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Graduate Bulletin

REVISED AUGUST 2006

THE UNIVERSITY OF THE VIRGIN ISLANDS

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

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

The information contained in this bulletin is effective as of Fall 2006. The University reserves the right to change academic requirements, course offerings, calendar, fees, rules and regulations after the publication of this bulletin. Such changes will be published in the bulletin on its website at www.uvi.edu and in other appropriate media.

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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 U.S. Virgin Islands and the wider Caribbean through excellent teaching, innovative research, and responsive community service.

UVI Vision Statement

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

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Table of Contents

Board of Trustees	vi
Executive Officers: President's Cabinet	vii
Academic Calendar	viii
Graduate Programs Offered	xi
Graduate Education	1
General Admission Requirements.....	2
Admission Procedures	3
Student Classifications	3
Matriculated Status	4
Non-Matriculated Status	4
Full-Time and Part-Time Status	4
Resident and Non-Resident Status	4
Undergraduate Students	5
Auditors	6
Senior Citizens	6
Registration	7
Senior Citizen Registration	7
Change of Registration	7
Graduate Tuition and Fees	8
Refunds	8
Graduation Fee	8
Housing.....	8
Assessment of Learning	9
Grades, Standards and Points	9
Incomplete	9
Change of Grade	10
Quality Points	10
Advisement	10

Probation and Dismissal	10
Academic Probation	11
Dismissal	11
Academic Integrity	12
Definitions	12
Academic Withdrawal	14
Withdrawal from Courses	14
Withdrawal from University	14
Transcripts	14
Privacy Act	15
Thesis	15
Master of Business Administration	16
MBA Prerequisites	16
MBA Course Summary	17
MBA Comprehensive Exams	17
MBA Electives	17
Master of Arts in Education	18
No Thesis Option.....	19
Education Administration Concentration.....	19
Counseling and Guidance Concentration	19
Teaching Concentration	20
Computers and Technology Concentration	20
Reading Concentration	20
Special Education Concentration	20
Education Specialist in School Psychology	21
Education Specialist Prerequisite	22
Master of Public Administration	24
MPA Prerequisites	24
MPA Comprehensive Exams	24
MPA Thesis	25
MPA Course Summary	25
Master of Arts in Mathematics for Secondary Teachers.....	26
MAT Core Requirements	26

Course Descriptions	27
Business Administration	28
Education	31
School Psychology	38
Public Administration	42
Mathematics for Secondary Teachers	45

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M.Sc., San Diego State University

Ph.D., University of California, San Diego 1980

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B.B.A., College of William and Mary

M.B.A., University of Virginia 1995

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B.S., University of Ghana

M.S., Iowa State University

Ph.D., Iowa State University 1986

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B.A., University of Iowa

M.A., University of Iowa 1991

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A.A., Springfield Technical Community College

B.A., Westfield State College

M.Ed., Springfield College 1978

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B.A., University of the Virgin Islands

M.S., Alelphi University 1986

M.B.A., University of Michigan 1992

Henry H. Smith, Vice Provost, Research and Public Service and Director of the Water

Resources Research Institute

B.A., College of the Virgin Islands

M.S., University of Maryland

Ph.D., Colorado State University 1985

J.D., University of Dayton 1993

ACADEMIC CALENDAR

Refer to the Academic Calendar on the web at www.uvi.edu for specific dates.

FALL SEMESTER

Last day for payment of tuition and fees for the Fall semester
New student advisement/registration
Late registration
Classes begin
Add/Drop period Labor Day (University closed)
Last day to change from audit to credit or vice versa
Final day to drop a course or withdraw without permission
Liberty Day (University closed)
Advisement and registration of continuing students for
Spring semester
Veteran's Day (University closed)
Thanksgiving and Fortsberg Discovery Day (University closed)
Last day of classes Final Exams (no other student activities to be
scheduled during this period)
Fall semester ends
Last day to pay tuition and fees for the Spring semester

ACADEMIC CALENDAR

Refer to the Academic Calendar on the web at www.uvi.edu for specific dates.

SPRING SEMESTER

New student advisement/registration
Late registration
Classes begin
Add/Drop period
Martin Luther King Day (University closed)
Last day to apply for graduation
Last day to change from audit to credit or vice versa Charter Day
Spring Recess (no classes)
Final day to drop a course or withdraw
Advisement and registration of continuing students for
Fall semester
Admissions application deadline for Fall
Recess (University closed)
Carnival Recess (no classes)
Last day of classes
Final Exams (no other student activities to be scheduled
during this period)
Spring semester ends Commencement
 St. Thomas Campus
 St. Croix Campus

ACADEMIC CALENDAR

Refer to the Academic Calendar on the web at www.uvi.edu for specific dates.

SUMMER SESSION

Registration Classes Begin Add/Drop period Final day to drop/withdraw
V.I. Emancipation Day (University closed)
Independence Day (University closed)
Last day of classes
Summer session ends

GRADUATE PROGRAMS OFFERED

St. Croix Campus

Business Administration Division

Master of Business Administration

692-4151

Education Division

Master of Arts in Education

Education Specialist in School Psychology

692-4118

Social Sciences Division

Master of Public Administration

692-4117

Science and Mathematics Division

Master of Arts in Mathematics for Secondary Teachers

692-4157

St. Thomas Campus

Business Administration Division

Master of Business Administration

693-1301

Education Division

Master of Arts in Education

Education Specialist in School Psychology

693-1321

Social Sciences Division

Master of Public Administration

693-1260

Science and Mathematics Division

Master of Arts in Mathematics for Secondary Teachers

693-1230

GRADUATE EDUCATION

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

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

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

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

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

The graduate programs at UVI also serve as stepping stones to doctoral degrees.

It is important to note that while this Bulletin serves to provide students with information about the graduate program requirements at UVI, each

student is responsible for keeping informed about changes or specific programmatic requirements through close interactions with the graduate Division from which a degree is being sought. The various graduate Divisions reserve the right to modify the graduate programs to better enhance the programs and serve the student. Furthermore, the availability of degree programs and the scheduling of courses are subject to change as required by enrollment and funding constraints. All changes will be published in the subsequent printing of the Bulletin, the University's website at www.uvi.edu, and through other appropriate media.

GENERAL ADMISSION REQUIREMENTS

1. A formal application for admission must be submitted. To be accepted, applicants must meet the program prerequisites for the degree sought.
2. Applicants for matriculation should normally have a minimum undergraduate average of 2.50 on a 4.00 scale and a Bachelor's degree from an accredited institution. Applicants who do not satisfy the minimum undergraduate average may be admitted to matriculated status if they have substantial relevant professional experience, as determined by the appropriate graduate program. Only students with matriculated status will be considered for the award of a graduate degree.
3. Students who have not yet received an acceptance to matriculate in a graduate program will be allowed to register for not more than six credits in the semester that their application is pending. Non-matriculated students may take up to nine credit hours but may register for no more than six in one semester.
4. A maximum of six graduate credits earned at another university or college may be accepted towards the fulfillment of the requirements for a graduate degree. Only credits earned within the last five years at a grade no lower than B will qualify for acceptance under this regulation. Students should request that an official copy of their graduate transcript be sent to the Admissions Office for consideration of courses to be transferred.
5. Students who have earned credits in fulfillment of the requirements of one Master's degree at the University of the Virgin Islands may apply for a total of not more than 12 such credits to be applied to the fulfillment of the requirements of another

Master's degree. Applications under this regulation will only be granted where credits applied for have been earned at a grade no lower than B on courses judged to be equivalent to those of the degree for which the student is currently registered.

6. Students will have a maximum of five years to complete the Master's programs. This period may be extended only if special circumstances exist. Persons seeking an extension of this five-year period must make application in writing to the Provost through the Division Chair, 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.

ADMISSION PROCEDURES

All applicants must:

1. Submit an application form to the Admissions Office on the appropriate campus requesting admission to the Graduate Program by April 30th for Fall and October 30th for Spring admissions.
2. Submit official transcript(s) of all previous college course work. (Transcript(s) must be forwarded by the institution(s) attended.)
3. Submit Graduate Management Aptitude Test (GMAT) or Graduate Record Examination (GRE) scores in accordance with the specific requirements for the respective program for the Business Administration, Public Administration, Education, Education Specialist in School Psychology and Mathematics for Secondary Teachers programs.
4. Submit supporting documents to complete the application process by October 30 for the Spring semester and April 30 for the Fall semester. Applicants must complete the admission procedures according to schedule and may register for courses while the application process is pending.
5. See University academic calendar for registration dates. See student classification section for registration restrictions.

STUDENT CLASSIFICATIONS

Students in the graduate programs may fall in any of the

following categories:

Matriculated Status

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

Non-Matriculated Status

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

Full-Time and Part-Time Status

Students registered for nine or more credit hours are full-time students.

Students registered for fewer than nine credit hours are part-time students.

Resident and Non-Resident Status

The information provided herein provides a broad definition of “resident” for the purpose of assessing tuition at the University of the Virgin Islands. For further clarification, contact the Office of the Registrar on the St. Thomas Campus or the Academic Services Office on the St. Croix Campus.

A United States Virgin Islands “resident for tuition purposes” is a person who: 1) has established and maintained legal residence in the United States Virgin Islands for at least twelve (12) months prior to the semester in which there is the intent to register; 2) is a United States citizen or

holder of a permanent visa (resident alien); or, 3) a legal alien who has been granted indefinite stay by the United States Immigration and Naturalization Services (INS). Residence in the United States Virgin Islands must be as a bona-fide domiciliary, rather than for the purpose of maintaining a residency merely for enrollment at an institution of higher education. Documentation must reflect that presence in the United States Virgin Islands is for purposes other than to attend school. When residency is in question, students may be required to provide documentation to affirm intent and demonstrate length of residency. No single document will be sufficient to provide substantial and conclusive evidence establishing United States Virgin Islands residency. Documents which may be used to support the demonstration of permanent ties to the United States Virgin Islands include: 1) The most recent Income Tax and W-2 forms; 2) U.S. Voter Registration card; 3) Declaration of Domicile; 4) lease agreements; 5) proof of marriage to a resident along with proof of the spouse's U.S. Virgin Islands residency for a period of at least twelve (12) months prior to the 1st day of classes for the term for which residency classification is sought.

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

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

Undergraduate Students

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

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

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

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

Auditors

Holders of Bachelor's, Master's and Doctoral degrees from accredited U.S. institutions and comparable foreign universities may audit graduate courses at the University. Tuition will be charged at the same rate as for credit. Auditors receive no grades, credits or quality points. Auditing a course requires regular class attendance and completion of all required work except graded work. A notation of **AUD** will be entered upon 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 Chair of the appropriate Division.

Senior Citizens

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

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

1. Be at least 60 years of age, as verified by the senior citizen ID card issued by the V.I. Department of Human Services;
2. Be a resident of the Virgin Islands for at least one year, as verified

by rent receipts, utility bills, date on ID card or other such proof of residence.

REGISTRATION

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

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

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

The University reserves the right to cancel a course or section of a course with fewer than 10 registered persons. Tuition refunds are made in full when a course or section of a course is cancelled by the University.

Senior Citizen Registration

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

Change of Registration

In no case may a course be added or a change of section made after the deadline date.

To make any change of registration, students must complete the Change of Registration form obtained from the Registrar's Office. Students who wish to add or drop a course or to change a section must obtain the signature of the instructor of the course, and the written permission from their advisor and the Division Chair on their respective campus.

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

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.

GRADUATE TUITION AND FEES

A list of fees and tuition cost can be obtained from the Registrar's Office and on the UVI website. A partial list is provided below:

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

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

Refunds

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

During the first week of classes 90%; during the second week of classes 70%; during the third week of classes 50%; during the fourth week of classes 25%; thereafter none.

Graduation Fee

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

Housing

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

ASSESSMENT OF LEARNING

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

GRADES, STANDARDS AND POINTS

Letter Grade	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
AUD	Audit	0.00

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

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

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

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

Incomplete

The grade of **I** must be removed by mid-term of the semester following

the one in which the grade of **I** was earned. Failure to remove the grade of **I** by this time will result in a conversion of the **I** to an **F**, except when registered for a Thesis course. Grades of **I** are assigned only when, in the opinion of the instructor, there is likelihood that the student can satisfactorily complete the missing work which will substantially influence his/her final grade.

Change of Grade

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

Quality Points

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

Final grades are issued at the end of the semester. Only final grades are recorded on the student's permanent record in the Registrar's Office.

The University maintains a transcript record of all courses taken by each student. A grade report is provided to all students at the end of each semester and summer session. Copies of this complete transcript may be obtained upon written request to the Registrar's Office and payment of the requisite fee.

ADVISEMENT

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

PROBATION AND DISMISSAL

Students are expected to maintain an academic record which will qualify them for graduation. It is the responsibility of the student to complete all

assigned work, and to strive for the best performance of which he/she is capable to meet graduation requirements. Instructors, faculty advisors, Division Chairpersons, the Registrar, and the Provost are available for consultation and assistance. It is the responsibility of students to familiarize themselves with the contents of this bulletin, in order to satisfy the requirements for the degree they are pursuing.

Academic Probation

Academic probation is a warning issued to students that they must show scholastic improvement in order to remain at the University.

Students will be placed on academic probation if:

- A. The cumulative grade point average falls below 3.0 after 15 graduate credit hours, or;
- B. A grade of F is earned, or;
- C. More than two grades of C are earned in the program.

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

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

Probation is removed when:

- A. The cumulative GPA is at least 3.0, and
- B. A course in which an F has been received is re-taken and a passing grade received, and
- C. At least one course with a C grade is re-taken and a grade in the B category or better is obtained if the student has earned more than two grades in the C category.

Dismissal

A student will be dismissed from the Graduate program if:

- A. Two F grades are earned.
- B. Probationary status is not removed by the end of four semesters.

A student dismissed from a graduate program **may not** register for further graduate courses for credit in that program.

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 during the examination.

Copying- obtaining information by looking at the answers on another student's examination paper during an examination.

Cribbing- taking prohibited material, such as books or notes, into an examination for the purpose of taking said material to assist.

Plagiarism- Passing off the ideas or work of another as one's own without crediting the source.

Sabotage- destroying the work of another student, such as laboratory experiments or computer programs.

Substitution- taking an examination or writing a paper for someone else, or inducing another person to perform such acts.

Theft- stealing an examination, experiment, papers or the materials belonging to another.

Penalties- For a first offense, the penalty will be an **F** in a credit course, 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 appropriate Division Chairperson and the Provost in writing of:

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

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

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

The Provost shall implement the decision of the FRC.

ACADEMIC WITHDRAWAL

Withdrawal from Courses

Students may drop a course without penalty up to the beginning of October in the Fall term and up to the beginning of March in the spring term. Check the Academic Calendar on the UVI web site for specific dates. They must, however, secure a course withdrawal form from the Office of the Registrar on St. Thomas or the Office of Academic Services on St. Croix and obtain the signatures of their instructor and Chair of the division. This form, containing the proper signatures, must be returned to the Office of the Registrar or to the Office of Academic services. Students will then receive a grade of **W** on their permanent record.

Special permission for late withdrawal may be granted only under extenuating circumstances. The Chair of the appropriate division may give a student special permission for late withdrawal. This is designated **AW** (Administrative Withdrawal). In situations where an administrative withdrawal from classes is necessary, students are required to apply for the withdrawal when it becomes evident that they cannot complete the class. Approval from the Chair is required.

Withdrawal from University

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

TRANSCRIPTS

Transcripts of academic records at the University of the Virgin Islands are issued only upon the authorization of the students or an appropriate education agency. Other requests for transcripts will not be filled until written authorization has been secured from the individual student.

When these requests can be anticipated, the student should send authorization in advance to avoid delay in the issuing of this transcript.

PRIVACY ACT

The Federal Family Education Rights and Privacy Act (PL. 93-308) grants student access to the records which the University keeps on their academic career, with certain exceptions. It also limits access to all except those who have legitimate interests.

Parents or legal guardians have access to a student's records only if the student is financially dependent on them as defined by the Internal Revenue Code of 1954.

The University is required to notify students of their rights under this law, either by letter or by the University's catalogs. The University's guidelines for implementing this law and a list of records maintained by various University offices are available at the Registrar's Office. For additional information, contact the Registrar.

THESIS

Students may opt to write a thesis in partial fulfillment of their program requirements. Academic requirements, in lieu of a thesis, are detailed in the description of the majors. An exception to this rule is the Master of Arts in Mathematics for Secondary Teachers. For that program, a major paper based on classroom "action research" is required of all candidates for the degree. Requirements for this paper are detailed with that program.

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

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, the students have passed the oral examination and the thesis document is submitted and accepted in its final, corrected form. A grade of **Z** will be assigned each semester until the thesis is accepted in its final form.

Copies of the procedural guidelines for thesis development are available in the office of the appropriate Division Chairperson. The prescribed style for writing the thesis is contained in Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* or the *Publication Manual of the American Psychological Association*. The original of the thesis plus three original-quality copies are required to be submitted.

In order for a student with a thesis to be a candidate for graduation at the end of the spring term in any given year, the student must submit three copies of the thesis to his or her principal advisor by spring mid-term, pass the oral examination, and complete all necessary revisions by May 15.

MASTER OF BUSINESS ADMINISTRATION

The graduate program in 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.

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 Business 539 and Business 600.**

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

All MBA students are required to pass the MBA comprehensive examination in order to qualify for graduation.

MBA Prerequisites

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

Economics 221, 222 Introduction to Macro- and Micro-Economics.

1. Business 325 Statistics for Management Decisions, Mathematics

235 Introduction to Statistics or Social Science 327-328,
Quantitative Research Methods in the Social Sciences.

2. Accounting 121 Introduction to Accounting I/II.

MBA Course Summary

<i>Core Requirements</i>	<i>Credits</i>
BUS 520 Administrative Theories and Practices	3
BUS 521 Quantitative Methods in the Decision Sciences	3
BUS 522 Financial Administration	3
BUS 523 Accounting for Planning and Control	3
BUS 524 Marketing Management	3
BUS 525 Information Systems	3
BUS 527 Operations Management	3
BUS 534 International Business	3
BUS 537 Management Policy and Strategy	3

MBA Comprehensive Examination

All MBA students must pass a comprehensive examination. Guidelines and date of administration are available from the Business Administration Division.

MBA Electives

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

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

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

MASTER OF ARTS IN EDUCATION

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

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

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

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

The minimum credit requirement is 36 hours.

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

1. Education administration.
2. Counseling and guidance.
3. Teaching.

<i>Core Requirements</i>	<i>Credits</i>
EDU 500 Basic Research Techniques	3
EDU 501 Tests and Measurements	3
EDU 504 Educational Psychology	3
EDU 505 Anthropological and Sociological Foundations of American Education with Reference to the Virgin Islands	3
EDU 506 Foundations of Guidance	3

EDU 600	Thesis	6
	or	
EDU 530	Independent Study	3

No-Thesis Option

Students majoring in education who do not write a thesis must enroll in EDU 530, Independent Study, and must pass a comprehensive examination, the guidelines and administration date for which are available in the Division of Education. Students who fail two retakes of the comprehensive exam will be dismissed from the program.

Education Administration Concentration

<i>(Required Courses)</i>	<i>Credits</i>
EDU 547 Fundamentals of School Administration	3
EDU 548 Organization and Governance of American Education	3
EDU 549 Supervision of Instruction and Staff	3
EDU 550 Seminar Educational Administration	3
EDU 551 Curriculum Development	3

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

Counseling and Guidance Concentration

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

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

Teaching Concentration

Students in the teaching concentration must select 15 credits from among the following courses. Within this concentration, sufficient credits for certification in reading, educational technology and special education are offered.

<i>(Required Courses)</i>	<i>Credits</i>
EDU 559 Issues in Elementary and Early Childhood Education	3
EDU 560 Issues in Middle Childhood and Adolescent Education	3

Computers and Technology Concentration

EDU 540 Special Project Computer-Aided Instruction Development	2
EDU 541 Special project Computer-Aided Authoring	2
EDU 561 Introduction to Computers in Education	3
EDU 562 Introduction to Educational Technology	3
EDU 563 Computer Application in the Schools	3
EDU 564 Educational Technology Learning Process	3
EDU 565 Practicum in Educational Technology	3

Reading Concentration

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

Special Education Concentration

EDU 520 Characteristics of Exceptional Children	3
EDU 523 Educational Diagnosis and Prescriptive Teaching	3
EDU 556 Special Education: Strategies and Design	3

EDU 557	Internship/Seminar in Special Education	3
EDU 558	Behavior Management in Educational Settings	3
EDU 574	Assessment in Special Education	3

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

EDUCATION SPECIALIST IN SCHOOL PSYCHOLOGY

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

The program consists of sixty-seven 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 6 credits and a minimum of 1200 hours of supervised field experiences covering the range of school psychological services.

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

1. Psychological and Educational Foundations. Students will acquire knowledge of psychological and educational principles, theories, and practices needed to understand and work with diverse children, youth, and families.
2. Statistics and Research Methodologies. Students will acquire knowledge and skills in statistics, research and evaluation.

3. **Assessment.** Students will become proficient in the selection, administration, scoring, and interpretation of a variety of psychological and educational assessment methods and instruments, and in using results to design interventions.
4. **Applications/Interventions.** Students will develop the necessary knowledge, skills, and competencies to design, implement, and evaluate interventions to address cognitive, academic, behavioral, and social issues and problems that children and youth often experience in education and other related settings. Students will acquire consultation skills for working with teachers, other school personnel, and parents for the benefit of children and youth. They will also acquire skills in counseling, and related mental health services, behavior analysis and intervention, and academic intervention.
5. **Professional School Psychology.** Students will acquire knowledge of the history and foundations of school psychology and of the ethical, professional, and legal standards of the field. They will become familiar with various models of service delivery and of public policy relevant to such services. They will develop an identity with the profession and have the knowledge and skills needed to both practice in ways consistent with applicable standards of best practice and engage in professional development.
6. **Field Experiences.** Students will have the opportunity to practice, under supervision, the application of knowledge and specific skills taught under each applied course. Practicum associated with key professional courses will help trainees develop distinct skills in such areas as assessment, counseling, behavior modification, and, and consultation. In the culminating 1200 clock hour internship, interns will practice, under supervision, a full range of school psychological services designed to positively impact children, youth, families, and others they serve.

Education Specialist Prerequisite

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

Core Requirements

Credits

EDU 500 Basic Research Techniques
EDU 505 Anthropological and Sociological

3

	Foundations of American Education with Reference to the Virgin Islands or	3
EDU 531	Education in a Multicultural Society	3
EDU 520	Characteristics of Exceptional Children	3
EDU 542	Theories, Strategies and Techniques of Counseling	3
EDU 542A	Practicum in Theories, Strategies and Techniques of Counseling	1
EDU 543	Group and Family Counseling and Consultation	3
EDU 601	Foundations of School Psychology	3
EDU 602	Psychological Development in Childhood and Adolescence	3
EDU 603	Psychopathology of Childhood and Adolescence	3
EDU 604	The Psychology of Cognition and Learning	3
EDU 605	Statistics, Data Analysis and Program Evaluation	3
EDU 606	Psychoeducational Assessment for Intervention I	3
EDU 606A	Practicum in Psychoeducational Assessment for Intervention	1
EDU 607	Psychoeducational Assessment for	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 and Low Incidence Assessment	3
EDU 609	Behavior Analysis and Intervention	3
EDU 609A	Practicum in Behavior Analysis and Intervention	1
EDU 610	School Consultation Methods	3
EDU 610	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 614	Internship in School Psychology II	3

MASTER OF PUBLIC ADMINISTRATION

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

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

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

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

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

MPA Prerequisites

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

1. Economics 221, 222 Introduction to Macro and Micro Economics.
2. Business 325 Statistics for Management Decisions, or Mathematics 235 Introduction to Statistics or Social Science 327-328 Quantitative Research Methods in the Social Sciences.

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

MPA Comprehensive Examination

All MPA 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.

MPA 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 Public Administration 500, Introduction to Public Administration and Public Affairs, and Public Administration 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.

MPA Course Summary

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

MPA students must select six credit hours from the core elective courses listed below. Students without these core elective courses must enroll in 12 additional elective credit hours. MPA students are permitted to take one MBA course in partial fulfillment of the MPA elective requirements.

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

MASTER OF ARTS IN MATHEMATICS FOR SECONDARY TEACHERS

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

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

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.

<i>MAT Core Requirements</i>	<i>Credits</i>
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

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

COURSE DESCRIPTIONS

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

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

BUSINESS ADMINISTRATION

BUS 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 cross listed as PUA 520.

3 credits

BUS 521 QUANTITATIVE METHODS IN THE DECISION SCIENCES. The structure of human decisions is developed in a theoretical context followed by an overview of statistical methods and their limitations, the nature of useful data, the calculus of maxima and minima, linear algebra applied to business problems, and selected techniques for management taken from the broad field of managerial economics.

Prerequisite: Business 325 or Mathematics 235 or Social Science 327-328.

3 credits

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

Prerequisites: Economics 221 and 222.

3 credits

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

Prerequisite: Accounting 121.

3 credits

BUS 524 MARKETING MANAGEMENT. Management functions incurred in product planning and promotion, market analysis, marketing research, pricing and price policies, planning marketing activities and control of marketing activities.

Prerequisites: Economics 221 and 222 .

3 credits

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

3 credits

BUS 527 OPERATIONS MANAGEMENT. The special skills of the manager; acquisition and management of plant assets, planning and measurement of output, control of inventories, purchasing scheduling, work-flow, quality control and cost controls.

Prerequisites: Economics 221 and 222, Business 325 or Mathematics 235 or Social Science 327-328.

3 credits

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

Prerequisites: Accounting 121, Economics 221 and 222.

3 credits

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

3 credits

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

3 credits

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

3 credits

BUS 534 INTERNATIONAL BUSINESS. A survey of the major elements of the international environment and their linkage to the functions and problems of the international business organization manager. Topics include structures and strategies of the firm in international business, the firm and the nation, foreign exchange policies/problems and the national economy, intergovernmental agreements on trade and investment and current issues in international business operations.

Special attention is given to regional and international institutions in the Caribbean region and their impact on the international manager.

3 credits

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

3 credits

BUS 537 MANAGEMENT POLICY AND STRATEGY. Examination of overall business strategy formulation from the perspective of top management. Principally through the use of case analyses, the student will examine the management of change, competitive and environmental pressures and organizational dynamics in both service-oriented and goods-producing firms.

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

3 credits

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

3 credits

BUS 539 MANAGEMENT RESEARCH AND DECISION ANALYSIS. The student examines the analytical methods as they relate to operational management research problems within profit and nonprofit organizations. Emphasis is placed upon applied research techniques and consultative-oriented decision making with extensive local and regional business community involvement.

Prerequisite: Economics 221, 222, Business 325 or Mathematics 141, 232, or Social Science 327-328, and Accounting 121.

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 Business 539.

6 credits

EDUCATION

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

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

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

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

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

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

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

EDU 523 EDUCATIONAL DIAGNOSIS AND PRESCRIPTIVE TEACHING. A course designed to assist educational personnel in diagnosing children's academic and behavioral problems. A systematic approach to writing and implementing educational prescriptions is discussed in detail.

Prerequisite: Education 520.**3 Credits****EDU 525 LITIGATION, LEGISLATION AND SPECIAL EDUCATION.**

Designed to provide basic information about recent legislation and litigation as it relates to public education, particularly special education. The information will be presented in the following manner: lectures, video cassettes, and distribution of copies of selected litigation cases and public laws.

1 credit

EDU 526 DIAGNOSTIC-PRESCRIPTIVE TEACHING. Designed to acquaint educational personnel with the diagnostic-prescriptive process: the teacher as a diagnostician and an implementer of prescriptive techniques. The role of school-based diagnostician is discussed.

1 credit

EDU 529 GIFTED AND TALENTED STUDENTS; CHARACTERISTICS, IDENTIFICATION AND EDUCATIONAL PROGRAMS. Designed to provide basic and introductory information about the gifted and talented: nature of giftedness, characteristics, methods and procedures for screening and identification and educational program options for public education.

1 credit

EDU 530 INDEPENDENT STUDY. An individualized program of consultation, reading research and reporting on a problem related to the student's specialization. The study is to result in practical information which is potentially useful to the Department of Education, a school district, a particular school, a grade level, a curricula area, an academic function, a school program, etc. Three copies of the final report are required. Students are urged to submit a proposal for the independent study during the prior semester. The final report must be submitted no later than mid-term of the following semester. The grade for this course will be pass or fail. Prerequisites: 18 graduate credits, including Education 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 AUTHORIZING. Students will participate in a team comprised of a project leader (taking EDU 540) and possibly one other author student. Students must develop with team a project description including goals of the project and approach, and participate in the implementation and final review. **2 credits**

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

Prerequisite: Education 506.

3 credits

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

Prerequisite: Education 506, 542.

3 credits

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

Prerequisite: Education 506.

3 credits

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

Prerequisite: Education 506.

3 credits

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

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

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

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

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

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

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

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

Prerequisites: Education 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

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: Education 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 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 use 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 data base, 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: Education 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 561, 562, 563, and 564.

3 credits

EDU 566 SELECTED TOPICS Includes areas of special and current interest in education. Individual topics will be announced at the beginning of each semester.

Prerequisites: *(To be announced with each topic)*

1-3 credits

EDU 567 DIRECTED FIELD EXPERIENCE IN ADMINISTRATION.

Designed to give prospective educational administrator direct experience in the study of educational problems of concern to administrators; whereby the student is provided with opportunities for assuming responsibility for decision making in both actual and simulated settings. Each student works under the supervision of a practicing administrator and a professor. At least 10 hours of work in the field and attendance at the weekly seminar are required.

Prerequisites: Education 547 and 548.

3 credits

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

3 credits

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

3 credits

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

3 credits

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

3 credits

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

3 credits

EDU 587 MULTICULTURAL COUNSELING. This course provides a theoretical, research-based understanding of the cultural contexts of relationships, issues and trends in a multicultural and diverse society related to factors such as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, values, customs, belief systems socio-economic status, relation, language, and lifestyle. It covers the influence of views, multicultural counseling theories, and professional competencies for counselors and practical examinations, of cultural groups represented in the Virgin Islands.

3 credits

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

Prerequisites: EDU 500; EDU 542.

3 credits

EDU 600 THESIS. A comprehensive written research project in the field of the student's concentration, planned and executed under the guidance of a thesis committee and subject to its approval. Before credit is granted, the student must successfully orally defend the thesis before a review committee.

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

6 credits

SCHOOL PSYCHOLOGY

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 Psychological Development of Childhood and Adolescence.

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.

Co-requisite: EDU 606A Practicum in Psychoeducational Assessment for Intervention I. **3 credits**

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.

Prerequisites: EDU 606A Psychoeducational Assessment I.

Co-requisites: EDU 607A Practicum in Psychoeducational Assessment for Intervention II. **3 credits**

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.

Prerequisites: EDU 607 Psychoeducational Assessment for Intervention II.

Co-Requisites: EDU 608A Practicum in Psychoeducational Assessment for Intervention III. **3 credits**

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. **3 credits**

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.

Co-requisites: EDU 610A. Practicum in School Consultation. **3 credits**

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

EDU 612 ADVANCED SEMINAR IN SCHOOL PSYCHOLOGY. This course will provide a review and integration of knowledge related to school psychology and discussion of current issues, standards, and trends in the field. The course also includes the presentation and evaluation of a portfolio of cases derived from the school psychology internship, and helps students to prepare for practice and continuing professional development as school psychologists.

Prerequisites: Completion of all the required courses in Psychological and Educational Foundations, Assessment, and Application/ Intervention. **4 credits**

EDU 606A PRACTICUM IN PSYCHOEDUCATION 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.

Co-requisite: EDU 606, Psychoeducational Assessment for Intervention I. **1 credit**

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.

Co-Requisites: EDU 607. Psychoeducational Assessment for Intervention II. **1 credit**

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

Co-requisite: EDU 608. Psychoeducational Assessment for Intervention III: Early Childhood and Low Incidence Assessment. **1 credit**

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

Co-requisite: EDU 609. Behavior Analysis and Intervention. **1 credit**

EDU 610A PRACTICUM IN SCHOOL CONSULTATION METHODS.

Students will receive supervised experience in school consultation.

Co-requisite: EDU 610. School Consultation Method. **1 credit**

EDU 542A PRACTICUM IN THEORIES, STRATEGIES AND

TECHNIQUES. Students will receive supervised experience in counseling.

Co-requisite: EDU 542. Practicum in Theories, Strategies and Techniques of Counseling. **1 credit**

EDU 614 INTERNSHIP IN SCHOOL PSYCHOLOGY I.

This is the first part of a one year, 1200 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 614 INTERNSHIP IN SCHOOL PSYCHOLOGY II.

This is the second part of a one year, 1200 hour, two-semester school psychology internship sequence. This second course requires a minimum of 600 clock hours of field experience supervised by a credentialed school psychologist or (for non school settings) a credentialed psychologist. At least one-half of the total internship hours must be completed in a school setting.

3 credits

PUBLIC ADMINISTRATION

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. **Note: Public Administration 500 and 524 may be taken concurrently.** **3 credits**

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

PUA521 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: Economics 221 and 222 and Public Administration 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.

Prerequisites: Public Administration 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. **Note: Public**

Administration 500 and 524 may be taken concurrently.

Prerequisites: Public Administration 500.

3 credits

PUA 526 QUANTITATIVE METHODS FOR PUBLIC ADMINISTRATION.

Aimed at students and practitioners in public administration who are interested in how research methodologies and statistical techniques are relevant to social and political problems administrators will face in public agencies. It will also demonstrate the application of the knowledge of policy and administrative situations by illustrated examples, exercises, writing research reports, gathering, calculating, interpreting and analyzing statistical materials.

Prerequisites: 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 Business Administration 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 Business Administration 532) **3 credits**

PUA 533 PERSONNEL ADMINISTRATION. A comprehensive review of the principles and practices of personnel administration. The course will cover the legal, professional and ethical standards of public and private personnel systems including: selection, motivation, labor relations, labor law, equal employment 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 Business Administration 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: Economics 221 and 222. **3 credits**

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

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

Prerequisite: Public Administration 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 Public Administration 500 and 526. **3 credits**

MASTER OF ARTS IN MATHEMATICS FOR SECONDARY TEACHERS

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: Mathematics Topics for Secondary Schools II or permission of instructor.

Co-requisite: none **3 credits**

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

Prerequisite: Admission to graduate program in Mathematics or permission of instructor.

Co-requisite: none **3 credits**

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

Prerequisite: MAT 521, Topics in Secondary School Mathematics from an Advanced Perspective I, or permission of the instructor. **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 or permission of instructor.

Co-requisite: none

3 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.

Co-requisite: none

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 or permission of instructor.

Co-requisite: none

3 credits

MAT 567 Technology, Manipulatives, and Life Experiences for Mathematics Learning. Students will develop field trips and other experiences to bring data from the “real world” into the secondary mathematics classroom. Careful attention will be given to the use of data to enhance mathematics learning, including application of appropriate technology and concrete models.

Prerequisite: Admission to the Mathematics graduate program or permission of the instructor.

Co-requisite: none**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. *Cross-listed with MAT 386.*

Prerequisites: MAT 242, MAT 301 or Mathematics Topics for Secondary Teachers II, or equivalents

Co-requisites: none**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.

Pre-requisite MAT 522: Topics in Secondary School Mathematics from an Advanced Perspective II

Co-requisite: MAT/EDU 511: Learning Theory for Mathematics Teachers.

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.

Pre-requisite MAT/EDU 591 Seminar: Teaching Secondary Mathematics I or permission of the instructor

Co-requisite: none.**2 credits**

EDU 500 Basic Research Techniques. Study of historical, descriptive and experimental research including research design, problem stating, hypothesis formulation and testing, and research statistics. **3 credits**

Electives

MAT 511 Learning Theory for Mathematics Teachers. Various learning theories, with special attention to the work of Piaget, Bruner, Vygotsky, Gardner, the Van Hieles, 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 or permission of instructor.

Co-requisite: none

2 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 Topics in Secondary School Mathematics from an Advanced Perspective I and MAT 522 Topics in Secondary School Mathematics from an Advanced Perspective II

Co-requisite: none

3 Credits

MAT 552 Discrete Dynamical Systems and Mathematical Modeling II. This is the second in a 2-course sequence of work with developing mathematical models of situations that change over time using discrete dynamical systems designed for secondary mathematics teachers. This course focuses on non-linear models.

Prerequisite: MAT 551 - Discrete Dynamical Systems and Mathematical Modeling I

Co-requisite: none

2 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: Mathematics 561 Abstract Algebra for Teachers I

Co-requisite: none

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.

Co-requisite: none

1 – 3 credits per project

EDU 501 Tests and Measurement. 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 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