



A DIVISION OF  
**University** of the **Virgin Islands**



**UVI Online Catalog**  
**Effective January 1, 2026 - December 31, 2026**

## Important Note

The information contained in this catalog refers to the University of the Virgin Islands as of January 1, 2026. This catalog represents the current provisions of the University of the Virgin Islands at the time of its preparation.

These stipulations do not constitute an offer for a contract that may be accepted by students through registration and enrollment in the university. The university reserves the right to change any condition, offering, requirement, policy, or process at any time within a student's period of study at the university.

While every effort will be made to meet students' curricular needs, the university does not guarantee the availability of course offerings at any particular time. In the event of any changes, appropriate mechanisms shall be used to communicate this information to the university community. Such changes will be published in the catalog, the website at [online.uvi.edu](http://online.uvi.edu), and other appropriate media. However, students are ultimately responsible for adhering to policies, procedures, requirements for courses and degrees offered by the university by obtaining current information from the school, college, or appropriate unit.

Although every effort has been made to assure the accuracy of the information in this catalog, students and others who use it should note that laws, rules, and policies change from time to time, and that these changes may alter the information contained herein. Changes may come in the form of statutes enacted by the legislature, rules and policies adopted by the Board of Trustees of the university, or by the president or designee of the institution. Further, it is not possible to include all the rules, policies and other information which pertain to the student and the institution. More current or complete information may be obtained from the appropriate department, school, college, or administrative office.

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# General Information/Policies & Procedures

## UVI Mission Statement

The University of the Virgin Islands' mission is to educate and empower the U.S. Virgin Islands, the Caribbean and the world through an environment that promotes creativity, innovation and excellence in teaching, student learning, research, and community engagement.

## UVI Vision Statement

The University of the Virgin Islands will be an exceptional US 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 US Virgin Islands.

## UVI Holiday Schedule 2026

New Year's Day	Thursday, January 1st
Three King's Day	Tuesday, January 6th
Martin Luther King, Jr. Day	Monday, January 19th
Good Friday	Friday, April 3rd
Carnival Friday	Friday, May 1st
Memorial Day	Monday, May 25th
Juneteenth	Friday, June 19th
Emancipation Day	Thursday, July 2nd
Independence Day	Friday, July 3rd
Labor Day	Monday, September 7th
Liberty Day	November 2nd
Veteran's Day	Wednesday, November 11th
Thanksgiving Day	Thursday, November 26th
Fortsberg/Discovery Day	Friday, November 27th
Christmas Day	Friday, December 25th

## 2026 Academic Calendar

Term	Application	Registration	Start Date	End Date	Final Grades
Jan	12/3	1/7	1/14	3/10	3/13
March	2/18	3/11	3/18	5/12	5/15
May	4/22	5/13	5/20	7/14	7/17
Aug	7/8	7/29	8/5	9/29	10/2
Oct	9/9	9/30	10/7	12/1	12/4

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## The University History

The University of the Virgin Islands (UVI) was chartered on March 16, 1962, as the College of the Virgin Islands—a publicly funded, coeducational, liberal arts institution—by Act No. 852 of the Fourth Legislature of the U.S. Virgin Islands. According to that law, UVI's cornerstone objective is to provide for "...the stimulation and utilization of the intellectual resources of the people of the Virgin Islands and the development of a center of higher learning whereby and wherefrom the benefits of culture and education may be extended throughout the Virgin Islands."

The enabling legislation was the result of at least two years of preparation and planning. In 1960, the V.I. Legislature created a temporary body called the Virgin Islands College Commission, comprised of interested island residents, to survey the need for a territorial college. In April 1961, Governor Ralph M. Paiewonsky pledged to establish such a college in his inaugural address. And in July 1961, Governor Paiewonsky hosted a Governor's Conference on Higher Education, at which twenty educators observed and analyzed the Virgin Islands' educational scene, and made recommendations for the creation of the College of the Virgin Islands (CVI).

The first campus opened on St. Thomas in July 1963, on 175 acres donated by the federal government. The first board of trustees took office in August 1963. In 1964, the college founded a second campus on St. Croix, on 130 acres also donated by the federal government.

CVI began by offering only associate of arts degrees. In 1967 it added bachelor's degree programs in liberal arts and education. The first baccalaureate degrees were awarded in 1970, and in 1976 the college awarded its first master's degrees in education. Two years later, master's degree programs in business administration and public administration were instituted on both campuses.

In 1972, the College of the Virgin Islands was awarded Land-Grant status by the U.S. Congress. This allowed for the establishment of an Agricultural Experiment Station and a Cooperative Extension Service. Since then, many other programs and services have been added. These include the Reichhold Center for the Arts, the Eastern Caribbean Center, the William P. MacLean Marine Science Center, the Sports and Fitness Center and the Virgin Islands Experimental Program to Stimulate Competitive Research (VI-EPSCoR).

In 1986, the College of the Virgin Islands was renamed the University of the Virgin Islands to reflect the growth and diversification of its academic curricula, community and regional services, and research programs. That same year, the United States Congress named UVI one of America's Historically Black Colleges and Universities (HBCU); therefore, it holds the distinction of being the only HBCU outside of the continental United States.

In 2011, UVI expanded to the island of St. John, with the dedication of the University of the Virgin Islands St. John Academic Center in Cruz Bay.

As of August 2009, Dr. David Hall has served as the fifth president of the university. The Savannah, GA., native holds both a doctorate in juridical science and a master's degree in law from Harvard University.

Dr. LaVerne E. Ragster was the fourth president of the University of the Virgin Islands, 2002-2009. She succeeded Dr. Orville E. Kean who became president in 1990. Dr. Arthur A. Richards served as the second president of UVI from 1980-1990, while Dr. Lawrence C. Wanlass served as the first president from 1962-1980, when UVI was the College of the Virgin Islands.

UVI is a public liberal arts-based Masters II university, a Historically Black College and University and a Land-Grant institution. Today, UVI has a combined enrollment of approximately 2,500 full-time, part-time and graduate students on its two campuses and branch campus at the University of St. Maarten. It continues to offer a high-quality, affordable liberal arts education and professional programs in a culturally diverse environment. The University's objective is to be recognized as the leading American institution of higher learning in the Caribbean.

## Accreditation, Memberships and Certification

The University of the Virgin Islands is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA, 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. The University is also an active member of the American Association for Higher Education, the American Association of State Colleges and Universities, the American Council on Education, the Association of Caribbean Information Systems, the Association of Caribbean Universities and Research Institutes, the Association of Governing Boards, the National Association for Equal Opportunity, and the National Association of State Universities and Land Grant Colleges.

In accordance with the U.S. Department of Education's regulation (34 C.F.R. §600.9) regarding legal authorization to provide postsecondary education through distance or correspondence education in a state in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, University of Virgin Islands makes every effort to receive authorization from each state in which its distance/online students reside.

The National Council for State Authorization Reciprocity Agreements (NC-SARA, [nc-sara.org](http://nc-sara.org)) is a voluntary, regional approach to state oversight of postsecondary distance education. The initiative is administered by the country's four regional higher education compacts: the Midwestern Higher Education Compact (MHEC), the New England Board of Higher Education (NEBHE), the Southern Regional Education Board (SREB), and the Western Interstate Commission for Higher Education (WICHE) and overseen by NC-SARA. States and institutions that choose to participate agree to operate under common standards and procedures, providing a more uniform and less costly regulatory environment for institutions, more focused oversight responsibility for states and better resolution of student complaints.

The United States Virgin Islands was approved as a SARA state on June 7, 2017.

## Technical Requirements

University of Virgin Islands provides limited technical support for course related software applications and online resources. The computer requirements listed below are expected to work for most students under most conditions. There could be situations where the hardware limitations or software compatibility issues might prevent technical support from being able to address student technical issues. In these cases, it will be up to the student to procure third-party assistance in addressing their technical issues. Further, there are courses that will have additional technical requirements and those will supersede the specifications listed below. Please consult the individual course in the course catalog for those requirements prior to registration. Prior to contacting the University for support, the requirements/resources listed below should be consulted. The online learning environment at University of Virgin Islands is comprised of multiple technologies working in conjunction with each other. This requires that the student's computer meet the following minimum technical requirements. Further, depending on various combinations of operating system, different versions of software will be required to provide an optimal learning experience.

### Minimum Technology Requirements

- A computer (desktop or laptop; MAC OS or Windows) equipped with a camera, microphone, speakers or headset.
- Monitor capable of at least 1024 x 768 resolution.
- Adequate hard drive or cloud storage to save learning resources and completed assessment activities.
- High speed Internet access.
- Office productivity applications such as Microsoft Word, Excel, PowerPoint. You may download these applications by logging into myCampus at <http://uvi.edu>.
- [Adobe Acrobat Reader \(View and download here\)](#).
- Printer and scanner (may be required for some activities).
- Browser. [Check here for a list of browsers compatible with Brightspace](#).
- Access to your UVI email. Email

UVI students are provided with an email account, and all email from the university is sent to this address. This includes any email sent from the Learning Management System (LMS). It is important that students check their email regularly and frequently.

### Special Technical Considerations

- **Electronic Books (eBooks):** Many UVI Online courses utilize eBooks instead of printed materials. Accessing an eBook provided with the course can be accomplished on multiple devices. If your eBook is being supplied by VitalSource, specific device and version compatibility information can be referenced on VitalSource's technical support page at <https://support.vitalsource.com/hc/en-us>
- **Proctored Exams:** UVI utilizes a third-party product for performing proctored exams. For exams that will be proctored, there are specific requirements for ensuring the process is successful. In addition to the computer having the necessary software, a webcam will be required for all proctored exams. It is the student's responsibility to run the software on a compatible platform.
- **Microsoft Suite:** Many UVI courses will require the use of additional Microsoft software. The Microsoft Office Suite is available through UVI's MyCampus network.

## Admissions Policies

The University of the Virgin Islands is a four-year, liberal arts, coeducational, multi-cultural, equal opportunity and affirmative action institution that welcomes applicants to participate in a sound educational experience.

To be a matriculated undergraduate student at the University of the Virgin Islands, a candidate must have graduated from high school or have achieved the equivalent of the high school diploma. Official high school transcripts or equivalent (GED) must be on file with the University. A minimum cumulative grade point average of 2.00 is required for admission.

To be a matriculated graduate student at the University of the Virgin Islands, a candidate should have a minimum undergraduate grade point average of 2.50 on a 4.00 scale and a Bachelor's degree from an accredited institution. Official transcripts must be on file with the University. 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.

## Cost

### Undergraduate Online Tuition Rates

In Territory (USVI) Rate*	\$275/credit hour
Military/Veteran Rate*	\$275/credit hour**
Out of Territory Rate*	\$481.25/credit hour
Caribbean Rate**	\$481.25/credit hour

### Graduate Online Tuition Rates

In Territory Rate (USVI)*	\$500/credit hour
Military/Veteran Rate*	\$500/credit hour**
Out of Territory Rate*	\$875/credit hour
Caribbean Rate**	\$875/credit hour

*\*Individual courses may have course fees associated with them, e.g. proctor fees. Additionally, each 8-week term, registering students will incur a \$30.00 registration fee and a \$45.00 technology fee. All fees are non-refundable after the first day of classes.*

*\*All UVI Online courses utilize e-books and e-materials and do not require outside purchases of books. A \$60.00 course fee is assessed for every UVI Online course which covers the cost of all e-books and e-materials required.*

*\*\*Caribbean tuition rates apply to Anguilla, Antigua and Barbuda, British Virgin Islands (BVI), Dominica, Grenada, Montserrat, St. Kitts and Nevis, St. Lucia, St. Maarten, and St. Vincent and the Grenadines.*

## Academic Information and Regulations

### Transfer Credit

UVI will review unofficial transcripts to evaluate prospective students in order to facilitate the enrollment process. A Transfer Credit Evaluation (TCE) will be completed in order to advise students on the number of courses and credits that will transfer into UVI Online, and how many courses and credits will be needed for degree completion.

Transfer credits remain as "pending" until such time that the official transcript is received. Students must submit official transcripts no later than 30 days from the first day of classes for the first term a student enrolls in UVI Online.

### Transfer Credit Policy

Transfer credits will only be accepted for matriculated students.

- For prior undergraduate academic credit to be eligible for transfer, grades earned must be a "C" or higher and completed within the last ten (10) years.
- For prior academic credit to be eligible for transfer at the master's degree level, grades earned must be a "B" or higher and completed within the last five (5) years.
- Full credit may be assigned for degree courses taken at institutions accredited by institutional accrediting groups recognized by the Council for Higher Education Accreditation (CHEA). Students will not receive transfer credit from US Institutions that are not accredited by institutional accrediting groups recognized by CHEA.
- Full credit may be assigned to students who have completed degree courses and/or examinations at international institutions that are not accredited by accrediting groups recognized by CHEA. Students who have completed courses at international institutions will be advised if they should have their transcripts evaluated by a foreign credential evaluation service.
- Undergraduate transfer students must meet the general education requirements and the major requirements of University programs. The applicability of any transferred major courses or electives to the major requirements must be approved by the appropriate academic dean.
- For undergraduate students, thirty (30) of the last 36 credits toward a degree from the University of the Virgin Islands must be earned at the University. This requirement may be waived by the Provost only in cases where the student must complete the final year(s) of study at another institution recognized by the University of the Virgin Islands.
- For graduate students, A maximum of six credits earned at another university or college may be accepted towards the fulfillment of the degree requirements.
- Credits earned by successful completion of certain CLEP exams are generally accepted.
- Credits from foreign institutions are accepted on a case-by-case basis. The student may be required to have courses evaluated by a credential evaluation agency acceptable to the University.

Appeal of any decision concerning the above policies must be made to the Provost.

### New Student Course Placement

Based on research and the UVI Online adult-centered approach to education, UVI has adopted a no-placement test required policy

for UVI Online undergraduate admission. Both internal and external research demonstrates that one's high school record combined with post-high school years of informal and formal learning experiences are important factors in understanding a student's readiness for courses.

All students will be placed in the introductory level of courses in their programs unless UVI accepts transfer credits demonstrating those courses have been satisfactorily satisfied at a previously attended institution of higher learning.

## **Substantive Interaction Policy**

### **Establishing First-Week Minimum Participation and Substantive Interaction**

During Week 1, students are required to establish participation\* by logging into each course within seven

(7) calendar days of the term start date and either submitting a Week 1 assignment or posting an initial\*\* discussion post (substantively interacting) in the Week 1 Discussion Forum.

Students who have logged into the course(s) within the first seven (7) calendar days of the term start date but failed to substantively interact will be administratively canceled from the course(s). Appeals to be reinstated are not permitted unless a system error was made. Individual faculty wishes to work with an inactive student do not supersede the University policy.

*\* Minimum requirements to stay enrolled. The Week 1 course requirements may include more assignments than listed here for full award of weekly points. Please see course syllabus for all assignments and due dates.*

*\*\* The initial post is typically not the only required post of the week for full credit. However, the initial post or submission of a Week 1 assignment will prevent an administrative drop at the conclusion of Week 1. Please see course syllabus for all assignments.*

### **Participation and Substantive Interaction Requirements throughout the Remainder of the Term**

Beginning in Week 2 and throughout the remainder of the course, participation and substantive interaction will be tracked using the tools within the learning management system. Throughout the term, students must participate to ensure successful completion of the course by the end of the term (i.e., regularly submit assignments and continue to substantively interact with other students and the course faculty). Course acceleration is not permitted. Submitting work prior to its due date (accelerating) and going inactive for 14 calendar days is still lack of interaction in the course and a withdrawal will be initiated. Appeals to be reinstated are not permitted unless a systems error was made or a documented and approved military obligation was submitted for appeal consideration.

Bulk assignment submissions after long periods of inactivity are not acceptable. Such practice does not reflect academic engagement and withdrawal from the course might be initiated for lack of interaction. Students who do not turn in an assignment and/or substantively interact for a 14-consecutive calendar day period will be administratively withdrawn for lack of participation / substantive interaction, resulting in a grade of W recorded on the student's academic transcript. Although a 14-consecutive calendar day period of inactivity will result in an administrative withdrawal, a faculty member may withdraw a student earlier than that if the student's participation or lack thereof merits a withdrawal.

A student's last date of attendance / activity is defined as the latest submission date of one of the following that is recorded in the LMS (Learning Management System):

- Written Assignment, Tests, Exams, Labs, etc.
- Initial academically appropriate discussion post
- Substantive responses to discussion posts.

Extenuating circumstances that prevent the student from establishing participation and have been communicated in writing to the faculty during the inactive weeks may be considered by a faculty as reason to retain the student in the course(s), if requested by the student to the faculty during that time. Examples of extenuating circumstances include catastrophic natural or man-made disasters, death in the immediate family, medical emergencies, and military deployment. Tuition will be refunded per the Institutional Refund Policy published.

## **Satisfactory Academic Progress Policy**

Satisfactory Academic Progress (SAP) standards apply to undergraduate and graduate students who wish to establish or maintain eligibility for program enrollment. These standards apply to a student's entire academic record at UVI, including all credit hours applied to the student's program transferred to UVI from another school.

Student progress is reviewed at the conclusion of the student's 16-week semester (two eight (8)-week terms) to determine compliance with the SAP policy.

### **Undergraduate Degree Programs**

Students are expected to remain in good academic standing. For those who do not, there is a three-step procedure which may lead to dismissal from the University if the student's academic performance does not improve. All full-time and part-time enrolled students are subject to these standards and procedures. Once a student has attempted 12-degree credits, these procedures become applicable.

### **Academic Probation**

Academic probation is essentially a warning to the student to show scholastic improvement in order to remain at the University. A student on probation status is not considered in "good standing" at the University and eligibility to continue under financial aid programs may be affected. A student placed on academic probation will be limited to 12 hours of course work and will remain on probation until the cumulative GPA equals or exceeds the standards set forth in the chart below.

A student who does not achieve the minimum cumulative grade point average for the corresponding number of degree credits attempted is placed on academic probation.

Also, a student is placed on academic probation for failing to achieve a semester grade point average corresponding to the cumulative grade point average required for degree credits attempted, as set forth in the chart below.

A student placed on academic probation will be limited to taking 12 credits. If a student achieves a semester GPA of at least 2.00 but the cumulative GPA remains below the standard, the student will remain on academic probation.

Total Credits Attempted	% Rate for Minimum Credits Passed	Minimum Cumulative GPA
12 – 29	66.67%	1.70
30 – 44	66.67%	1.80
45 and above	66.67%	2.00

Academic colleges and schools may set higher standards for courses related to their majors.

### Maximum Timeframe

The maximum time frame allowed for students to complete an undergraduate degree and remain eligible to receive Federal financial aid is 180 credits (150% of 120) or 93 credits (150% of 62) for an Associate degree program. Adjustments to the maximum credit hours will be made for programs that require more than the general standard credit requirements.

### Academic Suspension

A student on academic probation will be suspended if, at the end of the probation semester, the cumulative GPA is below the standard in the above chart and the most recent semester's GPA is less than 2.00. A student on suspension may take no more than 7 credits during one semester with the intention of improving his/ her grade point average.

The names of students on suspension within a school or college must be forwarded to the student's faculty advisor and to the Dean of that academic unit during the first four weeks of the fall and spring semesters each year. Each school or college will impanel an Academic Suspension Committee of at least three full-time faculty members who will review an academic plan for progression and success prepared by the student and presented before the Committee. The academic plan will be prepared by the student during the semester in which suspension status commences. The student's faculty advisor must indicate approval by signing the plan. During this semester the student may register for no more than 7 credits but cannot continue beyond this semester without appearing before the Committee with an acceptable academic plan. Students who fail to appear before the Committee will not be permitted to register for courses for the subsequent semester until this obligation is fulfilled.

In response to the academic plan prepared and presented by the student, a determination will be made by the Committee. The decision made by the Committee will be either:

1. the student will be allowed to register for the subsequent semester and be monitored as determined by the Committee; or
2. the student will be academically dismissed.

The Committee may also allow the student to register for more than 7 hours if deemed appropriate. A copy of the Committee's decision will be sent to the student, the student's faculty advisor, the Dean and the Registrar's Office.

### Academic Dismissal

A student who has appeared before the Academic Suspension Committee must maintain a grade point average of 2.00 for the semester of reinstatement and all subsequent semesters of study. Failure to do so will result in academic dismissal.

A student who appeals this status must reappear before the Academic Suspension Committee which will review the academic history of the student, prevailing circumstances and justification for appeal presented to them in writing by the dismissed student.

The Committee shall then determine:

1. that the status of academic dismissal stands; or
2. that the dismissed student will receive a one-semester reprieve to attempt a 2.00 GPA.

If the dismissed student fails to achieve this academic benchmark for the semester of reinstatement or any subsequent semester, academic dismissal will be immediate and final.

## Graduate Degree Programs

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.

### Academic Probation

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

Students will be placed on academic probation if:

1. The semester or cumulative grade point average (GPA) falls below 3.00, or;
2. A single grade of F is earned, or;

3. Two grades of C are earned in the program.

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

A student who is on probation does not qualify for graduation. Academic Probation is removed when:

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

### **Maximum Timeframe**

The maximum time frame for financial aid eligibility is 54 attempted credits.

### **Academic Dismissal**

A student will be dismissed from the Graduate program if:

1. Two grades of F are earned, or;
2. Probationary status is not removed by the end of two consecutive semesters, or;
3. The student does not make adequate academic progress, as defined by each individual program.

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

### **Academic Dismissal Appeals: Due Process**

A student who has received a letter of dismissal may appeal the dismissal decision to the Provost following the procedures outlined below.

File appeal in writing with the Provost within 10 business days of the date of the notice of dismissal. The letter appealing the dismissal must include a description of how the dismissal policies and procedures were either erroneously applied or violated.

Failure to appeal in writing within the specified time will nullify the student's right to appeal the dismissal.

The Provost will make the final decision on the appeal and no other appeals will be available to the student.

## **Schedule Adjustment, Withdrawal and Refund Policies**

### **Schedule Adjustment**

UVI Online students may adjust their schedules **during the first week of classes**.

- Requests to add courses must be submitted by 12 noon (AST) Friday of Week 1.
- Requests to drop courses must be submitted by 4 pm (AST) Tuesday (end of Week 1).

### **Withdrawal Policy**

- All voluntary and involuntary withdrawals are subject to the UVI Online Institutional Refund Policy.
- A student who voluntarily withdraws from courses or the University in the first five (5) calendar days of the term will be considered a cancel and will receive a full tuition refund.
- A student may voluntarily withdraw from an individual course(s) beginning the first day of Week 2 through the last day of Week 3 and receive a final grade of "W" for the course(s). Any refund to the student is subject to the terms of the UVI Online Institutional Refund Policy.

### **Withdrawal Period**

- The last day to withdraw from a course without permission from the Dean will be at the end of week four.
- Students seeking to withdraw after week four can do so only by means of an administrative withdrawal (AW).

## **Institutional Refund Policy**

A student may withdraw from UVI for any reason. The student is responsible for completing the University's formal withdrawal procedures as outlined in the Withdrawal Policy of this Catalog. In addition, if a student registered via an online military portal, it is the responsibility of the student to withdraw via that same online military portal. A withdrawal is considered to have occurred on the date the student officially submits the withdrawal form or otherwise notifies the University of his or her desire to withdraw, or on the date the University determines the student ceased attendance or failed to meet published academic policies and is administratively withdrawn, whichever comes first. This is the date of determination (DOD) used to compute the refund according to institutional policy.

If a student is withdrawn from the University for any reason or if a student drops a course(s) within the period allowed in any given eight (8)-week term, the amount already paid will be compared to the tuition of the completed portion of that eight (8)-week term. Any amount the student has paid in excess of the required amount will be refunded; if the student has paid less than the required amount, the student will be responsible for paying the difference.

The schedule of refunds of tuition is as follows:

Within 6 days of course start date	100%
7 – 10 days after course start date	50%
11 – 14 days after course start date	20%
15 days or more after course start date	0%

## **Military / VA Policy Statement**

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded.

To comply with the Department of Defense (DOD) policy, UVI will return any unearned TA funds on a prorated basis through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending.

Any unearned TA funds will be returned directly to the military service, not to the service member.

*In instances when a Service member stops attending due to a military service obligation, UVI will work with the affected service member to identify solutions that will not result in a student debt for the returned portion in compliance with the DOD policy.*

After 60% of the enrollment period has passed, all Military TA funds will be considered earned.

### **Schedule for Returning Unearned TA**

After 60% of the enrollment period has passed, all Military TA funds will be considered earned. Note: The educational institution's week of instruction is counted as 7 days.

### **8 Week Semester Schedule**

Within 5 days of course start date	100% refund/return
6-10 days of course start date	50% refund/return
11-14 days of course start date	20% refund/return
15-35 days of course start date	20% refund/return*
After day 35 of course start date	0% refund/return

\*Military TA Eligibility/Calculation only

## **University Withdrawal Definitions**

### **University Withdrawal – Process for Voluntary Withdrawal from University**

When a student requests to be withdrawn from the University, that student is also withdrawn from all courses in which the student may be currently registered. A student may request a University withdrawal at any time. A withdrawal is considered to have occurred on the date the student officially submits the withdrawal form, or otherwise notifies the University of his or her desire to withdraw, or on the date the University determines the student ceased attendance or failed to meet published academic policies and is administratively withdrawn, whichever comes first. This is the date of determination used to compute the refund according to institutional policy.

### **University Withdrawal – Involuntary/Administrative Withdrawal from the University**

A student may be involuntarily/administratively withdrawn from the University if the student fails to maintain active student status, violates the Academic Integrity Policy, fails to meet published academic policies or does not make a timely return from a leave of absence. The date of determination (DOD) used to compute the institution's refund policy is the date the University determined any of the aforementioned situations.

### **Course Withdrawal – Process for Voluntary Withdrawal from Courses**

A formal withdrawal from courses requires that a student complete and submit a Withdrawal Form indicating the courses from which

he/she desires to be withdrawn. The withdrawal is considered to have occurred on the date the student officially notifies UVI of his/her intent to withdraw by submitting the withdrawal form or by indicating his or her intention to withdraw to a University employee or designated support representative via written or verbal communication or, if an online military portal student, on the date the student withdraws from the course in the specific military portal.

## Course Withdrawal – Involuntary/Administrative Withdrawal from Courses

If the University determines the student stops attending, violates the Academic Integrity Policy, or fails to meet published academic policies, he/she may be administratively withdrawn. Students using military Tuition Assistance (TA) who do not submit a voucher by the seventh (7th) calendar day of the term will be withdrawn. The date of determination (DOD) used to compute the institution's refund policy is the date the University determined any of the aforementioned situations.

## Grades and Quality Points

The quality of performance in a course is indicated by a grade given at the close of each term. Grade points are granted on the basis of grades earned. The following grades may be assigned:

Grade	Standard	Grade Points
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
C-	Below Average	1.67
D+	Passing	1.33
D	Low passing	1.00
F	Failure	0.00
IW	Instructor Withdrawal	0.00
W	Withdrawn	0.00
WP	Withdrawn passing	0.00
WF	Withdrawn failing	0.00
AW	Administrative Withdrawal	0.00
I	Incomplete	0.00
AUD	Audit	0.00
MGG	Missing Grade	0.00

### Incomplete

If the faculty of record awards a student an Incomplete grade, the student has 14 additional days of access to the course to submit the remaining coursework. Grades of "I" are expected to be used only when, in the opinion of the instructor, there is likelihood that the student can satisfactorily complete the missing work which will substantially influence the final grade.

The grade of "I" must be removed by the middle of the term 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."

The instructor must file a "Change of Grade" form with the final grade.

### Change of Grade

Changes of grades other than incomplete are normally allowed for computational errors only and must be approved by the Dean. A request to change a grade after official grades have been deposited may be made by an instructor by filing a "Change of Grade" form with the Dean.

Requests must be made by the third week of the next term after the grade was submitted.

### Repetition of Courses

Undergraduate students may repeat credit courses for which grades of "C-," "D+," "D" or "F" were earned. If a student wishes to repeat a grade of "C" or better, the approval of the appropriate Dean is required before the course is repeated. In general, no course may be repeated more than once and no more than four courses may be repeated. Only the highest grade earned will be used in computing the grade point average; all grades will be shown on the transcript. Any exception to this policy requires approval by the Provost.

Students who use funding sources such as financial aid or military tuition assistance should check with those offices to understand the implications of repeat courses.

## Academic Transcripts

Official transcripts of academic records at the University of the Virgin Islands are issued only upon the authorization of the student. 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 the transcript.

The charge for each copy of a student's transcript is \$10.00. All checks and money orders should be made payable to the University of the Virgin Islands.

## Courses Taken at Other Institutions

Matriculated students who expect to take courses at another institution (including UVI on ground campuses) for transfer into their program of study in UVI Online must obtain a Permission to Take Courses at Another Institution form in order to attend another institution (including UVI on ground campuses) from Access and Enrollment Services, Registrar's website.

The appropriate Dean must sign/certify that the course will fulfill the UVI Online degree requirements with signature required by the UVI Registrar. The form must be submitted to the Office of the Registrar for permanent record.

Students are responsible for ensuring that an official transcript be sent to the Access and Enrollment Services Office after the completion of the course(s). No credit will be evaluated for transfer until an official transcript has been received.

## FERPA

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

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

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

## The Right of a Student to Appeal a Grade Assignment

If a student feels that a grade he or she has received was incorrectly calculated according to the standards set forth in the course syllabus, that it was assigned in an arbitrary, capricious, or unprofessional manner, or that it was unduly influenced by race, sex, age, personal animosity or other factor extraneous to the merit of the student's performance, the student may appeal the decision of the instructor of record.

### Procedures for Appeal by a Student

1. A student who wishes to question a grade should discuss the matter first with the instructor of record for the course, doing so as soon as possible after receiving the grade.
2. The instructor of record should be willing to listen, to provide explanation, in writing if so requested, and to be receptive to changing the grade if the student provides compelling arguments for doing so.
3. If, after discussion with the instructor of record, the student's concern remains unresolved, the student may approach the instructor of record's Dean, and/or the member of the faculty who is the instructor of record's immediate academic supervisor. The Dean and the instructor of record's immediate academic supervisor will jointly review the student's case, and if they believe the student's case has merit, shall discuss the case with the instructor of record and attempt to resolve the dispute. If the matter still remains unresolved, the Dean shall refer it to the College or School Grievance Committee.
4. The College or School Grievance Committee shall examine any written information on the dispute, shall make itself available to meet with the student and the instructor of record, and will carry out any other activities it deems necessary to investigate the dispute. If the student declines or fails to meet with the College or School Grievance Committee within a reasonable time frame as determined by the committee, the case may be dismissed. If the Committee determines that compelling reasons exist to change the grade, it will first request, in writing, that the instructor of record change the grade, providing the instructor with a written explanation of its findings. The College or School Grievance Committee, after considering the instructor of record's explanation and upon concluding that it would be unjust to allow the original grade to stand, may request in writing that the Provost order the Registrar to change the grade over the objections of the instructor of record, providing copies of the request to both the student and the instructor of record. Only the Provost, and only on the written recommendation of the College or School Grievance Committee, has the authority to change a grade over the objection of the instructor of record who assigned the original grade.

## Academic Grievance

There is, in each academic college and school, a Grievance Committee to which a student has recourse. The committee consists of a faculty member and a student. All grievances must be submitted in writing. The student has the right to appeal the decisions of the Grievance Committee, to the Dean and through him/her, to the Provost.

## 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.

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

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

## Penalties for Academic Dishonesty

For a first offense, the penalty levied will be at the discretion of the professor and can include, for example, the options of:

1. Giving a student a zero on the assignment or portion of the assignment in which the event occurred.
2. Giving the student a reduced grade for the assignment and requiring the student to redo the work correctly.
3. Giving the student an "F" in the course. IF the infraction occurs after midterm, and IF the student decides to appeal, an Incomplete ("I") will be recorded and subsequently changed to an "F" if the appeal is denied.

For a second offense, the penalty will be a grade of "F" in a credit course, or an "NP" in a skills course. If the infraction occurs after midterm, and if the student decides to appeal, an Incomplete ("I") will be recorded and subsequently changed to an "F" if the appeal is denied.

For any third offense reported to the Office of the Provost, the penalty will be a grade of "F" in the course and suspension from the University for an academic year. The Office of the Provost will notify the Registrar of the suspension.

The penalty for a fourth offense will be dismissal from the University. The Office of the Provost will notify the Registrar of the dismissal, which will then be noted on the student's academic record.

No credit will be granted for non-course exercises such as the English Proficiency Examination, CLEP tests, etc. The Office of the Provost will be notified when such examples of academic dishonesty have occurred.

## Academic Integrity Grievance Process

In cases of suspected academic dishonesty, the faculty member making the charge will discuss privately with the student suspected of the action to discuss the charge within 10 business days of the detection of the incident and provide the student with any supportive information pertinent to the charge. Within five business days, the faculty member shall decide if disciplinary action is to be taken and, if so, shall notify the student, the appropriate Dean and the Office of the Provost, in writing of:

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

Penalties for repeated offenses will be dealt with by the Provost.

Once the instructor decides to bring charges against the student, the Dean will have five days to give the student notice in writing of the charge(s) and of their opportunity to be heard. In this case, notice will be defined as a registered returned receipt mailing with the United States Postal Service addressed to the student at the address the student has identified as his or her home address. It is the student's responsibility to maintain a current address and outside email with the Access and Enrollment Services Office.

In each stage of this process where there is an allowable time period for an action to occur, if the academic term comes to an end before the allotted time frame has been met, the count will stop on the last day of the term in question and resume on the first day of the subsequent term.

Within 3 business days of the meeting with the instructor, the student may appeal, in writing, to the appropriate college or school Grievance Committee—composed of two students appointed by the campus Student Government Association president, one professional staff appointed by the Staff Council chair, and two faculty appointed by the college or school Dean—which will hold a hearing within 3 business days of receiving the student's written appeal. The instructor making the charge of academic dishonesty and the student will be present at the hearing. The Committee will make its recommendations to the Provost within 5 business days of the hearing. The Provost's decision will be final.

Students who are involved in an academic integrity grievance process will receive a grade of "Incomplete" until they have completed all steps in the grievance process they choose to pursue.

## Multiple Majors and Second Degree

The University of the Virgin Islands Online grants the following undergraduate degrees: B.A., and A.A. The preceding undergraduate degrees are the available options for a second degree. A major is a discipline within a given degree (e.g. Accounting or Management within the B.A. degree).

### Multiple Majors

Students may pursue up to three majors within the same degree. Students seeking to pursue **more than three majors** must receive the approval of the provost. The prospective student must apply through the Office of Enrollment Management using the change of major form and fulfill all the requirements of the additional major(s).

The pursuit of a second or third major in the same degree area will not result in the conferring of a second or third degree. The completion of the coursework for the additional major(s) will be noted on the student's official transcript.

### Second Degree

Any student who has previously earned a degree from a regionally accredited institution (including UVI) may pursue a second degree. Transfer credits that have not expired (see policy on Expiration of Credits) from other institutions and prior credits from UVI may be used to satisfy requirements for the second degree; however, a minimum of 30 credits must be earned at UVI beyond the number of credits completed at the time the first degree was awarded.

All college or school and university requirements for the two degrees must be satisfied. All courses completed will be recorded on a separate transcript.

Students seeking a second degree must apply for admission to UVI Online through the Access and Enrollment Services Office.

UVI will not concurrently or subsequently award an associate's degree to a student who holds a baccalaureate degree in the same discipline. A student may, however, be awarded an associate's degree in a discipline and subsequently receive a baccalaureate degree in the same major.

## Proctoring Policy

Throughout select courses in every student's program, certain assessments will be proctored. The course syllabus will identify if a specific assignment must be proctored. The course syllabus will also include instructions for taking the proctored assignment. The weight of all assignments will be identified, including the weight of any proctored assignment that may be required in the course. The course syllabus will indicate any unique exam rules that may apply, such as the use of a calculator, open/closed book, etc.

If a student has completed all coursework in a given class, including any proctored exam that may be required and fails the course, the student may be required to repeat the course at his/her own expense. A student will not be permitted to retake a final proctored exam or other proctored assessment.

Students who repeatedly fail to take proctored examinations or whose performance on proctored examinations is noticeably different than their typical coursework submissions in the course or throughout their program will be subject to the identity verification process and potential disciplinary action.

Tablets, Hybrid Devices, and Mobile Devices are not supported. External cameras on MACs are not supported. It is the student's responsibility to ensure a device that is suitable for use is available for proctored examinations.

During the entire exam session, video recordings are taken and contain full-length webcam views, audios and desktop recordings. Videos are stored and available to University administrators for review. Videos will be reviewed with these rules in mind and report any violations to University administrators. University administrators will determine if the Academic Integrity was violated and appropriate sanctions will be imposed based on the Academic Integrity policy in the University catalog. Students must have an operational webcam/video, computer, high-speed internet connection and allow Remote Proctor Now to access their webcam and microphone during the proctored assignment. Students are required to identify themselves during the proctored exam with a valid government-issued photo ID.

Students may only have one internet browser window open while taking their proctored exams, unless otherwise specified. The use of internet-accessible devices, such as smartphones and tablets, are strictly prohibited during the exam. Students may not bring removable media of any type during the proctored exam (e.g., flash drives, etc.).

Students may not install software during the proctored exam; however, pre-installed software, such as Maple and Matlab, is permissible. Students are not allowed to converse with anyone other than their proctor during the proctored assessment. Proctors are prohibited from assisting with the exam with the exception of procedural or administrative issues.

No one, at any time, is permitted to assist the student logging in or set up the proctoring system. This will be flagged as a test violation. Therefore, if a student believes he/she will be unable to operate the system, the student should contact the academic advisor prior to the scheduling of a proctored exam.

## Student Financial Aid

The primary purpose of the University's financial aid program is to provide financial assistance to its students who, without such aid, would be unable to further their educational goals. The financial assistance offered may not always meet the student's total financial need. It is the student's responsibility to pay the difference between any financial aid the student receives and the charges incurred for a given enrollment period.

The academic year at UVI is two (2) 16-week semesters long; each UVI Online semester contains two (2) eight (8) week class sessions.

## Eligibility

U.S. citizens and permanent residents are eligible to apply for financial assistance. Applicants must be matriculated students of the University and must be making satisfactory academic progress toward a degree. Financial aid eligibility is determined through the completion of the Free Application for Federal Student Aid form (FAFSA) at [www.fafsa.gov](http://www.fafsa.gov).

In completing the FAFSA, students are expected to provide information on their own income and assets, family income and assets, and non-taxable income (disability benefits, veteran's benefits, etc.). The need analysis formula used in analyzing the information on the financial aid application measures the ability (not the willingness) of students to contribute toward educational costs.

The Title IV Institution School Code for UVI Online is: 003946

## Loan Entrance/Exit Interviews

All loan borrowers must complete entrance counseling before the first loan disbursement and exit counseling prior to graduating, transferring or withdrawing from the University. Counseling for the other loan programs are conducted by the University's accounting office.

## Federal Student Aid Enrollment Status

Students are awarded Federal Student Aid (FSA) based on the total number of credit hours in which they are enrolled during a 16-week semester. Students may be enrolled in one (1) or more classes in either or both sessions/terms in a semester. The below chart summarizes the number of credit hours a student must be enrolled in during a **semester for each enrollment status**.

Federal Student Aid Enrollment Status	UNDERGRADUATE Credit Hours	GRADUATE Credit Hours
Full-Time	12 or more	6 or more
Three Quarter Time	9 to 11	N/A
Half-Time	6 to 8	3 to 5
Less than Half-Time	1 to 5	N/A

## Financial Aid Satisfactory Academic Progress Policy

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

*At the end of each payment period/semester or prior to the actual receipt of financial aid funds, the records of all financial aid recipients will be reviewed to determine satisfactory academic progress.*

A student's financial aid SAP at UVI is classified in the following categories: "Good Standing", "Warning", and "Suspension".

Maximum time frame allowances and the limit on remedial courses will also be reviewed at the end of each semester.

SAP determination is based on a student's complete academic history, including periods in which the student did not receive financial aid.

## Progression and Qualitative Standards

Standards by which a student will be evaluated includes progress in increments of hours completed and minimum cumulative grade point average (GPA) illustrated in the chart below.

### Undergraduate Students

Total Credits Attempted	Percent Rate for Minimum Credits Passed	Minimum Cumulative GPA
12 – 29	50 %	1.70
30 – 44	60 %	1.80
45 and above	67 %	2.00

A student must be progressing toward graduation requirements by completing the courses for which he/she enrolls each semester (referred to as "pace") and must also meet the required percentage rate of attempted credit hours.

### Graduate/Professional Students

A student must maintain a cumulative GPA of 3.0 on a scale of 4.0. Graduate students will be placed on academic warning if:

1. the cumulative GPA falls below 3.0, or
2. a grade of "F" is earned, or

3. more than two grades of "C" are earned in the program.  
Students must also complete at least 70% of all credits attempted.

## Maximum Timeframe

### Undergraduate Students

The maximum time frame allowed for students to complete a Bachelor's degree and remain eligible to receive financial aid is 180 credits (150% of 120) or 93 credits (150% of 62) for an Associate's degree program. Adjustments to the maximum credits hours would be made for programs that require more than the general standard credit requirements.

### Graduate/Professional Students

The maximum time frame for financial aid eligibility is 54 attempted credits.

## Financial Aid SAP Eligibility Status

### Undergraduate Financial Aid (FA) Warning

- A student is placed on Financial Aid Warning when his/her minimum cumulative grade point average and/or percent rate for minimum credits passed do not meet the minimum requirements outlined in the chart under the progression and qualitative standards section.
- In this status, a student may continue to receive financial aid for that payment period. No appeal is necessary.

### Undergraduate Financial Aid (FA) Suspension

- If, at the end of the warning period, a student does not meet the minimum SAP requirements, the student will be placed on Financial Aid Suspension and will be ineligible for financial aid until the minimum SAP requirements are met.
- A student on Financial Aid Suspension may appeal in writing within 15 days of the notification to the Financial Aid Appeals Committee.

### Graduate/Professional Financial Aid (FA) Warning

1. The cumulative grade point average (GPA) falls below 3.00
2. An F and/or;
3. No more than two C's can be earned in the program.

### Graduate/Professional Financial Aid (FA) Suspension /Dismissal

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

## Other Financial Aid Satisfactory Academic Progress Components

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

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

**Non-Degree Remedial Courses:** A student can receive financial aid for up to 30 credits of non-degree remedial courses.

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

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

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

## Financial Aid Satisfactory Academic Progress Appeal Process

- Appeals should be submitted within 15 days of notification of suspended financial aid.
- All appeals must be substantiated by appropriate documentation and submitted to the Financial Aid Appeals Committee c/o Financial Aid Office for review.
- Reviews will be conducted twice a semester but may be more frequent based on the number of appeals received. Students who have appealed should seek alternative payment methods for their tuition and fees until the appeal committee convenes and a decision is determined. Alternative payment methods may include, but not limited to the Payment Plans through the University's Cashier's Office or obtain a Private Educational Student loan via web searches.
- The committee will render a decision of approved or disapproved.

The appeal **must** include the following:

1. A student must provide sufficient evidence to support his/her assertion that **unusual** or
  - a. **extenuating circumstances** prevented him/her from maintaining SAP.

- b. An **unusual or extenuating circumstance** can include, *but not limited to*, serious medical illness or accident of student and or, **immediate** family member(s).
2. **Unacceptable unusual or extenuating circumstance** can include, *but not limited to* failing to attend classes on a regular basis and continuing to withdraw from courses.
3. An explanation of the reason(s) for failing to meet the standards for Academic Progress and what improvements will be made by the next evaluation period to regain good academic standing.

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

### **Appeal Approved in Probationary Status**

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

### **Recommendation**

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

## **Return of Title IV Financial Aid Funds**

When a student withdraws from the University, as outlined in the Withdrawal Policy, prior to completing more than 60 percent of a semester, Financial Aid Services must determine the amount of Title IV program assistance that was earned. For example, a student who has only completed 40 percent of the semester will only "earn" 40 percent of the Title IV aid that he or she was eligible for. The student and/or the University must then return the remaining 60 percent. The Title IV programs administered by the University that are covered by this policy are: Federal Pell Grants, Direct Stafford Loans and Direct PLUS Loans. Any student receiving any Title IV funds are subject to this policy.

The institution will use the Department of Education mandated refund calculation to determine the percentage of Title IV funds earned by the student as of their Last Date of Attendance (LDA). The LDA is the last date that the student participated as outlined in the Participation and Substantive Interaction Policy.

The percentage of Title IV aid earned is calculated as follows:

$$\frac{\text{Number of days completed}^*}{\text{Total days in the payment period (semester)}} = \frac{\text{Percentage of payment period}}{\text{(semester) completed}}$$

\*The number of days in the payment period are calendar days, UVI does not have any scheduled breaks that would be excluded from the calculation.

Unearned financial aid funds must be returned to the programs from which the student received aid for the payment period in the following order, up to the net amount of the aid disbursed from each source:

- Unsubsidized Federal Direct Loan Program
- The Subsidized Federal Direct Loan Program
- The Federal Perkins Loan Program
- Federal Direct Plus Loan Program
- The Federal Pell Grant Program
- The Federal SEOG Program

Federal regulations require that all schools participating in any Federal Financial Aid program must adhere to a financial aid Satisfactory Academic Progress (SAP) policy. These are the standards by which a student's progress toward the completion of his/her program of study at the University of the Virgin Islands will be measured to determine continued eligibility for financial aid. At the end of each payment period/semester or prior to the actual receipt of financial aid funds, the records of all financial aid recipients will be reviewed to determine satisfactory academic progress. A student's financial aid Satisfactory Academic Progress at UVI is classified in the following categories: "Good Standing," "Warning" and "Suspension." Maximum time frame allowances and the limit on remedial courses will also be reviewed at the end of each semester. SAP determination is based on a student's complete academic history, including periods in which the student did not receive financial aid. See Satisfactory Academic Progress policy for complete policy.

## **Veterans GI Bill Benefits**

To start using your GI Bill educational benefits, you must be admitted to The University of the Virgin Islands. If you are a prospective student and you wish to apply to The University of the Virgin Islands, visit [online.uvi.edu](http://online.uvi.edu).

Important: Time is a key factor in the application process. The Department of Veterans Affairs requests 30-45 business days (5-9 calendar weeks) to process an application. However, in some cases, the processing time can take up to a month longer.

## **Getting Started**

### **I have APPLIED for GI Bill Educational Benefits:**

I have been accepted to The University of the Virgin Islands and have applied for GI Bill Educational Benefits: Once the Department of Veterans Affairs has approved your application for educational benefits, you will receive a Certificate of Eligibility

letter stating the type of benefit awarded and the terms of eligibility under that benefit.

A copy of the Certificate of Eligibility must be submitted to the Office of the Registrar, Certifying Veterans Official. This document can be faxed to (340) 693-1167 or emailed to [mpotter@uvi.edu](mailto:mpotter@uvi.edu)

**For Dependent/Spouse of a Veteran:** A veteran may transfer Chapter 33 Post 9/11 GI Bill benefits to a dependent or spouse with the approval of the Department of Defense (DoD). Information regarding transfer of benefits can be found on the Department of Veterans Affairs' website.

A dependent/spouse of a veteran may receive Chapter 35 Dependents' Education Assistance with the approval of the Department of Defense (DoD). Dependents/Spouse of veteran may apply for benefits online through the Department of Veterans Affairs' online application system (VONAPP) or by mailing a hard copy of the application (*Form 22-5490*) to the Veterans Affairs Regional Processing Center (RPO), P.O. Box 100022, Decatur, Georgia 30031-7022.

Once the dependent/spouse has been approved, the Department of Veterans Affairs will send you a Certificate of Eligibility letter stating the type of benefit awarded and the terms of eligibility under that benefit.

A copy of the Certificate of Eligibility letter must be submitted to the Office of the Registrar, Certifying Veterans Official.

### **I would like to TRANSFER my GI Bill Educational Benefits from another university:**

I have been accepted to The University of the Virgin Islands and would like to transfer my GI Bill Educational Benefits from another university: The *VA Form 22-1995* (Request for Change of Program or Place of Training) must be completed and mailed to the Department of Veterans Affairs Regional Processing Office at P.O. Box 100022, Decatur, Georgia 30031-7022 or updated via online: Veterans Online Application (VONAPP).

*A copy of the completed VA Form 22-1995* along with the Certificate of Eligibility letter must be submitted to the Office of the Registrar, Certifying Veterans Official. This document can be faxed to 1(340) 693-1167 or emailed to [mpotter@uvi.edu](mailto:mpotter@uvi.edu)

## **Certification Process**

Once your registration schedule has been finalized, you must notify the university's Veterans Certifying Official. This must be done each term that you intend to use your GI Bill Educational Benefits.

If you make changes to your registration schedule, you must notify the university's Veterans Certifying Official. Changes to your schedule may result in delays in receiving your benefits or cause a debt that you will have to repay to the VA.

Important: Once a student's enrollment has been certified at the VA, the University is required to return any tuition and fee payments received from the VA if:

- the student drops all courses on or before the first day of the term.
- the student does not attend any classes for which he/she was certified, regardless of the reason for non-attendance.

If courses are withdrawn after the first week of the term, the student is responsible for repaying the tuition expenses to the VA.

## **Types of Veterans Benefits**

To determine your best GI Bill Educational Benefit, visit the United States Department of Veterans Affairs website.

## **Changes in Status**

Notify the Veterans Certifying Official under any of these conditions:

- If changes in your enrollment status occur due to an increase or decrease in hours, please notify Veterans Services within 30 days by submitting a Veterans Information Sheet.
- As a courtesy, if you decide to stop attending classes for a term or more, please notify Veterans Services. Notification may be made verbally or in writing.
- Notify Veterans Services if you change your degree program or major.
- Upon earning 45 credit hours, you must declare a major and notify Veterans Services of your decision.
- When your educational benefits have terminated, notify Veterans Services.
- If you have a change of address, notify the federal Department of Veterans Affairs first, then, Veterans Certifying Official.

For additional information on Veteran services, please visit: <http://www.va.gov/>

You may also visit the UVI website and access the Veterans Handbook for additional information.

## **Employer Tuition Assistance**

Many employers offer tuition assistance to their employees attending UVI. A prospective student is encouraged to consult with the human resources department prior to registering for a term to learn how his/her employer calculates tuition assistance and when it is paid. UVI accommodates all types of tuition assistance plans.

## **Payment of Student Accounts**

Students are responsible for paying their bills at the Business Office at any time prior to the published "due date". Registered students' failure to do so will result in their course selections being cancelled.

Students who owe money to the University, other than on student loans not yet due, will not receive their diploma and a financial

hold will be placed on their record. Academic transcripts will not be issued for students with outstanding financial obligations. Students must complete their enrollment by paying the required tuition and fees prior to the start of classes or contact the Business Office/Cashier to arrange for the UVI Online Payment Plan.

## Payment Plan

Students are responsible for paying their bills at the Business Office at any time prior to the published "due date". Registered students' failure to do so will result in their course selections being canceled. If this occurs, students wishing to register may do so during the late registration period.

Students who owe money to the University, other than on student loans not yet due, will not receive their diploma and a hold will be placed on their record. Transcripts will not be issued for students with outstanding financial obligations.

The UVI Online Payment Plan allows students the opportunity to defer up to 50% of their total tuition and fee charges for a period of no more than 30 days, in essence 4 weeks into the 8 week term. This is only allowable upon the completion of the UVI Online Payment Arrangement Form, and only after 50% of the term charges are paid no later than the first day of the term.

All students completing the UVI Online Payment Arrangement Form will pay a one-time, \$25.00 administrative fee.

## Student Services and Directory

**Academic Advising:** The Center for Student Success (CSS) is available for academic advising, course selection, student support and success strategies, and tutoring.

**Admissions:** The Office of Admissions on the St. Croix campus is the principal point of contact for application processing, transfer credit evaluations and admission decisions.

**Financial Aid:** The Office of Financial Aid is available by email or phone on the St. Thomas or St. Croix campuses.

**Online Library:** Our online library has over 30 rich research databases to address all of your course needs and is available 24/7.

**Registrar:** The Office of the Registrar on the St. Croix campus is the principal point of contact for transfer credit evaluations. The Office of the Registrar on the St. Thomas or St. Croix campuses assist with processing course registration and enrollment / withdrawal activities, academic transcripts, and other enrollment-related transactions.

**State Authorization Reciprocity Agreement (SARA):** SARA is an agreement among member states, districts, and territories that establishes comparable national standards for interstate offering of postsecondary distance education.

**Student Accounts / Cashier:** Business Services is available by email or phone on the St. Thomas or St. Croix campuses.

**Technical Support:** 24x7 access to tutorials, FAQs, and Help Desk hours to get you through hardware and software challenges.

**Title IX (discrimination concerns):** Title IX is a federal civil rights law passed as part of the Education Amendments of 1972. This law protects people from discrimination based on sex in education programs or activities. Educational programs and activities that receive federal funds from the Department of Education must operate in a nondiscriminatory manner.

# Academic Degree Programs and Course Descriptions

<b>Degree Type</b>	<b>Degree Name</b>
Certificate	Secondary Teaching
Post-baccalaureate Certificate	Special Education
Associate of Arts	Criminal Justice
Bachelor of Arts	Accounting
Bachelor of Arts	Criminal Justice
Bachelor of Arts	Management
Master of Business Administration	Business Administration
Master of Arts	Organizational Leadership
Master of Arts	Educational Leadership

## General Education Requirements

All students, regardless of their degree program and major field of study, must complete certain general education requirements.

The University of the Virgin Islands - Online General Education curriculum has been reformed and revitalized recently and is subject to continual refinement. The General Education curriculum is intended to prepare students for today's competitive world as well as for productive and fulfilling lives and responsible citizenship. Students completing these requirements are expected to have gained the following:

- Knowledge of the history, geography, and demographic characteristics of the U.S. Virgin Islands, the Caribbean, the United States, and the world.
- Knowledge of natural phenomena and of the earth in its place in the universe as well as an appreciation of scientific inquiry.
- Highly developed communication skills.
- Quantitative and computing skills.
- Personal health and wellness skills.
- Critical thinking, logic, and moral reasoning skills.
- Self-awareness, interpersonal, leadership, and team skills.
- Second language skills, multi-cultural and inter-cultural skills, and an understanding of aesthetic expression in literature and art.
- Information management and research skills.

General education requirements vary with degree programs but have the following categories in common:

- Humanities
- Mathematics
- Natural Sciences
- Social Sciences

## Certificate in Secondary Teaching

This certificate program consists of a series of methods courses which provide practicing teachers and other school professionals with the body of professional and pedagogical knowledge, skills, and dispositions that prepare them to work more effectively with learners in secondary classrooms. Additionally, this program provides training in materials development, assessment and evaluation and cross-cultural communication. The program requires participation in field experiences and clinical practice under the supervision of the school's administration and university supervisor. Enrollment in individual courses is open to anyone who meets the stated prerequisite for each course. However, the certificate program is designed for in-service teachers holding at least a baccalaureate degree or equivalent from an accredited institution. Students at the University majoring in other content areas such as mathematics, science, social sciences, or English who aspire to one day become secondary classroom teachers may complete coursework except for the clinical course which can only be taken on the job in a secondary classroom.

<b>Course Number</b>	<b>Name</b>	<b>Credit Hours</b>
GSS 5000	Graduate Student Success	1
EDU 2210	Foundations of Education	3
EDU 2300	Education Psychology	3
EDU 2500	Curriculum Development and Instruction	3
EDU 3010	Teaching Literacy in the Content Area	3
EDU 3020	Introduction to Special Education	3
EDU 3500	Instructional Design and Technology	2
EDU 3510	Classroom Management	2
EDU 4010	Secondary Teaching as a Reflective Practice	3
EDU 4500	Measurement and Evaluation	2
EDU 4700	Internship for Practicing Teachers	6
	<b>Total for Program</b>	<b>31</b>

## Post-baccalaureate Certificate in Special Education

The School of Education *Post-baccalaureate Certificate Program in Special Education* offers current teachers and others with a bachelor's degree minimum an opportunity to enhance their teaching pedagogy and to acquire new skills in the teaching profession, respectively. Through its coursework and professional learning experiences, this program will model cutting-edge 21<sup>st</sup> Century pedagogical teaching and learning. Course instructors will include UVI faculty and VIDE partners. Special education colleagues across the nation will serve as guest presenters to provide a rich, multiple perspective and quality experience for adult learners enrolled in the program.

The program will emphasize and engage adult learners in critical self-reflection, inclusive practices, collaboration with other school professionals and families, specialized instruction of literacy and math, assessment, positive behavior intervention support (PBIS) and special education service delivery in a multicultural society (Caribbean focus), among other areas of emphasis.

<b>Course Number</b>	<b>Name</b>	<b>Credit Hours</b>
GSS 5000	Graduate Student Success	1
EDU 5200	Characteristics of Exceptional Children	3
EDU 5560	Special Education: Strategies and Design	3
EDU 5570	Assessment in Special Education	3
EDU 5580	Behavior Management in Educational Settings	3
EDU 5310	Education in a Multicultural Society	3
EDU 5740	Internship/Seminar in Special Education	3
<b>Total for Program</b>		<b>19</b>

## Associate of Arts – Criminal Justice

The Associate of Arts in Criminal Justice degree from the University of the Virgin Islands will provide you with the crucial criminal justice knowledge needed to enter the Criminal Justice field.

At the completion of the Associate of Arts in Criminal Justice degree program, you will have a fundamental understanding of what is needed to be successful in the criminal justice field. You will be able to exhibit applicable knowledge in investigations, juvenile justice, law enforcement and corrections.

<b>Course Number</b>	<b>Name</b>	<b>Credit Hours</b>
<b>A. General Education</b>		
SSS 1000	Student Success Seminar	1
COM 1190	Interpersonal Communication & Leadership Skills	3
ENG 1200	English Composition I	3
ENG 2010	Research & Applied Writing	3
PHI 2000	Critical Thinking	3
<b>Humanities Electives</b>		6
<b>Social Sciences Electives</b>		6
<b>Mathematics &amp; Science Electives</b>		8
<b>B. Criminal Justice</b>		
CJU 1100	Introduction to Criminal Justice	3
CJU 1120	Introduction to Criminology	3
CJU 2250	Juvenile Justice I	3
CJU 3110	Police Systems & Practices	3
CJU 3130	Correction Systems & Practices	3
<b>C. Program Elective</b>	100 - 200 level course	3
<b>D. Open Electives</b>		12
<b>Total for Program</b>		<b>63</b>

## Bachelor of Arts – Accounting

Prepare for a career in accounting, auditing or related financial field with an online Bachelor of Arts in Accounting from UVI.

You'll learn how to set up and keep books, prepare taxes, analyze financial statements and more. You'll demonstrate proficiency in fundamental accounting principles and procedures, analyze solutions to complex accounting problems, and use accounting information to make effective business decisions. Plus, you'll apply the skills in audit, tax and general financial areas as you complete a final auditing project in your capstone course.

Course Number	Name	Credit Hours
<b>A. General Education</b>		
SSS 1000	Student Success	1
COM 1190	Interpersonal Communications & Leadership Skills	3
COM 1200	Public Speaking	3
ENG 1200	English Composition I	3
ENG 2010	Research & Applied Writing	3
ENG 2610	World Literature I	3
ENG 2620	World Literature II	3
PHI 2000	Critical Thinking	3
GEN 2990	General Education Capstone	3
<b>Humanities or Social Science Electives</b>		9
<b>Social Science Electives</b>		6
<b>Mathematics</b>		
MAT 2320	Calculus for Business and Social Sciences	4
Mathematics Elective		4
<b>Science Electives</b>		8
<b>B. General Business</b>		
ACC 2010	Principles of Accounting I	3
ACC 2020	Principles of Accounting II	3
BUS 1120	Introduction to Business	3
BUS 3050	Business Communication	3
BUS 3510	Business Law I	3
BUS 4360	Business Policy & Strategy	3
IST 2100	Management Information Systems	3
DSC 3250	Business Statistics	3
DSC 4100	Quantitative Analysis	3
DSC 4300	Introduction to Operations Management	3
FIN 3010	Principles of Finance	3
MGT 3010	Principles of Business Management	3
MGT 3420	Human Resource Management	3
MKT 3010	Foundations of Marketing	3
<b>C. Accounting</b>		
ACC 3010	Intermediate Accounting I	3
ACC 3020	Intermediate Accounting II	3
ACC 3100	Government and Non-profit Accounting	3
ACC 3150	Tax Accounting	3
ACC 4400	Cost Accounting	3
ACC 4420	Auditing	3
ACC 4430	Advanced Accounting	3
ACC 4460	Forensic Accounting	3
<b>Total for Program</b>		<b>122</b>

## Bachelor of Arts – Criminal Justice

Gain the knowledge you need to succeed in the criminal justice field. Earn your online Bachelor of Arts – Criminal Justice degree from the University of the Virgin Island to prepare yourself to serve and secure our nation.

At the completion of the online Bachelor of Arts in Criminal Justice, you will be able to advance or pursue a career in juvenile justice, corrections, investigations, or law enforcement.

<b>Course Number</b>	<b>Name</b>	<b>Credit Hours</b>
<b>A. General Education</b>		
SSS 1000	Student Success	1
COM1190	Communication & Leadership Skills	3
COM1200	Introduction to Public Speaking	3
ENG1200	English Composition	3
ENG 2010	Research & Applied Writing	3
ENG 2610	World Literature I	3
ENG 2620	World Literature II	3
PHI 2000	Critical Thinking	3
GEN 2990	General Education Capstone	3
<b>Humanities or Social Sciences Electives</b>		9
<b>Social Science Electives</b>		6
<b>Mathematics Electives</b>		8
<b>Science Electives</b>		8
<b>B. Criminal Justice</b>		
CJU 1100	Introduction to Criminal Justice	3
CJU 1120	Introduction to Criminology	3
CJU 2250	Juvenile Justice I	3
CJU 3110	Police Systems & Practices	3
CJU 3130	Correction Systems & Practices	3
CJU 3210	Criminal Procedure	3
CJU 3230	Introduction to Criminal Justice Ethics	3
CJU 3250	Criminal Law	3
CJU 4010	Criminal Justice Research Methods	3
CJU 4210	Community Policing	3
CJU 4990	Professional Strategies - Capstone	3
POL 1290	Introduction to Public Administration	3
<b>C. Program Electives 300 - 400 level courses</b>		15
<b>D. Open Electives</b>		15
<b>Total for Program</b>		<b>122</b>

## Bachelor of Arts – Management

Obtain the skills needed to be successful in your career and business with an online Bachelor of Arts in Management degree from the University of Virgin Islands online. In this program, you will participate in career-relevant problem-solving activities that are real world. These skills will better prepare you for management responsibilities.

You'll be able to identify and act on business principles in multiple functional areas of any business. Business communication strategies, decision-making capabilities, and evaluating legal and regulatory business practices, you'll gain a fundamental understanding of every aspect of business management.

Course Number	Name	Credit Hours
<b>A. General Education</b>		
SSS 1000	Student Success	1
<b>Humanities</b>		
COM 1190	Interpersonal Communications & Leadership Skills	3
COM 1200	Public Speaking	3
ENG 1200	English Composition I	3
ENG 2010	Research & Applied Writing	3
ENG 2610	World Literature I	3
ENG 2620	World Literature II	3
PHI 2000	Critical Thinking	3
GEN 2990	General Education Capstone	3
<b>Humanities or Social Science Electives</b>		9
<b>Social Science Electives</b>		6
<b>Mathematics</b>		
MAT 2320	Calculus for Business and Social Sciences	4
Mathematics Elective		4
<b>Science Electives</b>		8
<b>B. General Business</b>		
ACC 2010	Principles of Accounting I	3
ACC 2020	Principles of Accounting II	3
BUS 1120	Introduction to Business	3
BUS 3050	Business Communication	3
BUS 3510	Business Law I	3
BUS 4360	Business Policy & Strategy	3
IST 2100	Management Information Systems	3
DSC 3250	Business Statistics	3
DSC 4100	Quantitative Analysis	3
DSC 4300	Introduction to Operations Management	3
FIN 3010	Principles of Finance	3
MGT 3010	Principles of Business Management	3
MGT 3420	Human Resource Management	3
MKT 3010	Foundations of Marketing	3
<b>C. Management</b>		
MKT 4160	Principles of Merchandizing	3
MGT 4100	Labor Relations	3
MGT 4290	Organizational Behavior	3
MGT 4340	Business & Society	3
<b>D. Program Electives</b>		12
<b>Total for Program</b>		<b>122</b>

## Master of Business Administration

In this program, you will learn about marketing, organizational behavior, qualitative analysis, macroeconomics and microeconomics, human resource management, managerial accounting and information management.

	<b>Course Number</b>	<b>Name</b>	<b>Credit Hours</b>
<b>A.</b>	GSS 5000	Graduate Student Success	1
<b>B. Major</b>			
	ACC 5100	Accounting	3
	BUS 5600	Business Ethics	3
	BUS 5990	Capstone Project	3
	DSC 5200	Quantitative Analysis	3
	FIN 5500	Finance	3
	IST 5150	Management of Information Systems	3
	MGT 5800	Strategies for Change	3
	MGT 5900	Organizational Behavior	3
	MKT 5300	Marketing Management	3
<b>C. Electives</b>			9
		<b>Total Credits</b>	<b>37</b>

## Master of Arts – Educational Leadership

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

The Master of Arts in Educational Leadership is a rigorous program designed to prepare aspiring principals, assistant principals, and other educational professionals for leadership positions to become strong and effective transformational leaders. The program will provide students with professional and pedagogical knowledge and skills in the area of educational leadership.

	<b>Course Number</b>	<b>Name</b>	<b>Credit Hours</b>
<b>A.</b>	GSS 5000	Graduate Student Success	1
<b>B. Major</b>			
	EDL 5050	Introduction to Pre K-12 Leadership	3
	EDL 5120	Educational Research and Evaluation	3
	EDL 5150	Technology Leadership	3
	EDL 5200	School Law and Ethics	3
	EDL 5250	Curriculum, Instruction and Assessment	3
	EDL 5300	Psychology of Diverse Learners	3
	EDL 5350	Leadership for Inclusive Education	3
	EDL 5400	Finance and Operations Management	3
	EDL 5450	School, Family and Community Engagement	3
	EDL 5500	Leadership for School Improvement	3
	EDL 5550	Internship I 180 clock hours	3
	EDL 5560	Internship II 120 clock hours	2
	EDL 5600	Comprehensive Examination	0
		<b>Total for Program</b>	<b>37</b>

## Master of Arts – Organizational Leadership

Create new opportunities in your career with a Master of Arts in Organizational Leadership online degree from the University of the Virgin Islands. This program helps you to understand and apply theories in leadership and organizational behavior which will enhance your effectiveness in a leadership role.

You will explore key concepts in leadership and organizational behavior such as leader effectiveness, emotional intelligence, strategic communication, and how to lead organizational change.

	<b>Course Number</b>	<b>Name</b>	<b>Credit Hours</b>
<b>A.</b>	GSS 5000	Graduate Student Success	1
<b>B. Major</b>			
	MOL 5000	Introduction to Organizational Leadership	3
	MOL 5120	Research and Evaluation	3
	MOL 5200	Leadership and Communication	3
	MOL 5300	Leadership Theory and Strategies	3
	MOL 5400	Coaching, Mentoring and Leadership Development	3
	MOL 5500	Human Resource Development	3
	MOL 5600	Cross-cultural and Global Leadership	3
	MOL 5700	Ethics in Leadership	3
	MOL 5800	Organizational Behavior	3
	MOL 5900	Leading Organizational Change	3
	MOL 5990	Capstone Project	3
	MOL 5950	Graduate Internship I	1
	MOL 5951	Graduate Internship II	1
		<b>Total for Program</b>	<b>36</b>

## Course Descriptions

### **ACC 2010 Principles of Accounting I (3 credits)**

This course provides an introduction to the basic principles of financial accounting, the accounting cycle, the study of fundamental accounting concepts, and impact of the accounting treatment of business transactions on the income statement, balance sheet, and statement of cash flows.

### **ACC 2020 Principles Accounting II (3 credits)**

Prerequisites: ACC 2010

This course provides an introduction to management accounting principles, cost-volume-profit, cost behavior, cost management, budgeting, responsibility accounting, capital budgeting, cost allocation, variable and absorption costing, and the use of relevant information in decision-making.

### **ACC 3010 Intermediate Accounting I (3 credits)**

Prerequisites: ACC 2020

This course will provide an in-depth study of the theoretical and conceptual foundations of accounting, the development of generally accepted accounting principles, and the nature of accounting information. The course explores the application of GAAP and international financial reporting standards to the preparation of financial statements with particular treatment of components like cash, receivables, inventories, fixed assets and their expiration.

### **ACC 3020 Intermediate Accounting II (3 credits)**

Prerequisites: ACC 3010

This course will provide an in-depth study of the theory and practice surrounding accounting topics like tangible assets, short and long-term liabilities, elements and structure of stockholder's equity and investments. The course exposes students to cases and real-life situations that would facilitate application of GAAP and relevant IFRS in accounting decision-making.

### **ACC 3100 Government and Non-Profit Accounting (3 credits)**

Prerequisites: ACC 3020

This course introduces the fundamentals of accounting for governmental and not-for-profit organizations. Topics to be covered include fund accounting which will encompass general and revenue funds, debt service funds, capital project funds, internal service funds, enterprise and fiduciary funds, long-term debt and fixed-asset accounting, and planning, recording of assets, liabilities, equity, revenues, and expenditures. Other topics that are emphasized are budgeting, budgetary control and reporting, tax levies, auditing, preparation of financial statements, and financial analysis.

### **ACC 3150 Tax Accounting (3 credits)**

An introduction to the U.S. income taxation concepts with an emphasis on business and personal tax planning strategies. Includes approaches and skills needed to prepare individual tax returns and understand tax administration.

### **ACC 4400 Cost Accounting (3 credits)**

Prerequisites: ACC 2020 and two MAT courses

The development and use of accounting data in managerial decision-making, planning, and control. Topics include job, process and standard cost systems; cost volume-profit analysis; differential and incremental analysis; contribution margin analysis; and capital budgeting.

### **ACC 4420 Auditing (3 credits)**

Prerequisites: ACC 3020

Introduction to the concepts and procedures underlying contemporary auditing. Examines the roles, responsibilities and legal liabilities of internal and external auditors in the United States and their professional organizations. Topics developed include internal control systems and their evaluation; audit evidence and problems related to the audit of particular assets, liabilities, capital and income accounts. Nature of verification, audit evidence, testing, the elements of effective control structures, the use of statistical sampling and evolution of external, internal and comprehensive auditing.

### **ACC 4430 Advanced Accounting (3 credits)**

Prerequisites: ACC 3020 and two MAT courses

A study of the theory and application of accounting for branch operations, foreign operations, expansion by subsidiary companies, and various forms of consolidated statements. Also included are accounting for partnership formation; changes and liquidation; and accounting for estates and trusts.

### **ACC 4460 Forensic Accounting (3 credits)**

Prerequisites: ACC 2010

This course covers concepts and skills necessary for examining financial fraud. Content will include fraud schemes, prevention and detection of fraud, ethics, forensic software tools, auditing techniques, and the law and regulations governing fraud cases.

### **ACC 5100 Accounting (3 credits)**

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.

### **BIO 1510 Introduction to Life Science (4 credits)**

Introduction to the Life Sciences w/ Lab. This course provides a broad overview of basic concepts and processes in the life sciences. Topics include the scientific method, cell structure and function, cellular reproduction, metabolism, DNA and gene regulation, species diversity, evolution, ecology, and ecosystems.

### **BUS 1120 Introduction to Business (3 credits)**

This course is designed to prepare the student for a career in business administration and broaden student's understanding of the vital role of business in our society. It focuses on the study of the types of business ownership, a broad overview of business operations and examination of the major segments of business administration.

### **BUS 3050 Business Communication (3 credits)**

Prerequisites: COM 1200 and ENG 1200

Designed to give students a comprehensive view of business communication through study and application of the concepts of effective written and oral communication. It develops critical thinking, analytical, ethical and problem-solving skills. Students learn the importance of audience adaptation and concise written and oral expressions. Emphasis is on use of English language skills to effectively plan, organize, compose, evaluate, and edit business emails, letters, memoranda, reports and proposals. Additional emphasis is on verbal, non-verbal, and listening skills. The proficient use of word processing technology is required for document production.

### **BUS 3510 Business Law I (3 credits)**

Prerequisites: BUS 1120

Rules of law as they relate to business transactions, court systems and procedures, law of contracts, law of agency, employee-employer relations, law of negotiable instruments, law of sales, law of property, bailments, insurance and business organizations.

### **BUS 4360 Business Policy and Strategy (3 credits)**

Prerequisites: Completion of Degree Requirements

A study of overall business strategy from the perspective of top management. The student will examine strategic goals, plans and actions of the business firm.

### **BUS 5600 Business Ethics (3 credits)**

This course embraces ethical theory and applies ethical practice in the field of business through the exploration of contemporary case studies. Concepts covered include ethical issues, decision-making, cultural factors, social responsibility, designing and managing ethical programs, and the practice of ethical decision making. A collection of relevant cases, provocative discussions, and papers serve as the basis for mastering the content.

### **BUS 5990 Capstone Project (3 credits)**

Prerequisites: Completion of Degree Requirements

The purpose of this individualized learning experience is to enable you as a graduate student to develop an original business plan on a topic of professional or personal interest. The Capstone Project course enables you to research and develop a substantial original applied project of your own authorship. This project encourages the application of theories, principles, and processes that you have studied in the graduate courses to a management problem or issue of interest and relevance to you in your professional activities. This course is designed to encourage you to draw upon knowledge and experience that you have gained over the course of your studies and other related educational or professional development activities. Projects should be understandable, applied, and pragmatic, with valuable outcomes and findings of your research connected with your own organizational situation or personal interest to explore entrepreneurial opportunities.

### **COM 1190 Interpersonal Communications and Leadership Skills (3 credits)**

An introduction to interpersonal communication and to leadership skills basic to all disciplines. Specific areas include an examination of the communication process and the role that perception plays in the formation of verbal and nonverbal messages. Emphasis will be placed on demonstrating the relationship of interpersonal skills with basic communication skills central to promoting excellence in leadership.

### **COM 1200 Introduction to Public Speaking (3 credits)**

This course develops the communication skills required for effective public speaking. It involves the study of good presentational skills coupled with intensive study in researching topics, outlining and effective speech organization. The course will provide practical experiences in presenting both informative and persuasive public speeches.

### **CJU 1100 Introduction to Criminal Justice (3 credits)**

This course provides an overview of the components and processes of the criminal justice system. Particular emphasis is placed on aspects of the system including the nature of crime, victim assistance, policing, courts and adjudication, punishment, sentencing and incarceration alternatives, and corrections. Class material will include an overview of career opportunities.

### **CJU 1120 Introduction to Criminology (3 credits)**

This course examines the study of criminology by exploring the biological, psychological, sociological, and economic theories of crime. The "traditional theories" of criminology are examined along with contemporary theories. Topics covered are: what is criminology; patterns of crime; research methods and theory development; biological, psychological, and sociological roots of crime; crimes against persons and property; white-collar and organized crime; drug abuse and crime; technology and crime; criminology and social policy; and the future of criminology.

### **CJU 2250 Juvenile Justice I (3 credits)**

Juvenile delinquency in relation to the general problem of crime. Analysis of factors underlying juvenile delinquency, treatment, and prevention. The adjudication process for juveniles-philosophy and practice.

### **CJU 3050 Criminal Investigation (3 credits)**

Prerequisites: CJU 1100 and CJU 3250

Fundamentals of investigation; techniques of crime scene recording and search; collection and preservation of physical evidence; modus operandi processes; sources of information; interview and interrogation; follow up and case preparation; principles, procedures, and techniques of investigation of specific crimes; laws affecting law enforcement regarding the gathering of evidence; actual crime scene investigation, including autopsy laboratory work.

### **CJU 3100 Women, Crime and Justice (3 credits)**

Prerequisite: CJU 1100

A comprehensive examination of the research on gender as it relates to the criminal justice system, including girls and women as offenders, victims of violence, and female criminal justice professionals. Topics will include both Caribbean and U.S. mainland perspectives as they relate to the influence of gender in criminal justice, as well as a delineation of the necessary and effective changes demanded in the future by criminal justice personnel.

### **CJU 3110 Police Systems & Practices (3 credits)**

This course provides a comprehensive and realistic introduction to modern policing in our society. Through the utilization of real-world examples grounded in evidence-based research, this course helps students think critically about the many misconceptions of police work and understand best practices in everyday policing. The course addresses important law enforcement topics that include discussions of discretion, police use of force, and tough ethical and moral dilemmas—giving students a deeper look into the complex issues of policing to help them think more broadly about its impact on society. The goal of this course is to instill within the student a well-developed understanding of the complex role of police in our society, an appreciation of the challenges of policing, and an ability to differentiate fact from fiction relating to law enforcement.

### **CJU 3130 Correctional Systems & Practices (3 credits)**

Prerequisite: CJU 1100

The objective of this course is to provide students with an overview of our past and present corrections system, the evolving manner in which inmates have been treated, and the controversies that still remain in the corrections system today. Students will be expected to utilize critical thinking skills to participate in discussion, and to contribute their opinions and thoughts to the class. By the end of the semester, students should be more knowledgeable about the corrections system and its participants, as well as be aware of the different perspectives of various members of society.

### **CJU 3150 Victimology (3 credits)**

Prerequisites: CJU 1100 and ENG 1200

This course focuses on the victim and will expose students to a new study within the criminal justice field, Victimology. Students will study different types of victimization, and the roles of and ethics related to the criminal justice practitioner. Students will access sources of information regarding crime victims from the UCR and the NCVS. This course will also examine victim allocation and victim-impact statements. An analysis of the different types of punishment and justice will be discussed.

### **CJU 3210 Criminal Procedure (3 credits)**

Prerequisites: CJU 1100 and CJU 1120

Constitutional and procedural considerations affecting arrest, search and seizure. A study of United States Supreme Court cases involving the fourth, fifth, sixth and fourteenth amendments to the U. S. Constitution specifically dealing with the law enforcement officers' investigative and police powers, and their limitations, in connection with obtaining evidence, confessions and identifications, and in making searches, seizures and arrests.

### **CJU 3200 Drugs and Crime (3 credits)**

Prerequisites: CJU 1100

This course examines the historical and contemporary psychological, physiological, and sociological aspects of drug use and abuse, with considerable emphasis placed upon drug-related crimes and the criminal justice system, both in the Caribbean and on the U.S. mainland. This focus will include illicit drug trafficking and money laundering, as well as approaches to intervention, prevention, legislation, and public policy.

### **CJU 3230 Introduction to Criminal Justice Ethics (3 credits)**

Prerequisites: CJU 1100 and CJU 3110

This course explores the ethical issues and dilemmas faced by the criminal justice practitioners. The course addresses the examination of the controversy between absolutism and relativism, an evaluation of models of criminal justice in terms of consequentialist and deontological ethical theories, and the difference between substantive justice and procedural justice. Students are given an opportunity to explore decision making in various situations involving ethical issues and dilemmas.

### **CJU 3250 Criminal Law (3 credits)**

Prerequisites: CJU 1100

Elements of criminal law with definitions and general penalties; laws of arrest, search, and seizure; rights and duties of officers and citizens.

### **CJU 4010 Criminal Justice Research Methods (3 credits)**

Prerequisites: CJU 1100 and CJU 3110

This course is concentrated on research methods with an emphasis on applying them to the field of criminal justice. Students will be provided with a sound understanding of the scientific method, the terminology of research, how to conduct research. An introduction to the basic methods used in analyzing data from criminal justice agencies, including crime patterns, crime rates, analyses of victim and offenders, recidivism rates, and offense typologies. Students will be provided with hands on experiences in interpreting and analyzing crime data from different sources like homicide reports, Department of Corrections, the Probation Departments, victim agencies/advocates, attitudinal surveys, and other relevant sources.

### **CJU 4050 Comparative Criminal Justice System (3 credits)**

Prerequisites: CJU 1100 and ENG 1200

This course is a study of the variations in patterns of corruption and political crimes as well as patterns of law enforcement and adjudication among political systems: democratic, communist and modernizing. This course introduces students to a global, comparative approach to the study of crime and penal sanctioning. Students will survey transnational crimes such as human trafficking and terrorism and learn how different countries respond. This course will cover a wide range of topics over a large number of countries.

### **CJU 4210 Community Policing (3 credits)**

Prerequisites: CJU 1100 and CJU 3110

An examination of factors contributing to cooperation or friction between law enforcement personnel and the community, with emphasis on political pressures and cultural problems. Citizen involvement in the criminal justice process, community organization and the social responsibility of law enforcement are examined.

### **CJU 4990 Professional Strategies Capstone (3 credits)**

Prerequisites: Completion of degree requirements

Students synthesize the various concepts they have learned throughout the program of study. They research a specific topic and write a comprehensive paper. The course allows the students to further explore and conduct an in-depth study of a topic related to Criminal Justice.

### **DSC 3250 Business Statistics (3 credits)**

Prerequisites: MAT 2320

A study of those areas of statistics which find widest application in problems of management. Students develop basic statistical theory and apply that theory to decision-making situations by means of examples and problems. Topics include graphical appreciation, index number theory, probability and hypothesis testing, analysis of variance, sampling techniques, regression theory, decision theory and forecasting.

### **DSC 4100 Quantitative Analysis (3 credits)**

Prerequisites: DSC 3250

The purpose of this course is to provide students with a conceptual understanding of the role of quantitative methods in decision analysis and decision making. Students will be exposed to several quantitative problem-solving techniques in an application-based environment to help sharpen their analytical skills and problem solving abilities.

## **DSC 4300 Intro to Operations Management (3 credits)**

Prerequisites: MGT 3010 and DSC 3250

The functions of management as related to the production of goods and services; plant layout; quality control; raw materials, from supply through the finished product.

## **DSC 4450 Performance Management (3 credits)**

Prerequisites: DSC 3250

This course is designed to help management achieve the goal of getting the best from their employees. Performance techniques including methods of developing talent in teams and individual members are explored. The course further examines training and coaching as approaches to enhancing performance. The course will examine performance standards, and performance appraisal processes in organizational settings.

## **DSC 4500 Project Management (3 credits)**

Prerequisites: DSC 4300

This course develops the foundational concepts and theories of management and provide solutions that supports the management process of planning, organizing, scheduling, controlling, resource allocation, and performance management activities that are required for successful completion of a project.

## **DSC 5200 Quantitative Analysis (3 credits)**

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.

## **DSC 6450 Project Management (3 credits)**

This course examines the concepts and theories of project management. Students will carry out a comparative analysis of different tools available for successful completion of a project. Different models of project management are explored and compared. Students design a project management plan in a discipline of their choice.

## **EDL 5050 Introduction to Pre K-12 Leadership (3 credits)**

This course will introduce aspiring educational leaders to the field of educational leadership, providing a framework for other courses in the MA Educational Leadership program. The course exposes students to the anthropological and sociological foundations of American education. It also provides them with an understanding of the history and origins of leadership, and a broad understanding of leadership styles, skills, roles, and functions of Pre K – 12 educational leaders at the building level. Students will understand and be able to collaboratively develop and communicate a school mission and vision within a context that reflects a core set of values and priorities. Students will also gain theoretical approaches to leadership and discuss ethical issues facing contemporary educational leaders.

NELP Building Level Standards: 1.1; 2.3

## **EDL 5120 Research and Evaluation (3 credits)**

This course provides a comprehensive overview of research on school improvement. It includes data collection methods, analysis and use of data and implementation theory and research. The course provides opportunity to develop an improvement process that includes the use of data to diagnose, design, implement and evaluate school improvement programs. The development of a research proposal on some area of school improvement would be the main requirement for this course.

NELP Building Level Standards: 1.2; 6.2

## **EDL 5150 Technology Leadership (3 credits)**

In this course, students work individually and in groups to research the use of technology in schools. They explore technology from the perspectives of teaching, learning, communication, record keeping and leadership. Skills will be developed for mentoring teachers in the area of technology. At the end of the course, students will have designed and developed a technology plan for a school.

NELP Building Level Standards: 4.1; 4.2

## **EDL 5200 School Law and Ethics (3 credits)**

This course is a study of the legal and ethical aspects of education. Critical legal content from constitutional law, court decisions, state statutes and administrative regulations, and local school district policies will be covered. Students will also examine emerging legal and ethical issues in school leadership and models of ethical decision making. The history of American and the U.S. Virgin Islands Public School law and the current status of educational law in a perspective of history and the cultural, social, and political setting of the United States and the U.S. Virgin Islands will be covered. Students will plan and design sample policies and procedures for the legal operation, management, and control of schools. Principles, dispositions and skills consistent with the National Educational Leadership Preparation Standards (NELP) and the professional Code of Ethics for the Virgin Islands Board of Education are incorporated into this course.

NELP Building Level Standards: 1.2; 2.1; 2.2; 2.3; 6.3

### **EDL 5250 Curriculum, Instruction and Assessment (3 credits)**

This course is designed to provide an overview of various philosophies that shape decision-making regarding curriculum including instruction and assessment. Using literacy instruction as a model, the course focuses on the essential components of a curriculum and the leadership aspects of evaluating, developing and implementing high-quality, technology-rich curricular programs, instructional practices, data systems, assessments and other supports for academic and non-academic systems and student programs. It builds capacity to mentor and supervise change that ensures alignment of curriculum standards, instruction, and assessments that are culturally responsive and accessible.

NELP Building Level Standards: 4.1; 4.2; 4.3; 4.4

### **EDL 5300 Psychology of Diverse Learners (3 credits)**

This course examines the diverse psychological attributes associated with learning outcomes of individuals with exceptional learning, cognitive, and behavioral differences outlined in the Individuals with Disabilities Education Act. School leaders will be able to identify, analyze, evaluate, and implement evidence and research-based best practices for implementing and mentoring staff on individual, classroom, and school wide supports and services across all educational settings designed to enhance social, emotional, and learning outcomes for all students, particularly those with special needs.

NELP Building Level Standards: 2.2; 3.1; 3.2; 3.3; 4.3; 4.4

### **EDL 5350 Leadership for Inclusive Education (3 credits)**

Prerequisite: EDL 5300

This course examines socio-cultural issues, problems, and trends affecting the educational programming of children with exceptionalities in the least restrictive educational setting. School leaders will be able to identify supports and services in accordance with school code and federal law that creates a least restrictive environment for students receiving special education services in accordance with the Individuals with Disabilities Education Act. Techniques and strategies for curriculum selection, modification, adaptation, and implementation are identified, analyzed and evaluated in addition to supplementary aids, supports, and services. A major focus of the course prepares school leaders to identify, adopt and model best practices for the implementation of differentiated instruction and tiered systems of support to meet the needs of all learners within the inclusion classroom.

NELP Building Level Standards: 4.1; 4.2; 4.3; 5.1; 6.1; 6.3 2

### **EDL 5400 School Finance and Operations Management (3 credits)**

This course provides an overview of the content knowledge, leadership skills and commitments that are needed to develop and implement school financial management systems and to advocate for data-informed and equitable resourcing that supports school improvement, student achievement and the security and well-being of all students and adults. Participants will research and examine the constitutional provisions, statutes, court decisions, regulations, and administrative guidelines shaping school finances and the operational management of schools. Students will analyze school budgets, current and emerging issues in school financing, and the influence of the local, state, and federal agencies on school finance and operations.

NELP Building Level Standards: 3.2; 4.2; 4.4; 6.1; 6.2; 6.3

### **EDL 5450 School, Family and Community Engagement (3 credits)**

Participants in this course will study the content knowledge and leadership skillset required of the educational leader to engage diverse families in supporting authentic parent and community engagement. Moreover, participants will explore strategies for navigating and mobilizing community resources that support student learning in and out of school. Specifically, participants will examine research, policies, and effective written, verbal, and digital communication skills required of the leader to engage the family, business, and civic communities to foster school improvement and enhance student learning and achievement with specific attention to the Virgin Islands context.

NELP Building Level Standards: 5.1, 5.2; 5.3

### **EDL 5500 Leadership for School Improvement (3 credits)**

Prerequisite: EDL 5050

This course is designed to prepare educational leaders with the knowledge and practical skills needed to lead building-level improvement initiatives within a collaborative, capacity-building school community. The course adopts a scholar-practitioner approach and encourages students to become reflective leaders whose practices and decisions draw upon the best available theory, research, and experiential wisdom. The course is built on the premise that a greater emphasis on relationships, shared ideals, data-driven action plans, and an inclusive and collaborative school culture— are all factors that are critical to significant school improvement and improved student achievement.

NELP Building Level Standards: 7.1; 7.2; 7.3; 7.4

### **EDL 5550, EDL 5560 Internship I, II (3, 2 credits)**

**Internship I and Internship II** meet the internship requirements in the NELP Building Standards. These five credits lead to the completion of the required minimum of 300 hours of internship. The internship experience is designed to provide students with opportunities to observe and experience the application of theoretical concepts of educational leadership in schools representing a cross-cultural mix of students. Participants will be exposed to multiple school environments to interact with stakeholders, synthesize and apply knowledge, and develop and refine professional skills. The faculty supervising the internship will coordinate with site mentors from school administrations to ensure a broad and productive learning experiences for students with opportunities

for hands-on learning experiences. Interns will also be expected to design and lead out in implementing a major project of mutual interest to the school and the intern candidate. This project must be approved by the mentor and the course supervisor.

NELP Building Level Standards: 8.1; 8.2; 8.3

### **EDL 5600 Comprehensive Examination (0 credits)**

The comprehensive examination is taken in the semester prior to the last semester of the student's program of study. The examination lasts for three hours and comprises two sections: a core and a specialization. Guidance for the comprehensive examination is provided in a handout and at an orientation meeting at the beginning of the term when the exam is to be taken. Students who fail two retakes of the comprehensive exam will be dismissed from the program.

### **EDU 2210 Foundations of Education (3 credits)**

This course is essentially an historical study of the role of education in the United States and the U.S. Virgin Islands. It is designed to assist the student with a variety of significant education literature and provide an opportunity to examine the basic ideas (philosophical, sociological, and psychological) which have tended to give form and purpose to educational thought and practice in the United States and the U.S. Virgin Islands.

### **EDU 2300 Education Psychology (3 credits)**

An introduction to the ways in which psychological principles and theories of development apply to educational practice. The focus will be on the basic processes of development — cognitive, social and personality, moral, emotional, physical, language — from infancy through adolescence with special reference to their relationship to learning and instruction. The psychology of learning, motivation and social factors in education will also be considered.

### **EDU 2500 Curriculum Development and Instruction (3 credits)**

Prerequisites: EDU 2210, EDU 2300

A study of the theoretical bases of curriculum planning and design, and of the influences of learner, society, and knowledge sources on the process of curriculum development and classroom instruction. Emphasis will be placed on the selection, planning and implementation of teaching strategies, methodologies, and instructional materials appropriate for individualized and group instruction. 3 credits

### **EDU 3010 Teaching Literacy in the Content Area (3 credits)**

This course explores strategies for integrating literacy into secondary content areas, including content-specific vocabulary, and reading comprehension skills. Teachers will be exposed to literacy strategies (listening, speaking, thinking, reading, and writing) as they relate to the content areas. Teachers will learn to create content-specific lessons that integrate differentiated literacy strategies to ensure all learners succeed.

### **EDU 3020 Introduction to Special Education (3 credits)**

This is an introductory course designed to expose enrollees to children with exceptionalities. It will focus on the various categories of disabilities, the associated characteristics, etiology, prevalence, causes, and academic interventions based on the nature of the disability. The legal framework for services for students with disabilities as well as litigation that impacted legislation in the area will be explored. The foundation of special education along with current issues in special education will form a part of the course. Embedded in this course is 10 hours of classroom field work. Students will be required to work with or observe children with disabilities in preschool and/or elementary settings, offering direct exposure to and interaction with students with disabilities.

### **EDU 3500 Instructional Design and Technology (2 credits)**

Practice application of audiovisual methods and materials for instruction including the operation of equipment, computer uses and the planning and effective use of instructional technology with special emphasis on the development and use of training aids.

### **EDU 3510 Classroom Management (2 credits)**

Prerequisites: EDU 2500 (may be taken concurrently)

Principles and practices for managing classroom behavior including preventive strategies, group and individual techniques, and social, cultural, and psychological concerns. Emphasis is on the development of a personal philosophy and approach to effective classroom management.

### **EDU 4010 Secondary Teaching as a Reflective Practice (3 credits)**

This course engages students in analyzing and reflecting on their current teaching practices to strengthen and extend their professional understanding of effective teaching and instruction. Students will plan and structure their own professional development through self-study and build a reflective portfolio to provide evidence into their professional growth and development. Students will learn how to engage in action research to empower their teaching practice and assess the quality of their teaching to maximize their pupils' learning potential.

### **EDU 4500 Measurement and Evaluation in Education (2 credits)**

Prerequisites: EDU 2500

Study of measurement and evaluation techniques appropriate to the assessment of classroom instruction. Emphasis will be placed on test construction, criterion-referenced and norm-referenced testing, and on alternative evaluative procedures used to measure and report student progress.

### **EDU 4700 Internship for Practicing Teachers (6 Credits)**

Prerequisites: A practicing teacher of three or more years with a bachelor's degree and completion of pedagogy courses identified by the VI Board of Education as needed for certification.

This course, designed for practicing elementary and secondary teachers who are employed full-time in Virgin Islands schools, but lack a course in student teaching or school internship, exposes students to research-based instructional practices and builds competence in teaching procedures and methodologies, classroom management, teacher-student relations, professional relationships, and oral and written communication. It provides students an opportunity to practice sound pedagogy within their own classrooms under the supervision of a university instructor.

### **EDU 5200 Characteristics of Exceptional Children (3 credits)**

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.

### **EDU 5560 Special Education: Strategies and Design (3 credits)**

Prerequisite: EDU 5200 - can be taken concurrently

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.

### **EDU 5570 Assessment in Special Education (3 credits)**

Prerequisite: EDU 5200, EDU 5560

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.

### **EDU 5580 Behavior Management in Educational Settings (3 credits)**

Prerequisite: EDU 5200, EDU 5560

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.

### **EDU 5310 Education in a Multicultural Society (3 credits)**

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.

### **EDU 5740 Internship/Seminar in Special Education (3 credits)**

Prerequisite: EDU 5200, EDU 5560, EDU 5570

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.

### **ENG 1200 English Composition (3 credits)**

English Composition is the intermediate writing course in the University's composition offerings. It develops critical thinking, investigative research, and coherent ideas through the writing of analytical, literary and critical essays and the close reading of texts.

### **ENG 2010 Research and Applied Writing (3 credits)**

Prerequisites: ENG 1200

ENG 2010 is the capstone course in the University-wide writing requirements. It is designed to ensure student competency with the principles and practice of effective writing. This course will prepare students to achieve proficiency in the use of standard writing formats for communication in the various disciplines offered in the University, including research, report writing, argumentation, technical writing, critical writing, and other professional-level writing skills.

### **ENG 2610 World Literature I (3 credits)**

Prerequisites: ENG 2010

An interdisciplinary exploration of the short story and novel from a global perspective, the terminology of literary analysis, different critical approaches, and selected criticism leading to the production of aesthetic and critical analyses of works of fiction.

## **ENG 2620 World Literature II (3 credits)**

Prerequisites: ENG 2010

An interdisciplinary exploration of poetry and drama from a global perspective, the terminology of poetry and drama, interdisciplinary critical approaches, and selected works of criticism leading to the production of aesthetic and critical analyses of works of poetry and drama.

## **ENG 3010 Introduction to Creative Writing (3 credits)**

Prerequisites: ENG 1200

This course is an introduction to creative writing in the genres of poetry, fiction, and drama. Students will learn basic techniques and principles of creative writing and will complete several original works in poetry, fiction, and drama.

## **FIN 3010 Principles of Finance (3 credits)**

Prerequisites: ACC 2020 and two MAT courses

An introduction to theory and technique for optimal investment of the capital resources of the firm under conditions of uncertainty. Topics include rate of return analysis, cost of capital theory and measurement, capital structure, dividend policy, promotion, and reorganization.

## **FIN 5500 Finance (3 credits)**

The responsibilities of finance managers, money, 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, ownership and leasing, cash management the tax environment and bankruptcy.

## **GEN 2990 General Education Capstone (3 credits)**

Prerequisites: Completion of Humanities, Social Science, Math and Science requirements

General Education Capstone is the culmination of skills and information students have gained through their general education courses. This course will allow students to review knowledge that was gained throughout their college experience and build on that knowledge as they get ready for graduation and beyond. Students will apply research and critical thinking skills to current events.

## **GSS 5000 Graduate Student Success (1 credit)**

This course is designed to provide the students the opportunity to learn and improve strategies and skills that are essential for academic success at the graduate level. Through activities, application, and reflection, the material covered in this course should support and assist students in completion of their graduate program. Students should develop confidence in their ability to succeed as a graduate student.

## **IST 2100 Management Information Systems (3 credits)**

Prerequisites: BUS 1120

An introductory course that provides the skills and knowledge required for managing information systems in contemporary business environments. Students will learn how hardware, software, data, people and processes are combined to produce information supporting business goals and objectives. Extensive out- of-class computer work is necessary for mastery of industry standard software.

## **IST 5150 Management Information Systems (3 credits)**

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. Systems analysis is the profession of effective application of computers to business management.

## **IST 5450 Emerging Technologies (3 credits)**

Through this course, students explore state-of-the-art and emerging technologies in information processing. The class includes a survey of recent advances in software development, hardware, and computer networking strategies.

## **MAT 1400 College Algebra (4 credits)**

Students will be introduced to some of the basic ideas of Algebra and will apply these ideas through various projects based in industry, education, society, government, and to the natural and physical models of the world and its human environment. Logic and systematic approaches to problem solving will be emphasized including verbal, written, and symbolic descriptions of problems, approaches, and outcomes. Use of appropriate technology (e.g. Graphics Calculator) will be included within lectures and student assignments. Topics will include linear, quadratic, polynomial, discrete, exponential and logarithmic functions, reading and creating graphs, geometry, and applications of these topics.

## **MAT 2320 Calculus for Business and Social Sciences (4 credits)**

Prerequisites: MAT 1400

A calculus course with emphasis on techniques, graphs and applications rather than theory. Topics include functions; limits, continuity and rates of change; the derivative; exponential and logarithmic functions; anti-differentiation; the definite integral; and functions of several variables.

### **MGT 3010 Principles of Business Management (3 credits)**

Prerequisites: BUS 1120

A study of the basic principles of business management emphasizing the decision-making approach; planning, organizing, directing, and control in the business enterprise. A history of the study of business management.

### **MGT 3420 Human Resource Management (3 credits)**

Prerequisites: MGT 3010

Personnel management principles and practices; the role of the personnel department and its program; role of the operating supervisor and executives within the program; role of behavioral sciences in the functional areas of personnel management.

### **MGT 4100 Labor Relations (3 credits)**

Prerequisites: MGT 3420

A study of the historical development of labor management relations in the American economy, with emphasis on problems relating to management and unions, industrial conflicts, collective bargaining, and the legal environment.

### **MGT 4290 Organizational Behavior (3 credits)**

Prerequisites: MGT 3010

A study of human behavior in an organizational context with emphasis upon the role of leadership, varieties of status systems, motivation and job design, group behavior, and analyses of organizational development change.

### **MGT 4340 Business & Society (3 credits)**

Prerequisites: BUS 3510

This course will examine the emergent patterns of state and federal legislation and the contemporary significance of changing public policies which affect business enterprise together with an identification and analysis from the historical and legal point of view of the rights and responsibilities of management, labor and the public.

### **MGT 5800 Strategies for Change (3 credits)**

The course provides students with an understanding of organizational change theories and practice, and helps them to identify and develop personal qualities, skills, and experience in support of becoming effective agents of change. The course explores the attitudes, behaviors, and strategies that help students effectively communicate about change, collaborate, and resolve differences. A systematic approach to leading organizational change is covered by envisioning why change is needed, how it is to be implemented, and what the anticipated results should look like. Students will also identify the sources of resistance to change and how to successfully mitigate and/or leverage those forces.

### **MGT 5900 Organizational Behavior (3 credits)**

This course focuses on the application of key behavioral concepts and theories related to organizational leadership. Each unit in this course covers a topic that contributes to enhancing students' understanding of organizational processes and interpersonal relationships. Topics covered include effective communication, hiring, negotiation, performance management, politics, change management.

### **MGT 6610 Human Resource Development (3 credits)**

The human resource function of modern organizations is critical, as people are our most important resource. The course is a graduate level survey of principles, practices, theory, and current issues facing organizations as related to attracting, selecting, and maintaining a productive workforce in today's competitive operating environment. This course helps students to better understand the complexities of managing people in organizations, with primary focus on human resource management strategy, organizational staffing, human resource development, total rewards, employee and labor relations, and risk management. By focusing on the strategic, operational and administrative roles of human resource management, students acquire critical knowledge of the changing nature of issues facing their most important organizational asset: human resources. In addition to the functional topics listed above, attention is also given to developing human resource system support competencies, such as job analysis and design, human resources law, ethics, economics and theory application.

### **MKT 3010 Foundations of Marketing (3 credits)**

Prerequisites: BUS 1120

Introduction to marketing management and analysis; distribution, promotion, pricing, product development, consumer motivation, and market research; case problems.

### **MKT 3320 Advertising and Promotional Strategy (3 credits)**

Prerequisites: MKT 3010

An examination of those advertising and promotional strategies directed toward the consumers of goods and services, with emphasis on planning and executing an effective campaign to achieve meaningful goals.

## **MKT 4160 Principles of Merchandising (3 credits)**

Prerequisites: MKT 3010

Examines the organization, management, and operation of wholesale and retail enterprises; problems associated with store location and layout, buying, receiving, inventory and stock control, pricing and merchandising.

## **MKT 4220 International Marketing (3 credits)**

Prerequisites: MKT 3010

Examines marketing techniques and programs developed and implemented on an international scale; tariffs, social and cultural restrictions, economic and political environments, and legal restrictions; the international distribution system, international decisions and international market research.

## **MKT 5240 Marketing Management (3 credits)**

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

## **MOL 5000 Introduction to Organizational Leadership (3 credits)**

This course will introduce students to the interdisciplinary field of organizational leadership, providing a framework for other courses in the program. It provides students with a broad understanding of the leadership styles, skills, roles, and functions of leaders in organizations. Students will also gain a cursory understanding of the history and origins of leadership, theoretical approaches to leadership, and ethical issues facing contemporary leaders. Finally, the course will provide students who are new to a leadership or management position or aspiring to such a position, with an introduction to the skills required to manage and lead people effectively.

## **MOL 5120 Research and Evaluation (3 credits)**

This course provides a comprehensive overview of qualitative and quantitative research methodology with applications to data usage to inform decision-making in educational and other organizational settings. The course will review qualitative and quantitative data collection methods, analysis, and use of data. Students will be guided in the development of a research proposal and will complete one proposal as a major course assignment.

## **MOL 5200 Leadership & Communication (3 credits)**

The Leadership and Communication course equips students with the expertise to communicate clear messages, negotiate solutions, influence others, and resolve conflicts. It helps students develop communication skills to be confident and competent in oral and written presentations. Additionally, this course helps students become more collaborative and innovative leaders who demonstrate strategic thinking. Finally, it enables students to enhance and deepen their interpersonal, organizational, and managerial abilities.

## **MOL 5300 Leadership Theory & Strategies (3 credits)**

This course will explore the theory and practice of leadership. It provides an in-depth review of the main leadership theories that have developed over the past century. Participants in the course will study the different ways leadership has been defined and studied during this period, the similarities and contradictions among the most common leadership theories, and the way that leadership has been exercised in various contexts. You will analyze through readings, discussions, assignments, videos, case studies, and personal reflections, the relevance of leadership theory and reflect on consequent strategies that may be employed in the work that you will do as leaders in your careers and communities. Students will evaluate their own leadership style through various self-assessments throughout the course, providing the framework for self-awareness and evaluation.

## **MOL 5400 Coaching, Mentoring and Leadership Development (3 credits)**

Prerequisite: MOL 5000

Continuing skill acquisition and mastery are essential to ongoing leader effectiveness. This course bridges theory and practice in considering behavioral skills associated with one's development as a leader. The course identifies and describes essential strategies in becoming and growing as a leader. Students will be coached in such behaviors as modeling, vision-casting, team building, nurturing and empowering team members. The behavioral skills and strategies are analyzed within a cultural and social justice context with a view to developing culturally sensitive, values-based leaders for the 21st century.

## **MOL 5500 Human Resource Development (3 credits)**

Prerequisite: MOL 5000

The human resource function of modern organizations is critical, as people are our most important resource. The course is a graduate level survey of principles, practices, theory, and current issues facing organizations as related to attracting, selecting, and maintaining a productive workforce in today's competitive operating environment. This course helps students to better understand the complexities of managing people in organizations, with primary focus on human resource management strategy, organizational staffing, human resource development, total rewards, employee and labor relations, and risk management. By focusing on the strategic, operational and administrative roles of human resource management, students acquire critical knowledge of the changing nature of issues facing their most important organizational asset: human resources. In addition to the functional topics listed above, attention is also given to developing human resource system support competencies, such as job analysis and design, human resources law, ethics, economics, and theory application.

## **MOL 5600 Cross-cultural and Global Leadership (3 credits)**

Prerequisite: MOL 5000

This course presents students with the challenging political, economic, technological and cultural issues that impact the global environment. It delivers critical knowledge and skills in ethical cross-cultural leadership and aims to develop leaders through applied and reflective learning. Moreover, it helps students to connect globally and understand the role of cultural nuances, behaviors, attitudes, and emotions in a harmonious and equitable global environment. The topics covered include civic and political engagement, social action, international trade and relationships, consumption and production of media, global workplace, cross-cultural adjustment and competence, and other practical issues.

## **MOL 5700 Ethics in Leadership (3 credits)**

Prerequisite: MOL 5000

This course embraces ethical theory and applies ethical practice in the field of business through the exploration of contemporary case studies. Concepts covered include ethical issues, decision-making, cultural factors, social responsibility, designing and managing ethical programs, and the practice of ethical decision making. A collection of relevant cases, provocative discussions, and papers serve as the basis for mastering the content.

## **MOL 5800 Organizational Behavior (3 credits)**

Prerequisite: MOL 5000

This course focuses on the application of key behavioral concepts and theories related to organizational leadership. Each unit in this course covers a topic that contributes to enhancing students' understanding of organizational processes and interpersonal relationships. Topics covered include effective communication, hiring, negotiation, performance management, politics, change management. This course considers the issues of human and organizational learning that changes performance.

## **MOL 5900 Leading Organizational Change (3 credits)**

Prerequisite: MOL 5000

The course provides students with an understanding of organizational change theories and practice, and helps them to identify and develop personal qualities, skills and experience in support of becoming effective agents of change. The course explores the attitudes, behaviors, and strategies that help students effectively communicate about change, collaborate, and resolve differences. A systematic approach to leading organizational change is covered by envisioning why change is needed, how it is to be implemented, and what the anticipated results should look like. Students will also identify the sources of resistance to change and how to successfully mitigate and/or leverage those forces.

## **MOL 5990 Capstone Project (3 credits)**

Prerequisite: MOL 5000

This course enables students to bring together a comprehensive set of knowledge, skills, dispositions, and attitudes gleaned from the courses in the program. It requires that students apply reasoning, decision-making, analytical, and research skills previously learned in the curriculum to the work environment. The project is completed individually; students are encouraged to select work-related projects that are of particular interest and will result in professional growth and benefits to the organizational environment.

## **MOL 5950, MOL 5951 Graduate Internship I, II (1 credit each)**

Graduate internship is divided into two courses of 1 credit each. These are MOL 5950 Graduate Internship I and MOL 5951 Graduate Internship II. These two credits are designed to provide a practical and applied learning component to the MA Organizational Leadership degree. It is an opportunity to gain experience applying the concepts and skills gained through coursework in MA Organizational Leadership degree. In addition, the internship provides valuable work experience that will better prepare students for employment after graduation. Students must complete all assignments for MOL 5950 and complete a minimum of 60 internship clock hours to complete the one credit requirements for MOL 5950. A further 60 internship hours and the other assignments are required to complete MOL 5951, the second credit, making a total of 120 clock hours for the 2 credits. The student is responsible for securing the internship.

## **PHI 2000 Critical Thinking (3 credits)**

Students examine the basic principles of critical thinking with an emphasis on the use of criteria to evaluate issues; the development of extensive experience in constructing, analyzing, evaluating, and presenting oral and written arguments. Students discover different ways of knowing and exploring philosophical concepts through a variety of interdisciplinary literatures and apply these concepts in the study of contemporary issues of society in everyday contexts, especially as promulgated in the mass media.

## **PHY 1100 Introduction to Physical Science (4 credits)**

This course gives the student a broad overview of the following physical processes and topics: units and measure, motion, energy, momentum, atoms and molecules, inorganic chemistry, geology, and astronomy. The course attempts to relate the subject matter to everyday occurrences.

## **POL 1290 Introduction to Public Administration (3 credits)**

Designed to acquaint students with the basic principles and concepts associated with administrative management and the execution of public policy, the organization and functioning of public institutions and the implementation of policy decisions in the public arena. A survey course designed to promote interest and understanding of basic management practices and administrative procedures

applicable to the public section. It is concerned with the processes by which bureaucratic organizations function.

### **PSY 1200 Introduction to Psychology (3 credits)**

A broad overview of the field of psychology. Such topics as basic human neurophysiology, child development, principles of learning, social psychology, abnormal behavior, personality development and approaches to clinical intervention will be covered.

### **SOC 1210 Introduction to Sociology (3 credits)**

Analysis of the basic perspectives, concepts and methods used in studying societies. Society and culture: diversity and uniformity, society and the individual. Social organization: primary groups, family, kinship and marriage, stratification, racial and ethnic groups, communities. Social institutions: religious, educational, scientific, political, economic. Population and society: deviancy, conformity, social change

### **SOC 2100 Conflict in Cultures (3 credits)**

The course will focus on the underlying causes of the conflict; economic forces, structural factors like employment, and we will also look at surface characteristics that are held to blame for some cultural conflict, like religion. It is not enough just to witness the conflict; the course will also explore cultures that are not in conflict and cultures that have maintained peaceful relations with their neighbors even under dire conditions. Cultural differences do not automatically mean conflict. Finally, this course will explore tools and techniques that are useful in achieving harmonious relations. The course will look at how to conduct the negotiation to get to a resolution that is satisfactory for all parties.

### **SOC 2510 Technology and Society (3 credits)**

Every new technology profoundly affects the society that adopts it. This class will examine technological innovation and its impact on society. From the adoption of settled agriculture, through the invention of the printing press, to the invention of the computer, the Internet and mobile technology every technology has profound implications. This class will examine the technologies and their various impacts both anticipated, and unanticipated, positive, and negative.

### **SSS 1000 Student Success Seminar (1 credit)**

In this course, students will develop effective strategies and insights necessary for success in the online academic environment. The course provides an introduction and orientation to the nature of University education and available resources. Topics included will assist students to obtain the necessary skills in resilience, information literacy, communication, support networks, and career development.