



University of the Virgin Islands

Graduate Bulletin



2023-2025



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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 US 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.

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Graduate Programs

Albert A. Sheen Campus

Ph.D. in Creative Leadership for Innovation and Change
(CLIC) Creative Leadership for Innovation and Change Track
Educational Leadership for Change (ELC) Track
Organizational Leadership for Change (OLC) track

School of Business

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

School of Education

Master of Arts in School Counseling
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 Programs

Orville E. Kean Campus

Ph.D. in Creative Leadership for Innovation and Change (CLIC)

Creativity and Leadership for Change (CLC) Track
Educational Leadership for Change (ELC) Track
Organizational Leadership for Change (OLC) 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 are developed to meet specific needs in the Territory and beyond. While each school or college has its own mission, the overall aim of graduate study is to provide a high-quality, post-baccalaureate education for students to meet their professional, technical, and career aspirations. UVI graduate studies provides coordination and support for the development of excellence in graduate programming, student success and is home to multi-disciplinary graduate programs, certificates and degrees.

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

II.

- 1. School of Education
 - A. Master of Arts in Educational Leadership (MA)
 - B. Master of Arts in School Counseling (MA)
 - C. Education Specialist in School Psychology (EdS)
- 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)

Attainment of a graduate degree is evidence of 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 teaching and learning, directed and independent research and demonstration of mastery of content and methods through projects, assessments and/or thesis and dissertation. Minimal entry

requirements for a graduate degree are a relevant bachelors degree or an approved equivalent. The masters programs at UVI also serve as gateways to doctoral study either at UVI or other universities.

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 staying 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 graduate programs to better enhance the offerings and serve student needs. Furthermore, the availability of degree programs and the scheduling of courses are subject to change as required by enrollment and funding constraints. All changes in effect at a particular date will be reflected in subsequent issuance 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 program admission requirements.
2. Applicants for matriculation to master's level programs should normally have a minimum undergraduate grade point average of 3.00 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. See individual program descriptions for specific exceptions to this general practice.
3. Students who have not yet received an acceptance to matriculate in a graduate program may register for not more than six credits in the semester that their application is pending. Non-matriculating 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, unless otherwise articulated by formal agreement and approved by the Provost. Only credits earned within the last five years at a grade no lower than B will qualify for acceptance under this regulation. Students must submit an official copy of their transcripts to

Graduate Bulletin

the graduate admissions office before being accepted as a matriculating student.

5. Students who have earned credits in fulfillment of the requirements of one master's degree or graduate certificate 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, and not more than 9 credits toward the PhD. 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, and eight years for doctoral work. This period may be extended only in unusual circumstances. Persons seeking an extension are required to make application in writing to the vice provost for research and graduate studies 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 for master's and ten years for doctorate.
7. Students who have discontinued a graduate program and who wish to be readmitted to the program in which they were formerly enrolled, must reapply to matriculate. Readmissions decisions will be made by the school or college which manages the specific graduate program.

Admission Procedures

All applicants must:

1. Apply to the Office of Admission requesting admission to the graduate program by April 30th for fall and October 30th for spring semesters. Program specific deadlines may apply, so applicants should consult the graduate program for any departures from these general guidelines.
2. Submit official transcript(s) of the institution granting the bachelor's degree, and all previous graduate course work. Unofficial transcripts may be used for admission purposes, but official transcripts must be received by the graduate admissions office before the final date for add/drop.

3. UVI does not require Graduate Management Aptitude Tests (GMAT) or Graduate Record Examination (GRE). However, individual programs may require these or other admissions documents. Be sure to check with the graduate program director of the desired program of study.
4. See the University academic calendar for registration dates. See the student classification section for registration restrictions.
5. Contact the graduate program director with questions concerning eligibility, prerequisites, and other specific application processes.

Student Classifications

Students in the graduate programs may fall into 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 matriculated once they have registered.

Non-Matriculated Status

1. A “UVI 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. These credits may count once a student is fully admitted.

2. A “Non-UVI non-matriculated student” is one enrolled in a graduate program at another institution of higher learning, or a student with a degree from another institution that seeks to enroll in a UVI graduate program. Such students can enroll in up to 15 credits in the UVI graduate program. The provost, upon the recommendation of the vice provost for research and graduate studies, may grant permission to enroll in courses beyond this limit, with the appropriate dean’s recommendation.

Full-Time and Part-Time Status: Students will be considered full-time if they are enrolled in six (6) or more credits of graduate level courses in a regular semester or combination of summer terms. Students conditionally admitted to graduate programs, those pre-requisites will also count toward full-time graduate status. Students who have accumulated 18 or more credits of graduate level courses and are enrolled in two or more credits of thesis, dissertation or internship courses will be considered full-time. Students who have accumulated 36 or more credits of graduate level courses and are enrolled in one or more credits of thesis, dissertation or internship courses will

be considered full-time. Students not meeting these criteria will be considered part-time.

Residency Regulations for Tuition Purposes

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 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 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 reclassification is sought.

A. Resident for Tuition Purposes

Graduate Bulletin

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 0% 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 documents 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 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 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. Earned a cumulative grade point average of 3.00 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.

Graduate Bulletin

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 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 by the announced dates. Late registrants may be 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

Graduate Bulletin

1. Senior citizens will register for UVI courses during the late registration period. They may enroll in UVI 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 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. Students are expected to pay all bills at the 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%;

Graduate Bulletin

- 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 to 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 available for graduate students. Students from outside the Territory are advised to inquire with the dean of student affairs at the campus of interest to secure housing well in advance.

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 period allowances and the limit on remedial courses also will 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 Period

Graduate/Professional students: The maximum period 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 are earned.

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 period. A student may repeat a previously passed course only once. If the student repeats the course for a third time, they will not receive financial aid for that 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 business 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 Payment Plans through the University's Cashier's Office or 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 circumstances do not include 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, the student will be notified of such a circumstance and the appeal will be automatically denied.

Approval of all appeals is determined on a case-by-case basis.

Appeal Approved in Probationary Status

A student who appeals his/her financial aid suspension status and meets approval for rein- statement 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 Academic 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 Federal 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 institution must return the

unearned funds within 45 days of the calculation. The earned amount is determined on a pro-rata basis.

Once more than 60% of the 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 aid to be returned is mandated by federal statute and is available for review, on request, in the Financial Aid office. 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 programs from which the student received aid for the payment period in the following order, up to the net amount of the aid disbursed from each source:

1. The Unsubsidized Federal Direct Loan Program
2. The Subsidized Federal Direct Loan Program
3. Federal Direct PLUS Loan Program
4. The Federal Pell Grant Program
5. The Federal SEOG Program

Post-Withdrawal Disbursement (PWD)

A post-withdrawal disbursement (PWD) may be required if the total amount of the Title IV aid earned as of the withdrawal date is more than the amount that was disbursed to the student (e.g. in the case where a student withdraws prior to the first disbursement date of the term).

To be eligible to receive a PWD, students must have a complete financial aid file (verification completed and all tracking requirements satisfied) and meet all eligibility requirements.

Grants from a PWD may be credited to the student's school account without obtaining student permission. However, it may only be credited for tuition, fees, and room and board (if the student contracts with the school) or disbursed directly to the student. The University must obtain the student's authorization to credit a student's school account for charges other than current charges.

- Grants must be disbursed within 45 days.

The University must obtain confirmation from the student, or from a parent for a Direct Parent PLUS Loan, before making any disbursement of loan funds. For a Direct Loan, **the institution must have originated the loan prior to the withdrawal.** All terms of repayment apply as outlined in the Master Promissory Note.

- Loans must be offered to the student within 30 days, allowing the student at least 14 days to respond.

All post-withdrawal disbursements are applied to student account first, and any resulting credit balance must be disbursed as soon as possible and no later than 14 days after the calculation of R2T4. If the R2T4 calculation results in an amount to be returned that exceeds the school's portion, the student must repay some funds.

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 program 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.

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.

Graduate Bulletin

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 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 / 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

Graduate Bulletin

specified time period, the Office of the Registrar will subsequently convert the “I” to an “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.

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 student’s responsibility to complete all assigned work and strive for the best performance of which he/she can meet graduation requirements. Instructors, faculty advisors, deans, the registrar and the provost are available for consultation and assistance. Students are

Graduate Bulletin

responsible for familiarizing themselves with this bulletin's contents 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 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.

A student on academic probation can 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.

Later, a hearing committee may decide to either dismiss the student immediately or provide a clear statement of what must be accomplished within a specified 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 vice provost for research and graduate studies who makes a recommendation to the provost following the procedures outlined below. The appeal must be submitted in writing to the 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.

Graduate Bulletin

<i>Cribbing</i>	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.
<i>Plagiarism</i>	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.)
<i>Sabotage</i>	Destroying the work of another student, such as laboratory experiments or computer programs.
<i>Substitution</i>	Taking an examination or writing a paper for someone else or inducing another person to perform such acts.
<i>Theft</i>	Stealing an examination.

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

Procedures: In cases of suspected academic dishonesty, the faculty member making the charge will meet privately with the student suspected of the action to discuss the charge within five days of the detection of the incident. Within five days, the faculty member shall decide disciplinary action to be taken and if so, shall notify the student, appropriate dean and the vice provost for research and graduate studies 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.

Graduate Bulletin

4. The circumstances of the stated infraction with supportive information.
5. The action taken against the student.

Within 10 business 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 business 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 business days of the hearing.

Within 10 business 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 its faculties.

Each member shall have one vote. The FRC shall be convened and choose its own chair- person at the beginning of each academic year. The FRC will meet within 15 business 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, faculty member, program director, dean of the school or college and the provost of its decision within 10 business days of the meeting's conclusion.

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.

Graduate Bulletin

After mid-semester and in case of unusual circumstances, such as extended illness, the dean may give a student special permission for a late withdrawal. This is designated AW (administrative withdrawal). In situations where an administrative withdrawal from a class is necessary, students must apply for the withdrawal when it becomes clear they cannot complete the course. Students must provide documented evidence supporting 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

Academic records at the University of the Virgin Islands are issued only with the student's or appropriate education agency's authorization. Other transcript requests will not be granted until written authorization is 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 and educational interest. 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 must establish guidelines for implementing FERPA, and a list of records maintained by various University offices are available in Access and Enrollment Services. For additional information about student privacy, filing complaints and right-to-know concerns, contact the Office of the Registrar.

Thesis/Dissertation

Students may author a thesis/dissertation in partial fulfillment of their program requirements. Academic requirements, in lieu of a thesis, are detailed in the description of the graduate programs. Matriculated students who meet the requirements for a thesis/dissertation in their program (see specific school or college program guidelines) are eligible to enroll in the appropriate course of the respective school or college. Students are not permitted to have 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 appropriate dean's office. The original thesis plus three original-quality copies must be submitted.

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,

Graduate Bulletin

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.

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 brand of research design or methodology. Students, together with their chair and committees, develop the designs and select the methodologies that are most appropriate to the students' research questions.

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 dissertation's content and style 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 (CLIC) is intended to prepare future academics, executives, middle/senior managers and other aspiring institutional leaders to respond effectively to the challenges posed by global change in a variety of settings undergoing social, economic environmental and/or political challenges. It will do so by providing a doctoral experience that is: (1) multi-disciplinary; (2) cohort-based, (3) problem-centered, (4) action and future-oriented, (5) inclusive of diverse perspectives and (6) integrative in nature.

Description

The thematic term “creativity” drives this program. Creative leaders look at problems from a variety of viewpoints and frame the problem from perspectives not typically represented in mainstream literature. The Program trains junior scholars, managers and administrators to be creative in solving problems faced by society for the betterment of people and public good.

The Ph.D. Cohort Model

This program is designed on the cohort model, which requires all admitted students to share in an experience, a transdisciplinary scholarly journey, and toward revealing new insights and knowledge. The Ph.D. cohort model represents a cadre of committed colleagues who enroll in, and graduate from, a research-based doctoral program collectively-- matriculating in a rigorously planned academic program of study.

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 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.

Program Admission Requirements

1. A master's degree in a related area from an accredited college or university.
2. Students to pay a non-refundable application fee of \$50 (U.S. dollars) along with the Tuition and Fees using any of the following available options; online or over the phone using either credit/debit cards, money order or direct payment at our Cashier's Office.
3. Students to submit a personal statement regarding their desire and motivation for attaining the CLIC's Ph.D. degree. The statement: A 1000-word essay indicating why they are seeking acceptance into the Creative Leadership for Innovation and Change Ph.D. program.
4. Minimum of Two (2) letters of recommendation. Ideally, these letters should be from people in a position to address the applicant's ability to perform at the Ph.D. level, as well as relevant experiences he or she has had with the applicant. The letters of recommendation should address the potential of the applicant for success in a rigorous Ph.D. program.
5. RESUME OR CV: Submit an up-to-date version of resume or CV, include any research experiences or other background and life experiences relevant to attaining a doctoral degree.
6. Transcripts from previously attended Graduate level institutions.
7. (OPTIONAL) TWO ACADEMIC PAPERS Academic papers, preferably from different disciplines. The applicant's name and the degree to which the paper was written must be written clearly on the first page of each paper. Other examples of writing may be substituted with approval from the Director of the CLIC program.
8. (OPTIONAL) A formal Interview (Virtual) with the potential candidate. This is after CLIC's Admissions Committee completes initial Application Screening Process.

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 Z grade will be assigned each semester until the dissertation is accepted.

Residence Requirements

Cohorts of students admitted to the Ph.D. program will be required to spend approximately 5-days during their first year as a cohort, typically in May, to actively participate in residency program activities on the campus of UVI. Virtual residency will occur in the fall/spring, typically in the evenings. Any student from any cohort is invited to participate in both in-person and virtual residencies. There are occasions when the Ph.D. program holds residency abroad. The CLIC program administration will provide as many low-cost options as possible. However, students are invited to attend all residencies at their own expense.

Degree Requirements

This program requires about 36 months or three years of coursework and related activities, resulting in at least 60 hours, including 15 hours toward the dissertation. Requirements of this program include (1) completion of coursework; (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: Track I Creative Leadership for Change (CLC)		Credits
CLIC 813 CRP 599	Principles in Creative Problem Solving	3

Graduate Bulletin

CLIC 812 CRP 560	Foundations of Creative Learning	3
CLIC 814 CRP 620	Creative Assessment – Methods and Resources	3
CLIC 815 CRP 610	Facilitation of Group Problem Solving	3
CLIC 816 CRP 635	Creative and Change Leadership	3
CLIC 817 CRP 625	Current Issues in Creative Studies	3

Core Requirements: Track II Organizational Leadership for Change (OLC) Credits

CLIC 840	Creative Thinking, Collaboration and Organizational Change	3
CLIC 841	Organizational History, Theories, and Development: Applications to Creativity and Innovation	3
CLIC 842	Theories and Processes of Leadership: Leadership by Design (Innovation Process and Culture	3
CLIC 843	Innovation, Sustainability and Change	3
CLIC 844	Global & Intercultural Aspects of Leadership and Diversity	3
CLIC 845	Organizational Policy Analysis and Change	3

Core Requirements: Track III Educational Leadership for Change (ELC) 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

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

Graduate Bulletin

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 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

Graduate Bulletin

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 examinations, 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 a 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
ACC 545	Accounting Ethics and Related Regulatory Issues	3
BUS 551	Advanced Business Law	3

Electives: General Accounting track (Select 2 courses from the

Graduate Bulletin

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
and	
ECO 221, 222	Introduction to Macro- and Micro-Economics
Or	
MAT 235	Introduction to Statistics
Or	
SSC 327-328	Quantitative Research Methods in the Social Sciences

Core Requirements

Credits

Graduate Bulletin

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 Capstone	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 who 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 and **GMAT score** are not required for the MBA program.

SCHOOL OF EDUCATION

VISION, MISSION, and CORE VALUES

Vision Statement

Graduate Bulletin

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

Mission Statement

UVI School of Education (SOE) exists to produce high quality education professionals who are ethically and culturally competent to serve schools, foster innovation and change, and address social justice issues locally, regionally, and globally.

Core Values

We are driven by the universal principles of life that are inherent in our core values:

- Student-centered
- Innovation
- Diversity
- Accountability
- Academic Excellence
- Collaboration
- Collegiality

Master of Arts in Educational Leadership (MAEL)

Program Description

The Master of Arts Degree in Educational Leadership (MAEL) is designed to prepare school leadership professionals for the 21st Century with its changing roles of school professionals and the many challenges facing the territory, the wider Caribbean and the nation.

The Master of Arts in Educational Leadership is a rigorous program designed to prepare aspiring principals, assistant principals, and other educational professionals for leadership positions to become strong and effective transformational leaders. The program is 36 credits and will provide students with professional and pedagogical knowledge and skills in the area of educational leadership. The program is delivered via UVI online in accelerated 8 weeks' format. There are five start dates in a calendar year: January, March, May, August, and October. The program may be completed in 18 months including the internship of 300 clock hours. The internship may be arranged in any school district that is convenient for the student and is supportive of mentoring educational leadership candidates.

A formal [application for admission](#) must be submitted to [Access and Enrollment Services](#) at the University of the Virgin Islands. Applicants for matriculation should have a minimum undergraduate average of 2.50 on a 4.0 scale and a Bachelor's degree from an accredited institution.

Admission Requirements

The admission requirements for the program are as follows:

1. Students wishing to obtain a graduate degree in Educational Leadership, must submit an application to Access and Enrollment Services at the University of the Virgin Islands.
2. Applicants for matriculation should have a minimum undergraduate average of 2.50 on a 4.0 scale and a Bachelor's degree from an accredited institution.
3. A professional educator certificate or related education licensure
4. A minimum of two years teaching or related experience
5. Submit an essay (at least 750 words) that describes your motivation for educational leadership
6. Two (2) letters of recommendation, one of which must be from the applicant's principal or direct supervisor. Both recommenders must include an evaluation of the applicant's leadership potential.
7. An interview with the Program Director

Graduation Requirements

Individual courses are aligned with the standards for the National Educational Leadership Program (NELP) and the Association for Advancing Quality in Educator Preparation (AAQEP). These standards ensure that the program represents a synthesis of content and experiences that result in the students' demonstration of the professional knowledge, skills, and dispositions required for success as transformative educational leaders, not only in managing schools, but also in improving student achievement and addressing the safety needs of students and adults at the school site.

The program completer is eligible to apply for graduation upon the completion of the following courses:

		Credits
GSS 5000	Graduate Student Success	1
EDL 5050	Introduction to Pre K-12 Leadership	3
EDL 5120	Educational Research and Evaluation	3
EDL5150	Technology Leadership	3
EDL 5200	School Law and Ethics	3
EDL 5250	Curriculum, Instruction and Assessment	3
EDL 5300	Psychology of Diverse Learners	3
EDL 5350	Leadership for Inclusive Education	3
EDL 5400	Finance and Operations Management	3

Graduate Bulletin

EDL5450	School, Family and Community Engagement	3
EDL 5500	Leadership for School Improvement	3
EDL 5550	Internship I 180 clock hours	3
EDL 5560	Internship II 120 clock hours	2
EDL 560	Comprehensive Examination	0
TOTAL		36 CREDITS

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

For more information, Contact

Title	Name
Dean	Karen Brown, Ph.D. karen.brown@uvi.edu
Program Director	Clinton A. Valley Ed.D clinton.valley@uvi.edu
Administrative Specialist	TBD

Master of Arts in School Counseling (MASC)

Program Description

The Master of Arts in School Counseling (MASC) program produces culturally competent and effective professional school counselors who promote school students' academic, social-emotional, and career development in the US Virgin Islands, the wider Caribbean, and beyond. The program covers school counseling specialty standards via core courses, counseling specific academic coursework, and a supervised practicum field experience at a school or an approved setting other than a school that serves school students.

Admission Requirements

The admission requirements for the program are as follows:

1. Students wishing to obtain graduate degree in School Counseling, must submit an application to Access and Enrollment Services at the University of the Virgin Islands.
2. Applicants for matriculation should have a minimum undergraduate average of 2.50 on a 4.0 scale and a Bachelor's degree from an accredited institution.
3. Submit an essay (at least 750 words) that describes your motivation for school counseling.
4. Two (2) letters of recommendation, one of which must be from the applicant's direct supervisor. Both recommenders must include an evaluation of the applicant's counseling potential.
5. Completion of a dispositions survey
6. An interview with the Program Director.

Overview

The Master of Arts in School Counseling consists of three basic areas:

1. Core courses required for School of Education graduate students.
2. Counseling-specific courses in the MASC program paradigm, and
3. An independent study or thesis option.

The credit requirement for completion of the program is 48 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 530	Independent Study	3
Or		
EDU 600	Thesis	6

Required Courses

Credits

EDC 506	Foundations of School Counseling	3
EDC 524	Theories, Strategies and Techniques of counseling	3
EDC 543	Group and /Family Counseling and Consultation	3
EDC 544	Career Development Counseling	3
EDC 545	Seminar in Current Trends and Problems in Counseling and guidance	3
EDC 546	Interpersonal, Communication, and Helping Skills in counseling	3
EDC 566	Professional and Ethical Issues in Counseling	3
EDC 586	Practicum in Counseling	3
EDC 587	Multicultural Counseling	3
EDU 588	Advanced Human Development	3
EDU Elective (For students who choose the independent study option)		3

Note: EDC 506 and EDC 542 are prerequisites for all other counseling-specific courses in the program.

As indicated above at “Required Courses,” students in this program who choose the independent study option must additionally enroll in a three-credit graduate education elective. The recommended course for satisfying the elective requirement is EDU 520 Characteristics of Exceptional Children.

Thesis

Master of Arts in School Counseling students who wish to complete the thesis option must enroll in EDU 600 Thesis. Students must register for 6 credits the first semester of thesis 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 and assigned. A student whose work within a given semester does not warrant a Z will receive a failing grade.

Comprehensive Examination

Master of Arts in School counseling students 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 (EDU 520 Characteristics of Exceptional Children is highly recommended), 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.

Title	Name
Dean	Karen Brown, Ph.D. Karen.brown@uvi.edu
Program Director	Xuri Maurice Allen, Ph.D. xakkeb@uvi.edu
Administrative Specialist	TBD

Education Specialist in School Psychology

Program 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

Graduate Bulletin

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
Or		
EDU 531	Education in a Multicultural Society	3
EDU 520	Characteristics of Exceptional Children	3
EDC 542	Theories, Strategies and Techniques of Counseling	3
EDU 542A	Practicum in Theories, Strategies and Techniques of Counseling	1
EDU 543	Group and Family Counseling and Consultation	3
EDU 601	Foundations of School Psychology	3
EDU 602	Psychological Development in Childhood and Adolescence	3
EDU 603	Psychopathology of Childhood and Adolescence	3
EDU 604	The Psychology of Cognition and Learning	3
EDU 605	Statistics, Data Analysis and Program Evaluation	3
EDU 606	Psychoeducational Assessment for Intervention I	3
EDU 606A	Practicum in Psychoeducational Assessment for Intervention I	1
EDU 607	Psychoeducational Assessment for Intervention II	3
EDU 607A	Practicum in Psychoeducational Assessment for Intervention II	1
EDU 608	Psychoeducational Assessment for Assessment for Intervention III: Early Childhood and Low Incidence Assessment	3
EDU 608A	Practicum in Psychoeducational Assessment for Intervention III: Early childhood and Low Incidence Assessment.	1
EDU 609	Behavior Analysis and Intervention	3
EDU 609A	Practicum in Behavior Analysis and Intervention	1
EDU 610	School Consultation Methods	3

Graduate Bulletin

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

Title	Name
Dean	Karen Brown, Ph.D. Karen.brown@uvi.edu
Program Director	
Administrative Specialist	TBD

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

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.
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:

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:

Academic coursework (48 credits)

Graduate Bulletin

600 hour supervised internship (6 credits)

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
PSY630	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

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.

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

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 535	Public Program Development, Project Design and Grantsmanship (Capstone Course)	3
PUA 536	Selected Topics in Public Administration	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 546	Administrative Public Service Internship	3
PUA 548	Ethics in Public Administration	3
PUA 550	Social entrepreneurship in the Public & Non-Profit Sector	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.

CPM Graduate Credits Option (Up to 6 elective Credits)

Matriculated graduate students of the UVI Master of Public Administration program, who have completed/graduated from the UVI Certified Public Manager program, will be granted six elective credits (designated as PUA 536) towards the completion of an MPA degree. MPA students will be required to verify their successful completion of the UVI CPM program and receive approval from the MPA Director, prior to the granting of credits.

Graduate students will be required to register for two PUA 536 courses and pay tuition and fees for the six credits.

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, students 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.

Graduate Certificate in Public Administration (PAC)

Description

The Graduate Certificate in Public Administration (PAC) is a post-baccalaureate certificate designed to provide topical learning of administration at various levels of government (local, state and federal), as well as non-profit and quasi-governmental organizations. This certificate is an ideal steppingstone for completing a Master of Public Administration (MPA) degree.

Admission Criteria

All applicants must meet the following requirements:

- Have an earned baccalaureate degree from an accredited institution
- Have a 2.5 undergraduate GPA on a 4.00 scale and a bachelor's degree from an accredited institution
- Have completed two semesters of Statistics/Quantitative Methods

Applicants who do not satisfy the minimum GPA requirements may be admitted to matriculated status, if they have substantial relevant professional experience and approved by the Dean of the College of Liberal Arts & Social Sciences.

Overview

Students are required to complete a minimum of four 500-600 level graduate courses (a total of 12 credit hours) in Public Administration. The PAC allows students opportunities to take graduate courses that will hone their disciplinary knowledge (i.e., public budgeting, human resource management, leadership, organizational theory and administrative law). All students in the PAC program will be required to take PUA 500 (Introduction to Public Administration).

Course Requirements

All courses must be completed at the University of the Virgins Islands. All students are required to complete the following course (3 credit hours) listed below:

- PUA 500 Introduction to Public Administration 3

Students must complete three courses (9 credit hours) from the courses listed below:

PUA 520	Administrative Theories and Practices	3
PUA 523	Recent Developments in Public Administration	3
PUA 524	Comparative Administration	3
PUA 526	Quantitative Methods for Public Administration	3
PUA 527	Administrative Law	3
PUA 528	Labor/Management Relations	3
PUA 532	Government, Business and Society	3
PUA 533	Human Resource Management in the Public Sector	3
PUA 534	Budget Management	

Graduate Bulletin

PUA 535	Public Program Development, Project Design and Grantsmanship (Capstone Course)	3
PUA 536	Selected Topics in Public Administration	3
PUA 548	Ethics in Public Administration	3
PUA 550	Social entrepreneurship in the Pubic & Non-Profit Sector	3
PUA 552	Public Relations and Communication in Administration	3

Master of Social Work (MSW) Program

Mission

The mission of the Master of Social Work (MSW) program at UVI is to prepare competent social workers who honor and promote the resiliency of individuals, families, groups, communities, institutions and systems in the Virgin Islands, the Caribbean, and its diaspora through ethical, evidence-based practice and advocacy that centers the cultural, historical, political, economic, and environmental experiences, needs, and rights of those served.

Description

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 that can also be applicable from a global perspective. The program is provided through the **Regular**, **Part-time** or the **Advanced Standing (AS)** Tracks.

Mode of Instruction and Delivery

The MSW Program provides a flexible and affordable path to an MSW degree and is offered on the Albert A. Sheen Campus on St. Croix and the Orville E. Kean Campus on St. Thomas. Courses are conducted via video conferencing with face-to-face attendance on either campus. Some class components will only be held in person for simulation hands-on learning.

Equal Access/Opportunity Policy

The program's admissions policies are equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed

groups (EPAS, 2022 p. 25). Consistent with UVI's commitment to providing an educational environment that is accessible to all students, the MSW Program seeks to maintain a heterogeneous student body by enrolling students who represent diverse backgrounds and cultural perspectives.

MSW Admission Criteria

In addition to meeting the general UVI admission requirements, applicants seeking admission to the Regular, Part-time or the Advanced Standing Program Tracks 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 the Council on Social Work Education's (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.
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.

Additional Requirements for Advanced Standing (AS) Applicants

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

Advanced Standing Applicants must have earned a degree (obtained within the last eight years) from a baccalaureate social work program accredited by CSWE and complete the *Advanced Standing Application Form*. Applicants should consult with their BSW program in completing the form and/or the MSW Program Director, if they have questions.

Applicants who have received their BSW degree more than eight years ago will not be eligible for advanced standing.

Applicants who have received their BSW degree from a non-CSWE accredited program must complete the *Course Waiver Form*. This form is completed to ensure they do not repeat course content and material they have already completed.

Applicants who received degrees from outside the United States should contact the MSW Program to determine eligibility. The applicant must:

- i. Have earned a degree recognized through CSWE's International Social Work Degree Recognition and Evaluation Service (ISWDRES),
- ii. or hold a degree from a program that is covered under a memorandum of understanding with international social work accreditors.
- iii. Advanced Standing ONLY-applicants cannot have earned less than a B grade in social work courses.

International Applicants should contact the Office of Admissions and Enrollment at UVI to ensure they meet eligibility criteria for admission.

Language Eligibility Requirements for International Applicants:

a. If English is not: 1) the applicant's native language, 2) language of instruction in their baccalaureate degree or 3) requested by the MSW Admissions Review Committee, the Test of English as a Foreign Language (TOEFL) will be required for admission consideration.

b. International applicants who must present TOEFL scores must earn a minimum of 460 on the paper TOEFL, or 140 on the computerized TOEFL (CBT), or 48 on the TOEFL Internet- Based Test (IBT). Applicants receiving scores lower than these should consider taking an English as a Second Language course before applying to the university. TOEFL registration and test taking information can be found online at www.ets.org/toefl.

c. International students should also check with the Office of Admissions for any additional documents that may be required.

Overview of Courses

The Master of Social Work program requires a total of 61 credit hours. The nine social work competencies presented in the EPAS identify the knowledge, values, skills, and cognitive and affective processes that are subsequently demonstrated in students' observable behaviors and critical thinking at the micro, mezzo, and macro levels of practice. 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

The specialized practice builds on the generalist practice by integrating the nine social work competencies to demonstrate efficiency in the engagement, assessment, intervention, and evaluation process across client populations, problems areas, and methods of intervention (EPAS, 2022 p. 18.)

		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

Graduate Bulletin

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 competency-based Educational Policies and Accreditation Standards (EPAS) framework comprising nine competencies. The EPAS is accompanied by a set of behaviors for each competency and describes five elements of an integrated program design (EPAS, 2022, p. 6.) that includes the following:

1. Program mission (EPAS 1.0)
2. Anti-racism, diversity, equity, and inclusion (EPAS 2.0)
3. Explicit curriculum (EPAS 3.0)
4. Implicit curriculum (EPAS 4.0)
5. Assessment (EPAS 5.0).

The Nine Required Social Work Competencies are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice.

Competency 1 – Demonstrate Ethical and Professional Behavior

Competency 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3 – Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Competency 4 – Engage In Practice-informed Research and Research-informed Practice

Graduate Bulletin

Competency 5 – Engage in Policy Practice

Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Graduation Requirements

A grade of C is the lowest grade counted toward graduation. Matriculated students are allowed a maximum of two C grades. No course may be taken more than twice. * Passing all 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

Description

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

Graduate Bulletin

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	3
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

Master of Marine and Environmental Science

Description

The Master of Science (MS) degree program in Marine and Environmental Science provides 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 MMES Program are prepared for a wide array of careers in academic, government, non-profit, and private sectors.

Admission Criteria

In addition to meeting the general admission requirements, it is highly recommended that applicants 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, geographic information system (GIS) or quantitative research methods.
3. Additional coursework in economics and social sciences, as well as upper-level biology, chemistry, or physics.

Overview

Graduate Bulletin

Students complete 36-54 graduate credit hours to earn the Master of Science (MS) degree in Marine and Environmental Science (MES). The required credit hours are divided as follows:

- Core courses, (20 credits)
- Elective courses (6-27 credits)
- Thesis (7-28 credits)

Core Courses

Credits

Fall Year 1

MES 501	Physical and Ecological Processes along a Land-Sea Gradient I	3
MES 503	Research Methodologies and Tools I	3
MES 505	Natural Resource Management I	3
MES 507	Professional Development I	1

Spring Year 1

Credits

MES 502	Physical and Ecological Processes along a Land-Sea Gradient II	3
MES 504	Research Methodologies and Tools II	3
MES 506	Natural Resource Management II	3
MES 508	Professional Development II	1

During the Spring semester, students work as a team on a capstone project to address a locally relevant environmental issue from the perspective of ecology and natural resource management. The project's theme guides all core courses in the Spring.

Core courses are usually held on Mondays and Wednesdays. Students should expect to be on campus and in class or the field from 9am to 5pm every Monday and Wednesday during the Fall and Spring semester of their first year.

Elective Courses

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

Graduate Bulletin

MES 559	Environmental Science and Human Health	3
MES 565	Selected Topics in Marine and Environmental Science	variable credits
MES 567	Pedagogy and Mentoring	1
MES 570	Evolution	3
MES 595	Independent Study	1-4
MES 596	Internship	1-4

Additional courses, including courses in zoology and in natural resource management, are currently being developed. Electives may be chosen beyond MES courses with approval by the Director of MMES Programs.

Most elective courses are offered on a two-year rotational schedule or less often (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 for that topic. In such a case, students should contact their thesis advisor and the MMES Director.

Thesis (MES 600)

With guidance from their faculty committee, students seeking the MS degree develop a written proposal and thesis based on an independent research project culminating with an oral thesis defense to the student's committee and a presentation in a public seminar. During the thesis project development and reporting, an MS student develops skills in technical and logistical problem-solving, teamwork, communication, and decision-making characteristic of academic, government, and private research labs. Examples of MS thesis projects are provided on the website for MMES Programs.

The MS student begins planning their thesis, under the guidance of their thesis advisor's, during the first semester of enrollment. The student will be guided in conducting a literature review and designing a thesis proposal in the Professional Development I and II core courses. In their second semester each MS student assembles a Thesis Committee who guides completion of their project proposal describing the literature, methods, and timeline for approval by the MMES Director. Research will normally be conducted during the second year of enrollment, but other arrangements are possible with the approval of the student's committee and the MMES Director.

The student's research will be reported in a thesis, defense to their committee, and public presentation in the student's final semester. The thesis format and content must closely follow the guidelines described in the MMES Handbook. Arrangements for the final presentation and thesis submittal must be made in

Graduate Bulletin

compliance with the MMES schedule for thesis and professional experience presentations and submissions posted during the first week of each semester.

Students may only enroll in the thesis course (MES 600) after their thesis proposal has been approved by their thesis committee. Students must enroll in at least one credit of MES 600 each semester they work on their thesis with their advisor.

Definition of “adequate progress” within the program

To make “adequate progress” within MMES program a student must 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 at least one (1) thesis credit each semester until they graduate.
4. Provide their academic advisor and the MMES Program Director with a written annual update of progress, beginning in April of the second year, and annually by the end of April thereafter. The student's academic advisor and MMES Program Director will evaluate the student's update of progress every year; if they agree that the student is making adequate progress towards the degree, the student will be allowed to remain in the program for one additional year, until the maximum five-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

Graduate Bulletin

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

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

Graduate Bulletin

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;

Graduate Bulletin

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 840. Creative Thinking, Collaboration and Organizational Change. (OLC Track Course 1). This course introduces Creativity and Organizational Change and its many interdisciplinary fields. Students learn critical and creative approaches to working in organizations. The course further explores the relationships between creative thinking, collaboration, and organizational change. Some of the major themes to be explored are the role of chaos in organizations, systems thinking, creative thinking as a dynamic of collaboration, the potential and influence of informal leadership on organizational change, and the distinctions between working groups and real, high-performing teams. The evolution of creativity, the nature of change, and how change agents can effectively manage and implement change in organizations will be explored. Utilizing Lewin's Three-Stage Model of Change and Schein's planned change theory, the course presents theoretical and historical foundations of the field and explains the practical interventions involved in the change process. The course further focuses on team building, ethical decision-making, enhanced communication skills, critical thinking, and people skills. 3 credits

CLIC 841. Organizational History, Theories, and Development: Applications to Creativity and Innovation. (OLC Track Course 2). This course provides a review of theoretical understandings of organizations and their development. It explores organizational concepts and theories to enable students to discover effective methods for creating organizational change. This course provides a thorough overview of the field of organizational research. Using organizational concepts and theories, students will trace the development, rationale, and purpose of organizations in society. A critical lens will be used to assess how creativity, innovation, and organizational change can best

serve as the bedrock for productivity. The course will critically investigate the impact organizations have on our lives and the structure of our society. Concepts and theories such as isomorphism, institutionalism, bureaucracy, culture, control theory, stratification systems, and population ecology, will further be explored. Students will investigate the complex relationship between workers and employers, managers and organizational decision-making, organizations and their environment, and the changing nature of the world we live in. Students will be able to utilize an organizational theory as their theoretical framework. 3 credits

CLIC 842. Theories and Processes of Leadership: Leadership by Design: Innovation Process and Culture. (OLC Track Course 3). The course examines leadership theories, methods, and practices that influence leadership. It further provides a review of the many theories and leadership development concepts. Students will gain an understanding of leadership, leadership theories, and leadership development. The course will also focus on the knowledge and skills necessary to practice effective creativity and innovation by leaders within organizations. Students will examine leadership theories and their research application. The course provides insights on how to utilize leadership theories as a theoretical framework and foundation for research in leadership studies. Students are encouraged in this course to be grounded in leadership theories to use them as a foundation for research or to critically evaluate empirical research studies. Methods and practices that influence leadership and organizations will be explored based on the theory. Emphasis on leadership and organizational performance outcomes and how implementations impact emerging global markets will be presented. 3 credits

CLIC 843. Innovation, Sustainability and Change (OLC Track Course 4). Innovation, Sustainability and Change. Students will survey innovative strategies in Organizations about workforce development training and management. The course addresses innovation, sustainability, and change from the following perspectives: sustainable business models, inclusive business for poverty alleviation, and various forms of entrepreneurship for sustainability ventures. In the course, students will investigate global environmental and social sustainability problems and their potential solutions. Global sustainability challenges such as climate change, depletion of natural resources, and poverty are treated as starting points for innovation of new forms of economic activity, business models, and organizational forms. The

Graduate Bulletin

evolution of creativity, the nature of change, and how change agents can effectively manage and implement change in organizations will be explored. Through lectures, exercises, team projects, and practitioner's colloquiums, students will gain an understanding of wicked societal problems related to sustainability: what they are, how they can be approached, and why it is important to tackle them. More importantly, the course aims at exploring alternative paths for creative and innovative responses to sustainability challenges. The emphasis will be on entrepreneurial solutions within the business sector, but emphasis will be placed on collaboration with other actors such as non-governmental organizations and the public in the pursuit of systemic solutions. The course uses a variety of interactive working methods, which encourage the students to explore and reflect upon their thinking patterns through happiness and sustainability diaries and collaboratively develop new ideas. 3 credits

CLIC 844 - Global & Intercultural Aspects of Leadership and Diversity (OLC Track Course 5). This advanced research course will take a comparative approach to organizational and creative leadership, including an examination of developing and emerging global cultures. Content focuses on how different cultures interpret and impact organizational structure, policy, and effectiveness. This course examines Global Organizational Research and Development. It also provides the student with a study of various international organizational structures, along with a comparison of emerging influential cultures which impact international markets, and global performance. It also raises student awareness of cultural issues in organizations, including, issues of varying race, race relations, sexual orientation, ethnicity and culture, gender, physical disability, ageism, and other discrimination factors which may impact the employee's productivity or performance. Attention will be paid to cultural barriers and to the impact of the worker's worldview on organizational relationships. Adaptation, acculturation, and assimilation will be examined. Each cultural issue is evaluated in terms of its application to the workplace. An Action Research project will be conducted to examine the cultural contexts and constructs discussed in the course. 3 Credits

CLIC 845 - Organizational Policy Analysis and Change (OLC Track Course 6). This course will assist students in understanding how to perform a policy analysis and utilize it to improve organizational effectiveness. Students will: understand how organizations and communities design and sustain effective change strategies; apply theories of learning and performance, knowledge management, and strategic change; and learn how to analyze societal

Graduate Bulletin

policies that affect organizations. This course examines the major components of organization development: the evolution of organization development, the nature of change, and how change agents can effectively manage and implement change in organizations. This course will emphasize the human relations role in the change process and the human relations professional as a change agent. This course is also recommended for students interested in consulting, management, or other roles that involve change and development in the workplace, especially Creativity and Innovation. 3 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

Graduate Bulletin

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 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

MASTER OF BUSINESS ADMINISTRATION (MBA)

MGT 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

DSC 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

Graduate Bulletin

field of managerial economics. Prerequisite: DSC 325 or MAT 235 or SSC 327-328. 3 credits

FIN 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

ACC 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

MKT 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

IST 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

DSC 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

MGT 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 48 and the opportunities in small business. Case studies are emphasized. Prerequisites: ACC 201, ECO 221 and 222. 3 credits

MGT 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

MGT 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

MGT 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

MGT 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

MGT 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

MGT 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.

Graduate Bulletin

Prerequisites: BUS 520, 521, 522, 523, 524 and 527. (BUS 521 and 523 may be taken concurrently). 3 credits

MKT 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

DSC 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

EXECUTIVE MBA

EMBA 520 – ORGANIZATIONAL BEHAVIOR AND DEVELOPMENT. This course deals with human behavior in a variety of organizations. Conceptual frameworks, case discussions, and skill-oriented activities are applied to each topic. Topics include communications, motivation, group dynamics, leadership, and power, the influence of technology, and organizational design and development. Class sessions and assignments are intended to help participants acquire the skills that managers need to improve organizational relationships and performance. 3 credits

EMBA 521 – MANAGERIAL MARKETING AND ECONOMICS. This course examines market behavior and focuses on the actions of real consumers. The module analyses how market behavior impacts on production, competition, monopolies, and oligopolies. 3 credits

EMBA 522 – FINANCE AND INVESTMENTS FOR DECISION-MAKING. This course examines financing and investment decisions, and their interrelations

Graduate Bulletin

in detail. The overall goal is to obtain a comprehensive and in-depth perspective of the area of Financial Management. Special emphasis is given to integration of the concepts of financial management into a total systems approach to business decision-making. Major topics include financial analysis and planning, valuation; capital budgeting, capital structure, dividend policy, working capital management, mergers and acquisition, hybrid financing, bankruptcy, multinational financial management, and risk management.

3 credits

EMBA 523 – ACCOUNTING AND FINANCE: THEORY AND APPLICATIONS. This course provides an overview of the main concepts and issues of the modern financial systems including financial markets and financial institutions. It establishes the underlying principles to account for business/financial transactions in numeric sense to include theoretical grounds for such concepts as time value of money, bond and stock valuation, net present value and investments valuation will be discussed along with the emphasis on practical skills of problem-solving by students.

3 credits

EMBA 525 -BUSINESS INTELLIGENCE AND DATA ANALYTICS. This course introduces the essentials of Information Technology and Management Information Systems (IT/MIS) for executive learners. It explores the effects of IT/MIS on modern organizations, and how it can help them reach a competitive position in a rapidly changing environment. 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.

3 Credits

EMBA 526 – LOGISTICS AND SUPPLY CHAIN MANAGEMENT. In this course, students will learn the key components of supply chains and the tools and techniques for effective and efficient management of supply chain relationships. Key topics include global sourcing, strategic transportation decisions, warehouse management and systems, inventory management and control and distribution. Students will be exposed to the systems used to effectively acquire, manage, and control these processes. All of this will be learned through the lenses of managing risk, with an emphasis on environmental, economic, and social disruptions.

3 credits

EMBA 527 – OPERATIONS AND PROJECT MANAGEMENT FUNDAMENTALS. This course presents the core principles of project management and business operations. It will provide an in-depth appreciation of project management theories and practices, and their importance to contemporary businesses. It will explore strategies for operating and optimizing the production of products in different varieties and volumes with

Graduate Bulletin

limited resources and in competitive environments. Formal project management methods will be introduced reflecting the growing use of continuous improvement through project management and operation management. 3 credits

EMBA 531 – LEADERSHIP AND ETHICS. This course provides opportunities for students to identify and refine their leadership styles and formulate strategies to resolve conflicts among different styles. It will also cover the ethical issues implicit in leading small and large groups, role theory, communication techniques, and aspects of decision-making, group maintenance and development as ongoing functions of group dynamics. 3 credits

EMBA 534 – GLOBAL BUSINESS: INNOVATION AND RISK MANAGEMENT. This course is designed for students who believe they will one day be involved in a creative, entrepreneurial (corporate) venture, and would like to understand how they can draw from their own creative skills. It is also appropriate for students who may someday work within an innovative company, such as one in the arts (record label, movie studio), sciences (biotech, clean energy) or Internet (consumer, enterprise). Business “innovation” and “creativity” are terms used frequently in today’s business world to describe companies or projects that go beyond conventional thinking. This course aims to capture the challenge and excitement of these companies and provide students with an opportunity to understand the practice of innovation. 3 credits.

EMBA 600 – CAPSTONE PROJECT. Under the supervision of his/her academic adviser or full-time faculty, the program participant completes an integrated business project (IBP) in an area of interest, which may include domestic or international business applicable to Caribbean or United States. The proposal for IBP should be submitted to the supervising Executive MBA Core Faculty. The research work may also include theoretical and practical aspects, conclusions, and recommendations. 3 credits.

MASTER OF ACCOUNTING

ACC 501 – Advanced Accounting Information Systems

This course helps students understand how computerized and manual accounting systems work in organizations, and how systems are set up to make accurate, complete, and valid information available to prepare financial statements. It focuses on analyzing, designing, implementing, evaluating, and auditing Accounting Information Systems. describe the information system’s

internal control procedures, as required by external accounting regulators 3 credits

ACC 520 – Business Environment and Concepts

This course provides a foundation for students to sit for the Business Environment and Concepts section of the Uniform CPA Examination. Coursework focuses on business structure; economic concepts essential to understanding an entity's operation, business, and industry; financial management and capital budgeting concepts. Students become familiar with underlying business reasons for, and accounting implications of, transactions. 1 credit

ACC 521 – Regulation CPA Preparation

This course lays the foundation for students to pass the regulation section of the CPA exam. Topics include federal taxation, ethics, professional and legal responsibilities, and business law, as well as skills needed to apply that knowledge. 2 credits

ACC 522 – Financial Accounting and Reporting CPA Preparation

This course provides a foundation for students to sit for the Financial Accounting and Reporting section of the Uniform CPA Examination. Coursework focuses on the Generally Accepted Accounting Principles that underly financial statement preparation and reporting in all aspects to the various users. 2 credits

ACC 523 – Accounting for Planning and Control

This course examines 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

ACC 524 Auditing CPA Preparation

This course provides a foundation for students to sit for the Auditing section of the Uniform CPA Examination. Coursework focuses on the Generally Accepted Auditing Standards that underly the practice of auditing and issuance of audit opinions, reports and other assurance services 1 credit

ACC 542 – Audit and Tax Practice Administration

This course introduces the student to the business and management of aspects of an audit and tax practice. **Prerequisites: ACC 442 and ACC 315** 3 credits

ACC 543 – Advanced Audit and Assurance Services

This course is a continuation of ACC 442 and focuses on the auditing of the different transaction cycles and accounts of a business; AICPA attestation standards and engagements; AICPA compilation and review standards and engagements; IFAC Code of Ethics for Professional Accountants; IAASB International Standards on Auditing. 3 credits

ACC 544 – Entity Taxation

This is a study and application of federal tax provisions and administrative rules as they relate specifically to C corporations and pass-through entities like partnerships and S corporations. 3 credits

ACC 545 – Accounting Ethics and Regulatory Issues

This course examines core values such as ethical reasoning; integrity; objectivity and independence; and processes for ethical decision-making. Current state, national and international regulatory developments are addressed. Case studies and analyses focus on concepts of professional responsibility and values, legal requirements and codes of professional conduct related to the accounting profession. Prerequisite: none 3 credits

ACC 550 – Financial Reporting and Analysis

This course provides a foundation for access to information about financial statement reporting and analysis. It is relevant to practice areas such as analysis of credit, equity investment, industry and competitor evaluations, analysis of mergers and acquisitions and the firm's strategy in communicating information to capital markets. 3 credits

BUS 551- Business Law

This course focuses on business organizations, agency, general partnerships, limited partnerships, corporations, limited liability companies, securities regulations, bankruptcy, surety ship, bailments, real property, wills and trusts, accounting liability. 3 credits

FIN 522 – Financial Administration

This course allows students to use the tools and techniques of financial analyses to gain insights that promote better decisions in an organization. It focuses on the analytical and conceptual financial skills essential for competent line managers including communicating financial information to staff without a finance background. Specific topic areas are variance analysis, activity-based costing, historical financial analysis, financial forecasting, project valuation, and company valuation. Emphasis is on the application through case studies, and financial model building and analysis. 3 credits

MGT 537 – Management Policy and Strategy Capstone

Graduate Bulletin

Examination of overall business strategy formulation from the perspective of top management. Principally, using 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

EDUCATION (EDU)

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

EDC 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

Graduate Bulletin

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 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

EDC 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: EDC 506. 3 credits

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

Graduate Bulletin

EDC 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: EDC 506, 542. 3 credits

EDC 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: EDC 506. 3 credits

EDC545. 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: EDC 506. 3 credits

EDC 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

Graduate Bulletin

program. Attention is given to interpersonal and group dynamics in the school, communication, conflict management and resolution, in-service education, and general evaluation and improvement of staff. 3 credits

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

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

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

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

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

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

Graduate Bulletin

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

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

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

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

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

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

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

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

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

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

Graduate Bulletin

EDC 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 an 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

Graduate Bulletin

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

EDC 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

EDC 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.

Graduate Bulletin

Prerequisites: 15 graduate credits, including EDU 500, 501 and two courses in the concentration area. 6 credits

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

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

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

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

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

methodology and quantitative statistical procedures will be discussed.

3 credits

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

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

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

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: 3 credits

EDU 608A. PRACTICUM IN PSYCHOEDUCATIONALASSESSMENT FOR INTERVENTION III. Students will receive supervised experience in psychoeducational assessment, interpretation, and report writing with young

Graduate Bulletin

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

Graduate Bulletin

Psychological and Educational Foundations, Assessment, and Application/
Intervention. 4 credits

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

EDU 615. INTERNSHIP IN SCHOOL PSYCHOLOGY II. This is the second part of a one-year, 1,200 hour, two-semester school psychology internship sequence. This second course requires a minimum of 600 clock hours of field experience supervised by a credentialed school psychologist or (for non school 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

Graduate Bulletin

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 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 introduces 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.

Graduate Bulletin

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 Course Descriptions 56 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. The 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. The course includes all topics of the undergraduate course BIO 370; additional requirements include oral presentations of material from 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. The 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. The 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. The course includes all topics of the undergraduate course BIO 370; additional requirements include, but are not limited to, a more intensive consideration of the application of evolutionary theory to conservation biology, marine and environmental science. Three 50-minute lectures per week. Prerequisites: BIO 245 or equivalent and graduate standing. (F-O). 3 credits

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

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

Graduate Bulletin

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 preregister 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

Graduate Bulletin

Descriptions 58 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

Graduate Bulletin

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 (PYS)

PSY 503. CLASSIC AND CONTEMPORARY APPROACHES TO PERSONALITY. This course provides an overview of the major classic and current theoretical approaches to personality. Students will develop the skills and applications needed to interpret and integrate theory with contemporary research from within a framework sensitive to and respectful of multicultural

Graduate Bulletin

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 non-normative 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

Graduate Bulletin

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

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

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

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

PSY 635. PSYCHOLOGICAL TESTING. This course provides a comprehensive overview of research considerations and psychological testing, including cognitive testing, observational, social-emotional, and projective techniques and the interpretation of individual differences. Clinical and behavioral applications in the field of psychological assessment,

Graduate Bulletin

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 micro skills 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

Graduate Bulletin

being integrated into a dynamic process model for understanding family interactions and relationships. This course includes a clinical component. Prerequisites: PSY 540 and PSY 534. 3 credits

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

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

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

PSY 697-698. THESIS IN PSYCHOLOGY. A comprehensive written research project in the field of the student's concentration, planned and executed under the guidance of a thesis committee, and subject to approval. Before credit is granted, the student must successfully orally defend the thesis before a review committee. The thesis will normally be completed in a 12-month period, but must be completed within 24 months for course credit.

Graduate Bulletin

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+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

Graduate Bulletin

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

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

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

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

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

PUA 533. HUMAN RESOURCES MANAGEMENT IN THE PUBLIC SECTOR. This course is an overview of the theories, techniques, and practices of human resources management within the context of the public sector. This course will examine the legal, political, economic and social context of human resources management and the role and responsibilities of the human resources managers. Topics include recruitment, selection, training and development, labor relations, diversity management, equal employment opportunity, performance appraisal, merit systems, pay-for-

Graduate Bulletin

performance, employee benefits, and employee rights and discipline. (Also Listed as BUS 533) 3 credits

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

PUA 535. PUBLIC PROGRAM DEVELOPMENT, PROJECT DESIGN AND GRANTSMANSHIP (Capstone Course). The capstone experience of this course serves as a documentation of students' personal mastery of professional competencies. This format is designed to integrate the knowledge gained in the classroom with practical, "hands-on", and field experience. This course will offer opportunities for applying theories, methods and techniques to the development of public or non-profit programs and designing of projects within the framework of grantsmanship and effectiveness-based standards. The students' projects or program proposals will address community issues and problems. Pre-requisite: PUA 500 & 520; Co-requisite: PUA 521 and PUA 534 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 combat sophisticated criminal activities. Criminal intelligence analysis is the study of criminals, crime suspects, incidents, issues and

Graduate Bulletin

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 quasigovernmental 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 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. Students 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 sectors. 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

Master of Social Work (MSW)

SWK 510 - Social Work as a Profession

This course introduces students to the profession of social work and the methods of social work practice. Students will explore the historical developments that shaped the profession and techniques of generalist practice. The course introduces theories that provide the basis for social work

interventions and values and ethics that undergird professional social work practice

Regular Track Program Corequisites: Lifespan Development and the Social Environment (3); Research and Social Problems (3); Practice with Individuals, Families and Small Groups (3); Foundation Practicum in Caribbean Settings I (4)

Part Time Track Program Corequisite: Lifespan Development and the Social Environment (3) 3 credits

WK 511 - Lifespan Development and the Social Environment

This course examines the major social science theories that inform the social work profession's understanding of human behavior from a social systems perspective. Development across the life span is conceptualized as the interplay between nature and nurture where biological and psychosocial risk influence individual resiliency and environmental competence.

Regular Track Program Corequisites: Social Work as a Profession (3); Research and Social Problems (3); Practice with Individuals, Families and Small Groups (3); Foundation Practicum in Caribbean Settings I (4)

Part Time Track Program Corequisite: Social Work as a Profession (3). 3 credits

SWK 512 - Research and Social Problems

This course is designed to help students develop into effective practitioners/researchers. The course includes content on ethical standards of scientific inquiry, research design for qualitative and quantitative research, analyses and reporting, practice evaluation, and the utilization of research. Students will critically review research reports on Caribbean social problems in the media and professional journals.

Regular Track Program Corequisites: Social Work as a Profession (3); Lifespan Development in the Social Environment (3); Practice with Individuals, Families and Small Groups (3); Foundation Practicum in Caribbean Settings I (4)

Part Time Track Program Corequisites: Practice with Individuals, Families and Small Groups (3); Foundation Practicum in Caribbean Settings I (4). 3 credits

SWK 513 - Practice with Individuals, Families and Small Groups

This practice course will introduce the development and application of empowerment and strengths-based interventions for the purpose of creating alternative African-centered healing models for practice with Caribbean families. The course will combine a historical overview of Caribbean families with an emphasis on the obstacles they encounter as threats to healthy development and family functioning. Special attention is devoted to

unravelling the effects of African cultural legacies, slavery, and institutional racism on Caribbean family life.

Regular Track Program Corequisites: Social Work as a Profession (3); Research and Social Problems (3); Lifespan Development in the Social Environment (3); Foundation Practicum in Caribbean Settings I (4)

Part Time Track Program Corequisites: Research and Social Problems (3); Foundation Practicum in Caribbean Settings I (3). 3 credits

SWK 514 - Foundation Practicum in Caribbean Settings I

Students are assigned to an approved social service agency 15 hours per week (150 total hours) under the supervision of an experienced social work professional. Field placements provide students the opportunity to integrate social work theory within an ethical framework and apply skills within an agency setting and Caribbean community context. The field setting will enable students to develop a greater respect for diversity and practice with populations at risk, to utilize critical thinking and problem solving, and to develop comfort in the professional role.

Co-requisites: Social Work as a Profession (3); Practice with Individuals, Families, and Small

Groups (3); Life Span Development and the Social Environment (3); Research and Social Problems (3). 3 credits

Year 1: Spring Semester (15 Credits)

SWK 521 -Trauma-Informed Social Work Practice

This course presents a working knowledge of different theoretical approaches to trauma and traumatic impact and examine clinical strategies for intervening with traumatized children, adolescents and adults. Multiple types of trauma will be considered ranging from single- incident events to chronic, complex, and developmental trauma. Diagnostic issues, current controversies in the trauma field, and emerging areas of practice with traumatized children, adolescents and adults will be discussed. Special attention will be given to the Caribbean experience.

Regular Track Program Corequisites: Organizations, Neighborhoods, and Communities (3); Social Welfare Policy (3); Agency and Community Development Practice (3); Foundation Practicum in Caribbean Settings II (4)

Part Time Track Program Corequisites: Agency and Community Development Practice (3); Foundation Practicum in Caribbean Settings II (4)

Part Time Track Program Prerequisite: Practice with Individuals, Families and Small Groups (3). 3 credits

SWK 522 - Organizations, Neighborhoods and Communities

This course emphasizes several aspects of macro practice within an ecological perspective. Students learn how to assess characteristics, dynamics, strengths, and problems of human service and community-based organizations, service delivery systems, and communities specific to the Caribbean. An ecological systems framework together with a developmental approach is used to provide an interactional understanding of human behavior.

Regular Track Program Prerequisites: Social Work as a Profession (3); Lifespan Development and the Social Environment (3);

Research and Social Problems (3); Practice with Individuals, Families and Small Groups (3); Foundation Practicum in Caribbean Settings I (3)

Part Time Track Program Prerequisites: Social Work as a Profession (3); Lifespan Development and the Social Environment (3)

Regular Track Program Corequisites: Trauma-informed Social Work Practice (3); Social Welfare Policy (3), Agency and Community Development Practice (3); Foundation Practicum in Caribbean Settings II (3)

Part Time Track Program Corequisite: Social Welfare Policy (3). 3 credits

SWK 523 - Social Welfare Policy

This course explores the historical development of social welfare policies in the United States and the Virgin Islands. It examines the impact of the implementation of federal policies, the inequalities in dealing with territorial dependencies in relationship to funding and local efforts to comply with federal mandates. It analyzes groups' struggles for empowerment directing community action toward social injustices. Students become familiar with political strategies, organizational tools and social work values effectuating social change.

Regular Track Program Corequisites: Organizations, Neighborhoods, and Communities (3); Trauma-Informed Social Work Practice (3); Agency and Community Development Practice (3); Foundation Practicum in Caribbean Settings II (4)

Part Time Track Program Corequisite: Organizations, Neighborhoods, and Communities (3)

Part Time Track Program Prerequisites: Social Work as a Profession (3); Lifespan Development and the Social Environment (3). 3 credits

SWK 524 - Agency and Community Development

This course builds on the generalist practice framework. Social work practice with Caribbean communities and organizations is the major focus. Community organizing and social planning provide the frame of reference for skills development.

Regular Track Program Prerequisites: Social Work as a Profession (3), Lifespan Development and the Social Environment (3), Research and Social Problems (3), Practice with Individuals, Families and Small Groups (3), Foundation Practicum in Caribbean Settings I (3)

Part Time Track Program Prerequisites: Social Work as a Profession (3), Lifespan Development and the Social Environment (3), Social Welfare Policy (3), Research and Social Problems (3), Practice with Individuals, Families and Small Groups (3), Organizations, Neighborhoods and Communities (3), Foundation Practicum in Caribbean Settings I (3)

Regular Track Program Corequisites: Trauma-informed Social Work Practice (3), Social Welfare Policy (3), Organizations, Neighborhoods and Communities (3), Foundation Practicum in Caribbean Settings II (3)

Part Time Track Program Corequisites: Trauma-informed Social Work Practice (3), Foundation Practicum in Caribbean Settings II (3).
3 credits

SWK 525 - Foundation Practicum in Caribbean Settings II

Students are assigned to an approved social service agency 15 hours per week (150 total hours) under the supervision of an experienced social work professional. Field placements provide students the opportunity to integrate social work theory within an ethical framework and apply skills within an agency setting and Caribbean community context. The field setting will enable students to develop a greater respect for diversity and practice with populations at risk, to utilize critical thinking and problem solving, and to develop comfort in the professional role.

Regular Track Program Prerequisites: Social Work as a Profession (3), Lifespan Development and the Social Environment (3), Research and Social Problems (3), Practice with Individuals, Families and Small Groups (3), Foundation Practicum in Caribbean Settings I (3)

Part Time Track Program Prerequisites: Social Work as a Profession (3), Lifespan Development and the Social Environment (3), Social Welfare Policy (3), Research and Social Problems (3), Practice with Individuals, Families and Small Groups (3), Organizations, Neighborhoods and Communities (3), Foundation Practicum in Caribbean Settings I (3)

Regular Track Program Corequisites: Trauma-informed Social Work Practice (3), Social Welfare Policy (3), Organizations, Neighborhoods and Communities (3), Agency and Community Development (3)

Part Time Track Program Corequisites: Trauma-informed Social Work Practice (3), Agency and Community Development (3).
3 credits

Year 2: Fall Semester (17 Credits)

SWK 531 - Specialized Practice I: Child Neglect and Abuse

This course presents an examination from historical and contemporary perspectives the medical, legal, psychosocial, and cultural aspects of child maltreatment. A variety of theoretical frameworks will be explored as they guide an understanding of the societal, familial and community dynamics that engender child neglect, physical, sexual, and emotional abuse. This course is an advanced practice course focusing on interventions with and treatment of complex family systems where the effects of child maltreatment are the presenting problems and stresses the importance of accurate identification and assessment. Specific attention will be paid to the development of child abuse and neglect legislation in the territory and its impact on Virgin Islands society. The course will also examine the cultural strengths and community assets that prevent child maltreatment and promote healthy psychosocial development of children and families. This is a required course for the Children, Youth and Families specialization.

Pre-requisites: Social Work as a Profession (3), Lifespan Development in the Social Environment (3), Practice with Individuals, Families and Small Groups (3), Research and Social Problems (3), Foundation Practicum in Caribbean Settings I (4), Trauma-Informed Social Work Practice (3), Organizations, Neighborhoods, and Communities (3), Social Welfare Policy (3), Agency and Community Development Practice (3), Foundation Practicum in Caribbean Settings II (4)

Regular Track Program Corequisites: Psychopathology and Clinical Interventions (3), Elective (3), Organizational Policy and Leadership in Human Service Programs (3), Advanced Social Work Practicum in Caribbean Settings I (5)

Part Time Track Program Corequisites: Psychopathology and Clinical Interventions (3) Advanced Social Work Practicum in Caribbean Settings I (5).
3 credits

SWK 532 - Organizational Policy and Leadership in Human Service Programs

This course will focus on the purpose, development, policies and functions of human service organizations within the Caribbean context. Emphasis will be placed on organizational history, theoretical frameworks for human services management, budgeting and fiscal management, cultural competence, and leadership skills.

Pre-requisites: Social Work as a Profession (3), Lifespan Development in the Social Environment (3), Practice with Individuals, Families and Small Groups (3), Research and Social Problems (3), Foundation Practicum in Caribbean Settings I (4), Trauma-Informed Social Work Practice (3), Organizations,

Neighborhoods, and Communities (3), Social Welfare Policy (3), Agency and Community Development Practice (3), Foundation Practicum in Caribbean Settings II (4)

Regular Track Program Corequisites: Psychopathology and Clinical Interventions (3), Elective (3), Specialized Practice I: Child Neglect and Abuse (3), Advanced Social Work Practicum in Caribbean Settings I (5)

Part Time Track Program Corequisite: Elective (3) Advanced Social Work Practicum in Caribbean Settings II (5). 3 credits

SWK 533 - Psychopathology and Clinical Interventions

This course prepares social work students to recognize major mental health concerns across the lifespan. The course includes an introduction to the Diagnostic and Statistical Manual of Mental disorders (DSM) as the organizing framework for reviewing major mental disorders and critique of the current “medical model” approach to the mental health. The course considers mental health issues from a generalist perspective including the role of the social environment, culture and stigma in mental health services, access and policy.

Pre-requisites: Social Work as a Profession (3), Lifespan Development in the Social Environment (3), Practice with Individuals, Families and Small Groups (3), Research and Social Problems (3), Foundation Practicum in Caribbean Settings I (4), Trauma-Informed Social Work Practice (3), Organizations, Neighborhoods, and Communities (3), Social Welfare Policy (3), Agency and Community Development Practice (3), Foundation Practicum in Caribbean Settings II (4)

Regular Track Program Corequisites: Specialized Practice I: Child Neglect and Abuse (3), Elective (3), Organizational Policy and Leadership in Human Service Programs (3), Advanced Social Work Practicum in Caribbean Settings I (5)

Part Time Track Program Corequisites: Specialized Practice I: Child Neglect and Abuse (3) Advanced Social Work Practicum in Caribbean Settings I (5). 3 credits

SWK 534 – Elective (Topics vary-Maternal Child Health, Aging in Changing World, Chemical Dependency). 3 credits

SWK 535 - Advanced Social Work Practicum in Caribbean Settings I (5 cr.)

The Advanced Social Work Field Practicum is intended to help students develop expanded knowledge, values, and skills in Children, Youth, and

Families. Students are assigned to an approved social service agency under the supervision of an experienced professional for three full days per week per semester (300 total hours). The focus of the concentration practica is to enable students to integrate the advanced level of knowledge and skills learned in concentration practice methods courses into their field internship experiences.

Pre-requisites: Social Work as a Profession (3), Lifespan Development in the Social Environment (3), Practice with Individuals, Families and Small Groups (3), Research and Social Problems (3), Foundation Practicum in Caribbean Settings I (4), Trauma-Informed Social Work Practice (3), Organizations, Neighborhoods, and Communities (3), Social Welfare Policy (3), Agency and Community Development Practice (3), Foundation Practicum in Caribbean Settings II (4)

Regular Track Program Corequisites: Specialized Practice I: Child Neglect and Abuse (3), Psychopathology and Clinical Interventions (3), Elective (3), Organizational Policy and Leadership in Human Service Programs (3)

Part Time Track Program Corequisites: Psychopathology and Clinical Interventions (3), Specialized Practice I: Child Neglect and Abuse (3).
3 credits

Year 2: Spring Semester (14 Credits)

SWK 541 - Specialized Practice II: Juvenile Delinquency, Prevention, Development and Intervention.

This course is designed to provide an in-depth understanding of the nature and extent of juvenile delinquency and its impact within the juvenile justice system. The role of social workers in the juvenile justice system will be explicated related to practice with individuals, families and communities. Prevention, development, and intervention approaches will be emphasized in the course. This is a required course for the Children, Youth and Families Specialization.

Pre-requisites: Social Work as a Profession (3), Lifespan Development in the Social Environment (3), Practice with Individuals, Families and Small Groups (3), Research and Social Problems (3), Foundation Practicum in Caribbean Settings I (3), Trauma-Informed Social Work Practice (3), Organizations, Neighborhoods, and Communities (3), Social Welfare Policy (3), Agency and Community Development Practice (3), Foundation Practicum in Caribbean Settings II (3), Psychopathology and Clinical Interventions (3), Specialized Practice I: Child Neglect and Abuse (3), Advanced Social Work Practicum in Caribbean Settings I (5)

Regular Track Program Corequisites: Specialized Practice III: Child Welfare (3), Evaluation Research of Social Problems, Services and Interventions (3), Elective (3), Advanced Social Work Practicum in Caribbean Settings II (5)

Part Time Track Program Corequisite: Evaluation Research of Social Problems, Services and Interventions (3), Advanced Social Work Practicum in Caribbean Settings I (5). 3 credits

SWK 542 - Specialized Practice III: Child Welfare.

This course is designed to prepare students with the knowledge, ethics, and skills for effective practice in the field of child welfare in the United States and the Caribbean. The course will explore the history, evolution, and current status of child welfare policies, federal policies that impact the Virgin Islands, the service continuum provided to families and children, and the socio-cultural context of child welfare practice. Emphasis will be placed on culturally competent assessment, intervention, and evaluation strategies as their relevance to Caribbean families and communities. This is a required course for the Children Youth and Families Specialization.

Pre-requisites: Social Work as a Profession (3), Lifespan Development in the Social Environment (3), Practice with Individuals, Families and Small Groups (3), Research and Social Problems (3), Foundation Practicum in Caribbean Settings I (3), Trauma-Informed Social Work Practice (3), Organizations, Neighborhoods, and Communities (3), Social Welfare Policy (3), Agency and Community Development Practice (3), Foundation Practicum in Caribbean Settings II (3), Psychopathology and Clinical Interventions (3), Specialized Practice I: Child Neglect and Abuse (3), Advanced Social Work Practicum in Caribbean Settings I (5)

Regular Track Program Corequisites: Specialized Practice II: Juvenile Delinquency (3), Prevention, Development and Intervention (3), Specialized Practice III: Child Welfare (3), Elective (3), Advanced Social Work Practicum in Caribbean Settings II (5)

Part Time Track Program Corequisites: Specialized Practice II: Juvenile Delinquency (3), Advanced Social Work Practicum in Caribbean Settings II (5). 3 credits

SWK 543 - Evaluation Research of Social Problems, Services and Interventions.

This course further develops the use of research knowledge and skills learned in undergraduate programs or in the foundation research course. The primary goals of the course are to evaluate research findings relevant to urban problems and practitioners' concerns, use the scientific research methods to answer research questions relevant to practice and policy, and collect and analyze data and present research findings, with particular application to program evaluation.

Pre-requisites: Social Work as a Profession (3), Lifespan Development in the Social Environment (3), Practice with Individuals, Families and Small Groups

(3), Research and Social Problems (3), Foundation Practicum in Caribbean Settings I (3), Trauma-Informed Social Work Practice (3), Organizations, Neighborhoods, and Communities (3), Social Welfare Policy (3), Agency and Community Development Practice (3), Foundation Practicum in Caribbean Settings II (3), Psychopathology and Clinical Interventions (3), Specialized Practice I: Child Neglect and Abuse (3), Advanced Social Work Practicum in Caribbean Settings I (5).

Regular Track Program Corequisites: Specialized Practice II: Juvenile Delinquency (3), Prevention, Development and Intervention (3), Evaluation Research of Social Problems, Services and Interventions (3), Elective (3), Advanced

Social Work Practicum in Caribbean Settings II (5)

Part Time Track Program Corequisite: Advanced Social Work Practicum in Caribbean Settings II (5). 3 credits

SWK 544 - Advanced Social Work Practicum in Caribbean Settings II.

The Advanced Social Work Field Practicum is intended to help students develop expanded knowledge, values, and skills in their area of concentration. Students are assigned to an approved social service agency under the supervision of an experienced professional for three full days per week per semester (300 total hours). The focus of the concentration practica is to enable students to integrate the advanced level of knowledge and skills learned in concentration practice methods courses into their field internship experiences. Specialized Practice course SWK 535 Advanced Social Work Practicum in Caribbean Settings I must be taken prior to SWK 544: Advanced Social Work Practicum in Caribbean Settings II.

Pre-requisites: Social Work as a Profession (3), Lifespan Development in the Social Environment (3), Practice with Individuals, Families and Small Groups (3), Research and Social Problems (3), Foundation Practicum in Caribbean Settings I (3), Trauma-Informed Social Work Practice (3), Organizations, Neighborhoods, and Communities (3), Social Welfare Policy (3), Agency and Community Development Practice (3), Foundation Practicum in Caribbean Settings II (3), Psychopathology and Clinical Interventions (3), Specialized Practice I: Child Neglect and Abuse (3), Advanced Social Work Practicum in Caribbean Settings I (5)

Regular Track Program Corequisites: Specialized Practice II: Juvenile Delinquency Prevention, Development and Intervention (3), Specialized Practice III: Child Welfare (3), Evaluation Research of Social Problems, Services and Interventions (3), Elective (3)

Part Time Track Program Corequisite: Specialized Practice III: Child Welfare (3). 5 credits

4-year Part-time Curriculum

Students enrolled in the 4-year Part-time Program follow the below paradigm:

Year I (Fall 1)

SWK 510 – Social Work as a Profession	3 credits
SWK 511 - Lifespan Development and the Social Environment	3 credits

Year I (Spring 1)

SWK 512 - Research and Social Problems	3 credits
SWK 522 - Organizations, Neighborhoods and Communities	3 credits

Year II (Fall 2)

SWK 523 - Social Welfare Policy (3 cr.)	
SWK 513 - Practice with Individuals, Families and Small Groups	3 credits
SWK 514 – Foundation Practicum in Caribbean Settings I	3 credits

Year II (Spring 2)

SWK 521 -Trauma-Informed Social Work Practice	3 credits
SWK 524 - Agency and Community Development	3 credits
SWK 525 – Foundation Practicum in Caribbean Settings II	3 credits

Year III (Fall 3)

SWK 531 - Specialized Practice I: Child Neglect and Abuse	3 credits
SWK 533 - Psychopathology and Clinical Interventions (3 cr.)	
SWK 535 - Advanced Social Work Practicum in Caribbean Settings I	3 credits

Year III (Spring 3)

SWK 541 - Specialized Practice II: Juvenile Delinquency, Prevention, Development and Intervention	3 credits
SWK 543 - Evaluation Research of Social Problems, Services and Interventions	3 credits
SWK 535 - Advanced Social Work Practicum in Caribbean Settings I	3 credits

Year IV (Fall 4)

SWK 532 - Organizational Policy and Leadership in Human Service Programs	
SWK 534 – Elective	3 credits

Year IV (Spring 4)

SWK 542 - Specialized Practice III: Child Welfare	3 credits
SWK 544 - Advanced Social Work Practicum in Caribbean Settings II	5 credits

Advanced Standing Track

Students enrolled in the Advanced Standing Track follow the below paradigm:

Fall (17 credits)

SWK 531 - Specialized Practice I: Child Neglect and Abuse	3 credits
SWK 532 - Organizational Policy and Leadership in Human Service Programs	3 credits
SWK 533 - Psychopathology and Clinical Interventions	3 credits
SWK 534 – Elective	3 credits
SWK 535 - Advanced Social Work Practicum in Caribbean Settings I	5 credits

Spring (14 credits)

SWK 541 - Specialized Practice II: Juvenile Delinquency, Prevention, Development and Intervention	3 credits
SWK 542 - Specialized Practice III: Child Welfare	3 credits
SWK 543 - Evaluation Research of Social Problems, Services and Interventions	3 credits
SWK 544 - Advanced Social Work Practicum in Caribbean Settings II	5 credits



Services Directory

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

	St. Croix (340) 692-...		St. Thomas (340) 693-...	
UVI Offices & Services	(340) 692-4168		(340) 693-1016	
UVI Hotlines – information on campus emergencies	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	<u>4023</u>	<u>4027</u>	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	<u>4023</u>	<u>4027</u>	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	<u>4103</u>	<u>4115</u>	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