on methods and resources for creativity assessment; review of basic measurement principles and a critique of specific tools used to assess creativity in both education and business. Students receive personal feedback on a number of measures and develop a profile of their own creative strengths. 3 credits

CLIC 815. FACILITATION OF GROUP PROBLEM SOLVING. (CCL Track Course 4). Advanced strategies for leading small groups through the Creative Problem-Solving (CPS) process; mastery of facilitation techniques and skills. Students receive expert feedback on their facilitation skills as they apply creative strategies to real issues. Examines conceptual relationships between facilitation and change leadership; develops basic change leadership skills. 3 credits

CLIC 816. CREATIVITY AND CHANGE LEADERSHIP. (CCL Track Course 5). Culminating activities that cap the Foundations of Creativity strand of the curriculum; understanding and applying the characteristics of change leadership in the context of creativity and Creative Problem-Solving; theoretical and practical launching point for students to examine their future contributions to the field, domain, and discipline by articulating their personal philosophy and definition of creativity; relation of the CPS process and other change methods to the challenge of making lasting change in other disciplines, such as business, education, psychology, sociology, history, philosophy or the arts and sciences. Ideally, this should be taken as your last course in the program. 3 credits

CLIC 817. CURRENT ISSUES IN CREATIVITY STUDIES. (CCL Track Course 6). In-depth survey of current issues on the nature and nurture of creativity; skill development in research and scholarship to increase critical thinking skills and general content literacy of creativity practitioners in any discipline; review, analysis and interpretation of findings from empirical and non-empirical sources, with some emphasis on the background and development of research at the International Center for Studies in Creativity. 3 credits

CLIC 818. ONLINE LEARNING ORIENTATION. (ODL Track Course 1). Designed to introduce students to the online environment and practices in Fielding's ODL program, this online seminar takes place prior to

Course Descriptions

the beginning of the first academic trimester. Students will learn to use Fielding's website and software to navigate, post and complete initial assignments. Students will meet online and begin building community with their entering cohort and receive course introductions in preparation for beginning the academic term. Faculty and staff participate in facilitating dialogue and increasing online skills as the seminar progresses. Certificate students participate in the orientation for two days; master's students participate for four days.

0 credits

CLIC 820. LEADERSHIP: THEORY AND PRACTICE. (ODL Track Course 3). This course lays a theoretical and practical foundation in leadership. It explores the breadth and limitations of leadership theories (past and present) and traces their evolution. The course looks first at the organization as the context for leadership and how that context influences both leadership and followership. The course also focuses on ways leadership can, in turn, shape the organization. Students connect with their core values and aspirations as a foundation for expanding their leadership capacity. Through the fundamental leadership skills of observation, interpretation, and intervention students become instruments of organizational transformation.

2 credits

CLIC 821. LEADING BY DESIGN: THEORY AND PRACTICE. (ODL Track Course 4). This course focuses on different theories of organizations and their relevance in today's workplace. It provides an overview of leading models of organizational structure, processes, rules, behavior, roles and function. The course considers chaos/complexity theory, addressing organizations as complex adaptive systems, co-evolving with an environment that is often turbulent and non-predictable. Students will critically examine different types of change -- incremental, transitional, transformative and strategic -- and how to best enable intentional change from a design perspective. Students will explore their own orientation toward design and their use of self in the design process.

4 credits

CLIC 822. GROUP DYNAMICS: EFFECTIVE TEAMS AND GROUP DEVELOPMENT. (ODL Track Course 5). This course focuses on group dynamics and the impact of collaborative working teams. Elements of an effective team in various situations are discussed, such as mergers and acquisitions or inter-organizational projects. Students examine how work gets done in virtual or geographically dispersed teams, including the impact of web technologies on group potential, performance, and learning. By simultaneously studying and participating in a group, students gain an understanding of group processes and how to facilitate and collaborate with groups online and face-to-face.

4 credits

CLIC 823. ADMINISTRATION AND SUPERVISION OF LITERACY PROGRAMS. (ELC Track Course 1). This course will prepare school administrators with the knowledge, skills and expertise to effectively supervise literacy instruction. It will give an overview of the components of effective reading programs and the role of reading personnel. It will expose school administrators to the development of reading programs from pre-elementary level to college and adult levels as well as to the necessary components of a school's reading program, particularly relevant to the standards movement, standardized assessment, and other national standards that apply.

3 credits

CLIC 824. GLOBALIZATION AND EDUCATION. (ELC Track Course 2). In this course, we explore these questions by first examining various theoretical perspectives on globalization. We then consider several major developments associated with globalization that is affecting education including increasing inequality, privatization, and international standards and assessments. We will consider the role of international organizations such as the World Bank and the United Nations in shaping international education policy and programs. We will also examine the role that the state, local communities and non-governmental agencies play in providing and improving the quality of education. We read and discuss case studies from Asia, Africa, Latin America and the United States to provide concrete examples of how global forces are changing the content and context of education internationally.

3 credits

CLIC 825. ORGANIZATIONAL BEHAVIOR IN EDUCATIONAL LEADERSHIP: THEORY AND RESEARCH. (ELC Track Course 3). This course challenges students to become aware of human behavior in organizations and to develop their leadership abilities so that they can cope with individual and group behavior, interpersonal behavior, organizational structure, systems, culture, human resource management, career management, diversity, and leading organizational change.

3 credits

CLIC 826. CREATIVE EDUCATIONAL LEADERSHIP FOR A CHANGING WORLD. (ELC Track Course 4). This course is organized around the Interstate School Leaders Licensure Consortium (ISLLC), focuses on issues that are critical to understanding creative and effective school leadership for a changing world. It explores the changing role of principals as transformational leaders and provides doctoral candidates with

Course Descriptions

an understanding of the context of creative school leadership, the demands placed on leaders, as well as the scope of the real-life challenges one will face creating successful schools. 3 credits

CLIC 827. POLICY STUDIES IN EDUCATIONAL LEADERSHIP. (ELC Track Course 5). This course is designed to expose doctoral candidates to policy development, analysis, implementation, and evaluation. It will explore various theories of policy formation, policy-making processes, policy adoption and decision-making, as well as the impact and influence of culture, economics, politics, and demographics on educational policy. Ethical and social justice issues in policy development and implementation will be addressed. The course provides candidates an opportunity to examine research in educational policy and the impact of their role in policy formulation and implementation. 3 credits

CLIC 828. ETHICS IN EDUCATIONAL LEADERSHIP. (ELC Track Course 6). This course will emphasize philosophical, social and moral standards, codes, and values and focus on how decisions in these areas impact public school leaders. Ethical decision-making will be underscored by social and moral values and these form the basis for understanding the relationship between values and decision-making. Further, this course will demonstrate the application of different ethical paradigms (the ethics of justice, care, critique, and the profession) through discussion and analysis of real-life moral dilemmas that educational leaders face in their schools and communities as well as address some of the practical, pedagogical, and curricular issues related to the teaching of ethics for educational leaders. 3 credits

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

Course Descriptions

and the opportunities in small business. Case studies are emphasized. Prerequisites: ACC 201, ECO 221 and 222. 3 credits

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

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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

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

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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

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

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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

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

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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

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

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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, nationality, age, gender, sexual orientation, mental and physical characteristics, values, customs, belief systems socio-economic status, relation, language, and 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 psychoeducational 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

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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

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

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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

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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 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

Course Descriptions

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 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's, 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

Course Descriptions

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 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

Course Descriptions

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

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

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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 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

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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 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

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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 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 540. ADMINISTRATION OF COMMUNITY POLICING: CRIMINAL JUSTICE AND HOMELAND SECURITY. Through the perspective on community policing, this course examines the administration of Criminal Justice and Homeland Security programs, agencies and institutions. This course is intended to prepare students to contend with the administrative complexities of combating crime and domestic terrorism. This course will also explore the systematic use of partnerships and problem-solving techniques to community policing. Prerequisites: PUA 500 and PUA 520 3 credits

PUA 541. CRIMINAL INTELLIGENCE: STRATEGIC THINKING AND ANALYSIS. The field of criminal intelligence and crime analysis has emerged to tackle combatsophisticated criminal activities. Criminal intelligence analysis is the study of criminals, crime suspects, incidents, issues and trends. The course provides an overview of the methods and techniques of criminal intelligence analysis and strategic organized crime. The course will provide students with opportunities to demonstrate their capacity to predict trends, weakness, dangers, intentions, changes and threats needed to combat criminal activities and organizations. 3 credits

PUA 542. THE LAW AND THE LEGAL SYSTEM. As an in-depth introduction to the American legal system, this course will probe the how's and why's of lawmaking in addition to the types of legal reasoning used by lawyers, judges, and legislators. The skills to use legal resources and legal reasoning will also be covered. Students are introduced to the structures, purposes, and jurisdiction: of territorial, state, and federal courts. The course examines the roles of lawyers, lay persons, judges and jurors in civil, criminal, administrative and alternative justice systems. Skills for "briefing cases," legal research, and analysis are provided. 3 credits

PUA 544. LEGAL ASPECTS OF CRIMINAL JUSTICE. This course reviews the constitutional criminal procedure and cases of the United States Supreme Court and other courts. Students learn the structures, purposes, and jurisdiction of territorial, state, federal, and international courts. Attention is paid to training, use of force, discipline, ethics, diversity and employment in criminal enforcement. Cases currently in the news are provided by the instructor and discussed. Students gain knowledge of prison law, the rights of prisoners, parole and pardons. Further, immigration and civil rights consequences of criminal convictions are explored. Attention is paid to training, use of force, discipline, ethics, diversity, and employment in criminal enforcement. A detailed law oriented paper on an issue covered in class is expected. Students are encouraged to publish, or offer for publication, a paper from this class. 3 credits

PUA 546. ADMINISTRATIVE PUBLIC SERVICE INTERNSHIP. This internship course is designed to provide students with advance instruction and career-related work experience in public service. The course requires students to complete a single or series of significant projects at a public sector, non-profit or quasi-governmental site. Students will be required to fulfill approximately 300 hours of field work. This course will be completed under the direction of both an instructor and a site supervisor. Prerequisites: PUA 500 and PUA 520 3 credits

PUA 548. ETHICS IN PUBLIC ADMINISTRATION. The course is an overview of the philosophical and practical issues related to ethical decision making in the public sector. This course provides opportunities

Course Descriptions

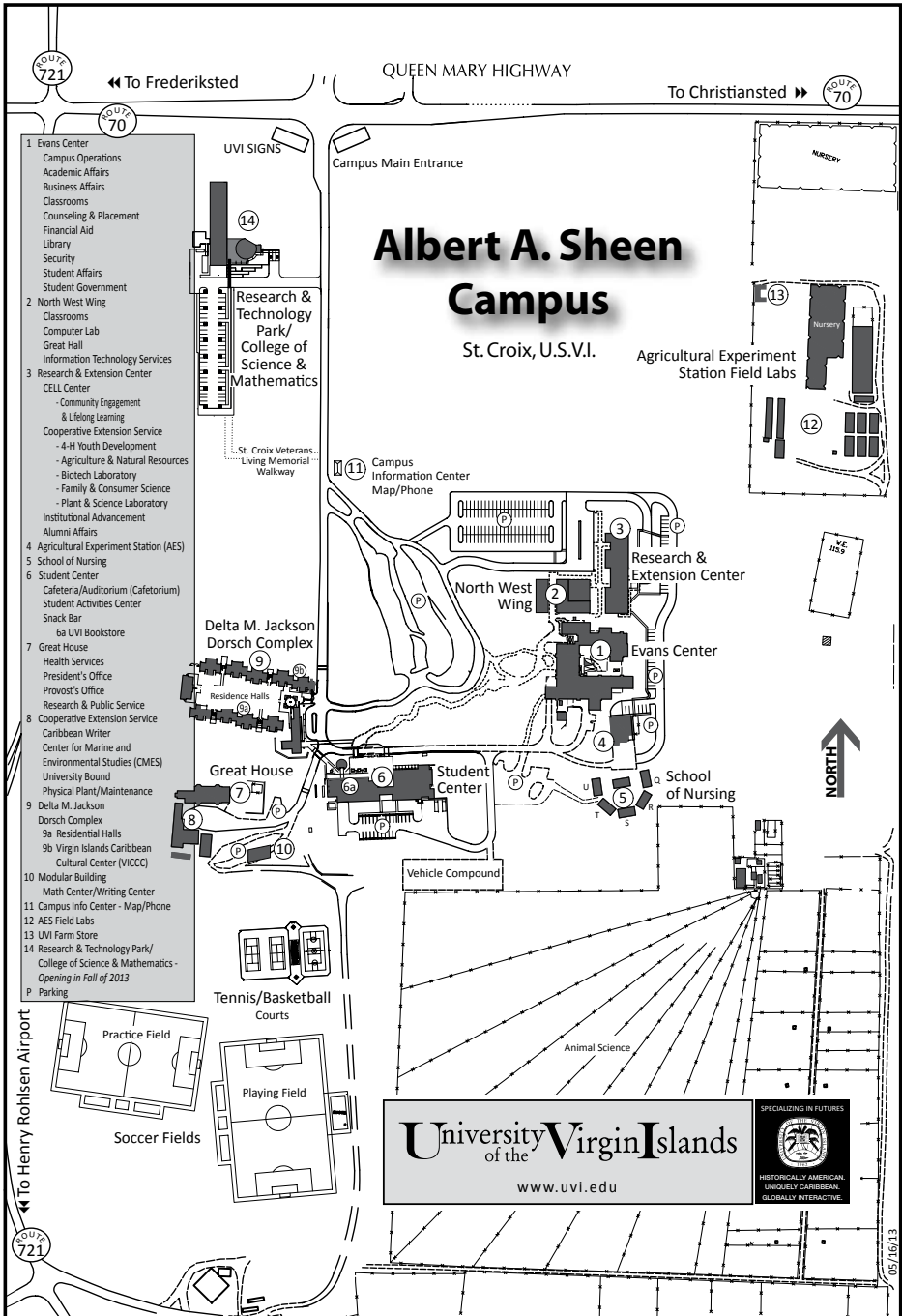
for identification and analysis of moral and ethical issues facing public administrators. This course will take in ethical theory, personal and professional ethics, ethical response, ethical capacity development and improvement strategies. Case studies will be utilized to illustrate these and other related issues and problems. 3 credits

PUA 550. SOCIAL ENTREPRENEURSHIP IN THE PUBLIC AND NON-PROFIT SECTOR. While the term, social entrepreneurship is commonly used to apply to the social engagement of the private sector or the entrepreneurial approach to the non-profit sector, social enterprise has been gaining grounds within the public sector and the public administration discipline. Therefore, this course is intended to cover topics in the evolving field of social entrepreneurship within the public and non-profit sector. The course will also look at the application practical private sector solutions to social problems. Student will be provided with entrepreneurial basis to create new product, new service, or new approach to address social problems. 3 credits

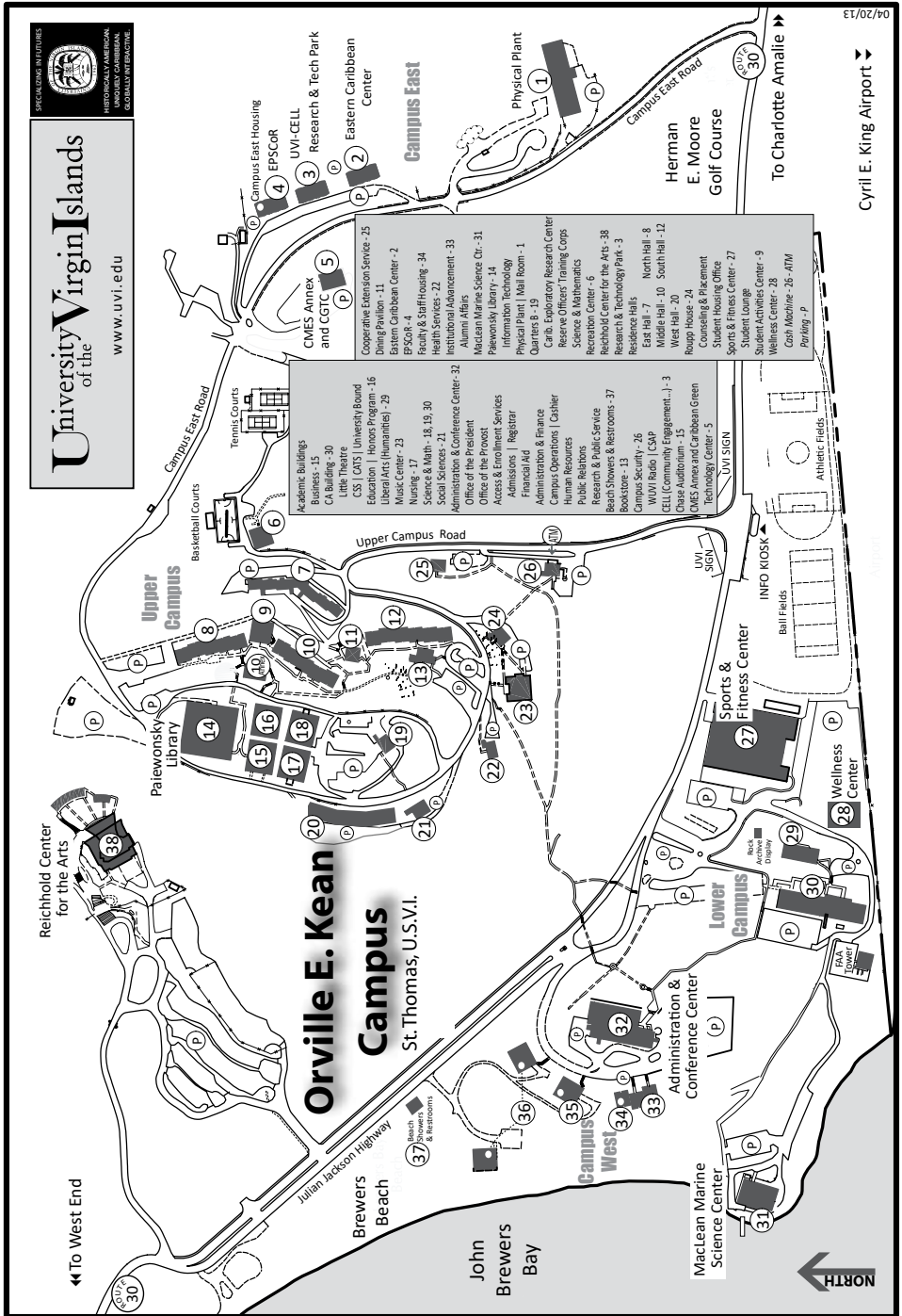
PUA 552. PUBLIC RELATIONS AND COMMUNICATION MANAGEMENT IN PUBLIC ADMINISTRATION. The course provides an intensive introduction to the role of media and the importance of administrative communication in the public and non-profit sector. The course is open to students in any discipline, with no prior public relations or communication experience. The course is intended for graduate students interested in obtaining theories and strategies to public relations, public communication and reporting management. Advantageously, developing an understanding of the principles to public relations and communication within the field of public administration, will benefit students in their professional pursuits. 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



Orville E. Kean, St. Thomas Campus Map





Services Directory

UVI Toll Free : 1 (877) 468-6884 or 1 (877) GoToUVI

UVI Offices & Services

St.Croix (340) 692-...

St.Thomas (340) 693-...

UVI Hotlines - <i>information on campus emergencies</i>	(340) 692-4168	(340) 693-1016		
	Phone	Fax	Phone	Fax
Accounting	4160	4165	1430	1436
Access & Enrollment Services (Testing Services)	4158	4115	1160	1167
Agricultural Experiment Station	4041	4035		
Administration and Finance	—	—	1400	1405
Alumni Affairs/Annual Giving	4023	4027	1040	1045
Athletic Department	—	—	1199	1197
Board of Trustees	—	—	1008	1014
Bookstore	4162	4004	1561	1565
Caribbean Exploratory Research Center	4275	—	1172	—
Caribbean Green Technology Center	—	—	1654	—
Caribbean Writer	4152	4026	—	—
Cashier's Office (Student Accounts)	4160	4165	1437	—
CELL(Center for Excellence in Leadership and Learning)	4230	4235	1100	1115
Center for Student Success	4140	4141	1583	—
Cooperative Extension Services	4080	4085	1080	1085
Counseling and Placement	4187	4008	1134	1091
Dean of Students	4188	4008	1120	1125
Director of Operations	4170	4165	1140	1175
Eastern Caribbean Center	—	—	1020	1025
Financial Aid	4193	4145	1090	1167
Food Services	4290/3187	—	1138/1139	—
Health Services	4214	4225	1124	1125
Help Desk (technology) - e-mail: helpdesk@uvi.edu	—	—	1466	—
Human Resources	4280	4279	1410	4115
Information Technology	4130	4135	1466	1545
Institutional Advancement	4023	4027	1040	1049
Institutional Research	—	—	1010	1011
Internal Auditor	—	—	1218	—
Library Services	4130	4135	1367	1545
Mail Room	4163	4165	1516	1543
Physical Plant	4171	4067	1510	1505
President's Office	4024	4005	1000	1005
Provost's Office	4022	4025	1200	1205
Public Relations	—	—	1057	1055
Purchasing	4160	4165	1480	1485
Registrar's Office	4103	4115	1160	1167
Reichhold Center	—	—	1550	1555
Research and Public Service	—	—	1062	1065
Security	4155	4165	1530	1533
Small Business Development Center	692-5270	692-5629	776-3206	775-3756
Sponsored Programs	—	—	1202	—
Student Activities Center	4228	4008	1640	1105
Student Government	4191	4145	1098	—
Student Housing	4194	4217	1110	1091
Title III	—	—	1054	1060
University Bound	4182	4185	1130	1131
UVI Wellness Center - St. Thomas Campus	—	—	1075	—
VIUCEDD	1919	5599	1322	1325
WUVI Radio - AM 190 - Live stream: http://wuvi.am	—	—	643-1099	—

UVI Colleges and Schools

St.Croix (340) 692-...

St.Thomas (340) 693-...

School of Agriculture	4080	4095		
School of Business	4150	4009	1300	1305
School of Education	—	—	1320	1335
College of Liberal Arts and Social Sciences	4110	4009	1260	1265
School of Nursing	4010	4015	1290	1285
College of Science and Mathematics	4282	4287	1230	1245