# 2018 Catalog
## Effective January 1, 2018 through December 31, 2018

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## UVI Mission Statement

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

## UVI Vision Statement

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

## University of the Virgin Islands Holiday Schedule 2018

New Year's Day ...........................................Monday, Jan. 1
Three King's Day .........................................(Observed) Friday, Jan. 5
Martin Luther King Day ................................Monday, Jan. 15
Good Friday..................................................Friday, March 30
Carnival Friday .............................................Friday, April 27
Memorial Day ...............................................Monday, May 28
V.I. Emancipation Day...................................Tuesday, July 3
Independence Day .......................................Wednesday, July 4
Labor Day .....................................................Monday, Sept. 3
Liberty Day (D. Hamilton Jackson Day) ..........Thursday, Nov. 1
Veterans Day ................................................(Observed) Monday, Nov. 12
Thanksgiving Day .........................................Thursday, Nov. 22
Fortsberg/Discovery Day................................Friday, Nov. 25
Christmas Day ..............................................Tuesday, Dec. 25

## 2018 Academic Calendar

| Term | Application Deadline | Financial Aid Deadline | Course Start Date | Course End Date | Final Grades Posted |
|---|---|---|---|---|---|
| January 2018 | 12/10/2017 | 12/20/2017 | 1/10/2018 | 3/6/2018 | 3/9/2018 |
| February 2018 | 1/14/2018 | 1/24/2018 | 2/14/2018 | 4/10/2018 | 4/13/2018 |
| March 2018 | 2/11/2018 | 2/21/2018 | 3/14/2018 | 5/8/2018 | 5/11/2018 |
| April 2018 | 3/11/2018 | 3/21/2018 | 4/11/2018 | 6/5/2018 | 6/8/2018 |
| May 2018 | 4/9/2018 | 4/18/2018 | 5/9/2018 | 7/3/2018 | 7/9/2018 |
| June 2018 | 5/13/2018 | 5/23/2018 | 6/13/2018 | 8/7/2018 | 8/10/2018 |
| July 2018 | 6/11/2018 | 6/20/2018 | 7/11/2018 | 9/4/2018 | 9/7/2018 |
| August 2018 | 7/8/2018 | 7/18/2018 | 8/8/2018 | 10/2/2018 | 10/5/2018 |
| September 2018 | 8/12/2018 | 8/22/2018 | 9/12/2018 | 11/6/2018 | 11/9/2018 |
| October 2018 | 9/10/2018 | 9/19/2018 | 10/10/2018 | 12/4/2018 | 12/7/2018 |
| November 2018 | 10/14/2018 | 10/24/2018 | 11/14/2018 | 1/8/2019 | 1/11/2018 |
| December 2018 | 11/12/2018 | 11/21/2018 | 12/12/2018 | 2/5/2019 | 2/8/2018 |

# Executive Officers

President's Cabinet

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

**Camille McKayle, Provost and Vice President of Academic Affairs**
B.S., Bates College
M.S.,Ph.D., Lehigh University 1993

**Shirley Lake-King, Vice President for Administration and Finance**
B.S., Andrew University
M.P.P., University of Maryland, College Park
M.B.A., University of the Virgin Islands 1993

**Mitchell Neaves, Vice President for Institutional Advancement**
B.S., Michigan State University
M.A., Ohio University

**Frank Mills, Vice Provost, Research and Public Service**
A.A., College of the Virgin Islands; (Hons.)
B.A., M.A., University of Western Ontario, Canada;
Ph.D., Clark University 1974

**Haldane Davies, Vice President for Business Development and Innovation**
B.A., University of the Southern Caribbean
M.A., Andrews University
Ph.D., Andrews University 1994

# 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. 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) 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 responsibilities 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 below computer requirements are expected to work for most students under most conditions. There could be situations where the hardware limitations or software compatibility issues might prevent customer 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 description in the course catalog for those requirements prior to registration. Prior to contacting the University for support, the below requirements/resources 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.

COMPUTER HARDWARE REQUIREMENTS - OPERATING SYSTEM:
- Windows 7, 8, 8.1, or 10
- Broadband internet connection 1Mbps or faster
- Java 7 (or higher)
- Acrobat Reader version 2015 (or higher)
- Adobe Flash Player version 19 (or higher)
- Internet Explorer 9 (or higher) or Firefox v31 (or higher) or Chrome 36 (or higher)

**Special Technical Considerations**

**ELECTRONIC BOOKS (EBOOKS**) Many UVI courses utilize eBooks instead of printed materials. Accessing an eBook provided with the course can be accomplished on multiple devices that include iOS, Android, Mac, PC, and web browser. If your eBook is being supplied by VitalSource, specific device and version compatibility information can be referenced on VitalSource's technical support page at 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.
**APPLE MACS** Macs are capable of navigating UVI's web-based applications; however, UVI cannot guarantee full functionality. The student is ultimately responsible for remedying any incompatibilities between the Mac platform and the UVI online learning environment. Several courses require the installation of third-party software. This software may or may not be compatible with Macs. It is the student's responsibility to run the software on a compatible platform.

**MICROSOFT SOFTWARE** Many UVI courses will require the use of additional Microsoft software. This software will require the ability to extract and install the software from download ISO files. Each version of Microsoft Windows will handle this in different ways. The most common form is to burn the ISO to a CD/DVD ROM and then run the installation program, or to utilize a "virtual drive" software that will allow an ISO file to appear as an additional drive.

# 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. Certain degree programs may have differing admissions requirements.

To be a matriculated graduate student at the University of the Virgin Islands, a candidate must have graduated with a baccalaureate degree, from an accredited institution as recognized by the department of education, with a cumulative grade point average of 2.5 or better.

**Tuition**

Undergraduate Online Tuition Rate

| Standard Rate* | $434 / credit hour |
|---|---|
| Military/Veteran Rate* | $434 / credit hour |
| Caribbean Residents (In-State)* | $154 / credit hour |

Graduate Online Tuition Rate

| Standard Rate* | $735 / credit hour |
|---|---|
| Military/Veteran Rate* | $735 / credit hour |
| Caribbean Residents (In-State)* | $386 / credit hour |

*Individual courses may have course fees associated with them.
**Tuition Rates are subject to change and are reviewed Annually.

# Academic Information and Regulations

**Transfer Credit**

UVI will review unofficial transcripts to evaluate prospective students in order to facilitate the enrollment process. An Evaluation Specialist will review transcript(s) to advise student on the number of courses and credits that will transfer into UVI, and how many courses and credits will be needed for degree completion.  Transfer credits remain as "pending" until such time the official transcript sent directly to UVI is received.  Students must submit official transcripts prior to starting courses.

**Transfer Credit Policy**
- Transfer credits will be accepted only for matriculated students.

- For prior undergraduate academic credit to be eligible for transfer, grades earned must be a "C" or higher. 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. Prospective students will be directed to take the online readiness survey tool to discern if online instructional delivery is a good fit for their learning style. Faculty should encourage students to seek additional support inside and outside of the course if students are struggling.

**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 or conducting a substantive course content-specific dialogue with the faculty in "Ask the Faculty."

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 in such a way as 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 Replies to Discussion Posts (make at least two insightful, meaningful, and relevant responses to your fellow students' posts on the current topic).

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.

**Guidelines for Substantive Interaction**

Substantive interaction involves a sustained, interactive communication usually of three or more academically appropriate posts to the course Discussion Forum, consisting of one initial post and two posts to fellow students and / or the course faculty of equally substantive value, corresponding to the requirements prescribed in each course. It is a written answer to a discussion question / response that contains a central idea, independent response or personal opinion that is presented or communicated in a meaningful way.

The purpose of substantive interaction on the Discussion Forum is to promote understanding of a topic and its relevant themes to all participants. The posts are, therefore, a collective conversation of linked words, phrases and ideas.

A post may include a well thought out opinion that applies ideas relevant to the course content. It may compare and contrast the posts of others. Experience of facts and distinctions may vary based on the perceptions of each student. In some cases, the pros and cons of a decision may be explored. At other times, the conversations may be directed back to an earlier post. The usual length of a post is 75 to 150 words but may go longer, depending on the topic, assignment instructions, or level of the course. Only if a passage is quoted within the student's own written response will APA format be required.

Students are encouraged to begin substantively interacting with classmates and/or the faculty using the Discussion Forum as soon as possible during each week of the term. Substantive interaction promotes a deeper understanding of the topics and themes discussed in courses, which will enrich the educational experience. In addition, it opens up the lines of communication with fellow classmates and faculty.

**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**

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 scholarship or other 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 2.0 but the cumulative GPA remains below the standard, the student will remain on probation.

| Degree Credits Attempted | Minimum Course Completion Rate | Minimum Cumulative GPA |
|---|---|---|
| 1-29 | 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 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.
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**Academic Suspensions**
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 2.0. 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 a) the student will be allowed to register for the subsequent semester and be monitored as determined by the Committee; or b) 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 2.0 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 and in writing by the dismissed student.

The Committee shall then determine
a) that the status of academic dismissal stands; or
b) that the dismissed student will receive a one-semester reprieve to attempt a 2.0 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.

**Financial Aid Eligibility**

**Undergraduate Financial Aid (FA) Warning**
A student is placed on Financial Aid Warning when his/her minimum cumulative and/or semester 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**
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.

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.

**Dismissal**
A student will be dismissed from the Graduate program if:
1.  Two grades of F are earned, or;
2.  Probationary status is not removed by the end of two consecutive semesters, or;
3.  The student does not make adequate academic progress, as defined by each individual

program.

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

**Dismissal Appeals: Due Process**

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

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.

**Financial Aid Eligibility**

**Graduate Financial Aid (FA) Warning**
   1. The semester or cumulative grade point average (GPA) falls below 3.00
   2. An F and/or;
   3. Two C's are earned in the program.
**Graduate Financial Aid (FA) Suspension /Dismissal**
   1. Two F's are earned
   2. Minimum requirement is not met for two consecutive semesters

**Other Satisfactory Academic Progress Components**

*Withdrawal, Incomplete, 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.

**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 Tuition Deferred Payment Plan (TMS) 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.

Include the following in the appeal:

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

    An unusual or extenuating circumstance can include, but not limited to, serious medical illness or accident of student and or, immediate family member(s).

    Unacceptable unusual or extenuating circumstance can include, but not limited to failing to attend classes on a regular basis and continuing to withdraw from courses.

2. An explanation of the reason(s) for failing to meet the standards for Academic Progress and what improvements will be made by the next evaluation period to regain good academic standing.

Appeal Approved in Probationary Status

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

# Withdrawal and Refund Policies

**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 who withdraw by the end of fourth week will receive either a WP or a WF.
- 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:

| Time of Withdrawal | Refund |
| --- | --- |
| Within 5 days of course start date | 100% |

| 6-10 days after course start date | 50% |
|---|---|
| 11-14 days after course start date | 20% |
| 15 days or more after course start date | None |

**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 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 | Fail | 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 |

**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.

## 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 for transfer to the University of the Virgin Islands must obtain a Permission to Take Courses at Another Institution from the student portal. The appropriate dean must certify that the course will fulfill the University of the Virgin Islands degree requirements and the permit must be signed by the Registrar. Students are responsible for ensuring that an official transcript will be sent to the Access and Enrollment Services Office after the completion of the course work. No credit will be evaluated 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 insures every student is afforded certain rights with respect to their education records.

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

The University is required to establish guidelines for implementing FERPA and a list of records maintained by various University offices are available in the Access and Enrollment Services

Office. For additional information about student privacy, filing complaints and right-to-know concerns, contact the Access and Enrollment Services Department.

# 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.

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

*Collaboration*   allowing another student to see an examination paper.

*Copying*   obtaining information by looking at the answers on another student's paper or in any source that has not been specifically approved for that purpose by the instructor.

*Cribbing*   taking and/or using material, which has not been specifically approved, into an examination or using books, notes or other resources during an examination without the instructor's specific approval.

*Plagiarism*   presenting, either intentionally or unintentionally, the ideas, works, words or artistry of another as one's own without appropriate acknowledgment of the source. Note that this includes sources on the Internet (World Wide Web, e-mail, etc.)

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

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

*Theft*   stealing an examination.

*Penalties:* 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.

Procedures: 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.

## Second Degree

Students may pursue two different degrees concurrently. However, UVI will not award a second degree in the same major. Courses from one degree may be used to satisfy requirements of the

other degree; however, a minimum of 30 additional credits must be completed in order for both degrees to be awarded. All college/school and university requirements for the two degrees must be satisfied. There will be one transcript with both degrees recorded.

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 resident credits must be accumulated 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 through the Access and Enrollment Services Office on either campus.

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.

The UVI current proctoring system requires Windows Vista or newer or MAC 10.8 (Mountain Lion). 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 his/her Student-Life Coach prior to the scheduling of a proctored exam.


## 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 the student's cost of education and available financial aid.

Students interested in Federal Student Aid (FSA) must establish the academic year during which they wish to receive aid. The academic year at UVI-online is two (2) 16-week semesters long; each semester contains two (2) eight (8)–week class sessions. On the Declaration of Intent (DOI) form, students select the month their academic year begins; it then continues for the following eight (8) consecutive months.

**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. In completing 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 the University of the Virgin Islands - 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. The Federal William D. Ford Direct Loan entrance and exit counseling sessions are available at www.studentloans.gov and counseling for the other loan programs are conducted by the University's accounting office.

**Active Status**

A student is considered to be active once he/she has satisfied enrollment requirements and has no more than 14 calendar days between terms.

**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 Number of Credit Hours | Graduate Number of 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 |

For more information on financial aid click here.

**Return of Title IV 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:

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

*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 http://admissions.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 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@live.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 Affair's 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.
- **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@live.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:

1. the student drops all courses **on or before the first day** of the term.

2. 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.gibill.va.gov/ or http://www.va.gov/


# 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.


# Textbooks

Textbooks and software are listed by course and can be found in the student portal.  In each course syllabus, a list of required and optional materials is provided.  Student should check that list as soon as you have course access (one week prior to course start dates).

Some of UVI-online courses have internal resources which do not require you to purchase any books. Students have options to search for the best value for books whether that is renting or buying, or using an e-text over a physical book.  Students should search vendors such as Amazon, Chegg, and others.

In order to ensure an easier process, use the ISBN number provided in the book list and check the edition of the book.

## Student Services

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

**Certified Student-Life Coach**: Our Certified Student-Life Coaches are specially trained support specialists who know how to navigate the hurdles adults face when going back to school. You'll have his/her direct phone line and email so that you can reach out. Having someone who knows you by name to help you in times of need is just another customized service we provide so that you can stay and graduate.

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

| Services Directory | |
|---|---|
| **Enrollment and Student Services** | **online@uvi.edu** |
| **Financial Aid** | **financialaidstt@uvi.edu** |
| **SARA Questions** | **academics@uvi.edu** |
| **Title IX (discrimination concerns)** | **Title9@uvi.edu** |

# General Education Requirements

All students, regardless of their degree program and major field of study, must complete certain general education requirements. These do not include any requisite courses of skills remediation or Freshman Year courses.

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

# Programs

| Degree Type | Degree Name |
| --- | --- |
| Associate of Arts | Criminal Justice |
| Associate of Arts | Engineering Management Technology |
| Associate of Science | Applied Computing |
| Associate of Science | Electronics and Computer Engineering Technology |
| Bachelor of Arts | Accounting |
| Bachelor of Arts | Criminal Justice |
| Bachelor of Arts | Financial Planning |
| Bachelor of Arts | Management |
| Bachelor of Science | Applied Computing |
| Bachelor of Science | Computer Engineering Technology |
| Bachelor of Science | Cyber Security |
| Bachelor of Science | Electronics Engineering Technology |
| Bachelor of Science | Engineering Management Technology |
| Master of Business Administration | Business Administration |
| Master of Arts | Leadership |

**Associate of Arts - Criminal Justice**

| Course Code | Course Title | Credit Hours |
|---|---|---|
| CJU1100 | Introduction to Criminal Justice | 3 |
| CJU1120 | Introduction to Criminology | 3 |
| CJU3110 | Police Systems & Practices | 3 |
| CJU3130 | Correction Systems & Practices | 3 |
| CJU2250 | Juvenile Justice I | 3 |
| | **Total Program Core** | 15 |
| | **General Education** | |
| SS1000 | Student Success | 1 |
| | **Humanities** | |
| COM1200 | Introduction to Public Speaking | 3 |
| ENG1200 | English Composition I | 3 |
| ENG2020 | Technical Writing | 3 |
| GE2990 | General Education Capstone | 3 |
| | Humanities Electives | 6 |
| | **Social Sciences** | |
| | Social Science Electives | 6 |
| | **Math and Science** | |
| | Math & Science Elective | 6 |
| | **Total Required General Education** | 13 |
| | **Total General Education Electives** | 18 |
| | **General Education Total** | 31 |
| | | |
| | **Program Snapshot** | |
| | **Total Program Core Credits** | 15 |
| | **Total General Education Credits** | 13 |
| | **Total Electives** | 33 |
| | **Program Total** | 61 |

**Associate of Arts - Engineering Management Technology**

| Course Code | Course Title | Credit Hours |
|---|---|---|
| ELT3970 | Digital Electronics/lab | 4 |
| ELT3980 | Electronics I/ lab | 4 |
| ACC2110 | Financial Accounting | 3 |
| ACC2120 | Managerial Accounting | 3 |
| ELT4010 | Fundamental Properties of AC Circuits/Lab | 4 |
| ELT4020 | Fundamental Properties of DC Circuits/ Lab | 4 |
| ELT4040 | Microprocessor Systems Engineering | 4 |
| MGT 3010 | Principles of Management | 3 |
| CSC1160 | Programming Essentials | 3 |
| | **Total Program Core** | 32 |
| | **General Education** | |
| SSS 1000 | Student Success | 1 |
| | **Humanities** | |
| COM1190 | Interpersonal Communications and Leadership Skills | 3 |
| ENG1200 | English Composition I | 3 |
| ENG2020 | Technical Writing | 3 |
| PHI2000 | Critical Thinking | 3 |
| GE2990 | General Education Capstone | 3 |
| | **Social Sciences** | |
| ELT2010 | Engineering and Ethics | 3 |
| SSXXXX | Social Science Elective | 3 |
| | **Math and Science** | |
| MAT1400 | Algebra | 3 |
| MAT1430 | Pre-Calculus | 3 |
| MAT2350 | Elementary Statistics | 3 |
| PHY2110 | Physics I | 4 |
| | **Total General Education Core** | 32 |
| | **Total General Education Electives** | 3 |
| | **General Education Total** | 35 |
| | | |
| | **Program Snapshot** | |
| | **Total Program Core Credits** | 32 |
| | **Total General Education Core Credits** | 32 |
| | **Total Electives** | 4 |
| | **Program Total** | 68 |

**Associate of Science – Applied Computing**

| Course Code | Course Title | Credit Hours |
|---|---|---|
| CIS1010 | Introduction to Computer Applications | 3 |
| CSC1160 | Programming Essentials | 3 |
| CSC2010 | Coding In HTML | 3 |
| CSC2020 | Programming in Java | 4 |
| CSC2150 | Computer Networks | 3 |
| SCS4400 | .NET Concepts & Principles | 4 |
| | | |
| | **Total Program Core** | 20 |
| | **General Education** | |
| SSS1000 | Student Success | 1 |
| | **Humanities** | |
| COM1200 | Public Speaking | 3 |
| ENG1200 | English Composition I | 3 |
| GE2990 | General Education Capstone | 3 |
| | **Social Sciences** | |
| | Social Science Electives | 6 |
| | **Math and Science** | |
| MAT1400 | College Algebra | 3 |
| MAT1430 | Pre-Calculus | 3 |
| BIO1510 | Introduction to life Science | 3 |
| | | |
| | **Total General Education Core** | 19 |
| | **Total General Education Electives** | 6 |
| | **General Education Total** | 25 |
| | | |
| | **Program Snapshot** | |
| | **Total Program Core Credits** | 20 |
| | **Total General Education Core Credits** | 19 |
| | **Total Electives** | 21 |
| | **Program Total** | 60 |

**Associate of Science - Electronics and Computer Engineering Technology**

| Course Code | Course Title | Credit Hours |
|---|---|---|
| CIS1010 | Introduction to Computer Applications | 3 |
| ELT3970 | Digital Electronics/lab | 4 |
| CSC1160 | Programming Essentials | 3 |
| CSC1170 | Programming in C | 4 |
| ELT4020 | Fundamental Properties of DC Circuits/Lab | 4 |
| ELT4010 | Fundamental Properties of AC Circuits/Lab | 4 |
| ELT3980 | Electronics I/Lab | 4 |
| | **Total Program Core** | 26 |
| | **General Education** | |
| SSS1000 | Student Success | 1 |
| | **Humanities** | |
| COM1200 | Public Speaking | 3 |
| ENG1200 | English Composition I | 3 |
| GE2990 | General Education Capstone | 3 |
| | **Social Sciences** | |
| | Social Science Electives | 6 |
| | | |
| | **Math and Science** | |
| MAT1400 | College Algebra | 3 |
| MAT1430 | Pre-Calculus | 3 |
| BIO1510/L | Introduction to life Science w/ lab | 4 |
| PHY2110 | Physics I | 4 |
| | | |
| | **Total General Education Core** | 24 |
| | **Total General Education Electives** | 6 |
| | **General Education Total** | 30 |
| | | |
| | **Program Snapshot** | |
| | **Total Program Core Credits** | 26 |
| | **Total General Education Core Credits** | 24 |
| | **Total Electives** | 11 |
| | **Program Total** | 61 |

## Bachelor of Arts - Accounting

| Course Code | Course Title | Credit Hours |
|---|---|---|
| ACC2010 | Principles of Accounting I | 3 |
| ACC2020 | Principles of Accounting II | 3 |
| ACC3010 | Intermediate Accounting I | 3 |
| ACC3020 | Intermediate Accounting II | 3 |
| ACC3150 | Tax Accounting | 3 |
| ACC4400 | Cost Accounting | 3 |
| ACC4420 | Auditing | 3 |
| ACC4430 | Advanced Accounting | 3 |
| BUS1120 | Introduction to Business | 3 |
| BUS3050 | Business Communication | 3 |
| BUS3510 | Business Law I | 3 |
| BUS4360 | Business Policy and Strategy | 3 |
| CIS2100 | Management Information Systems | 3 |
| DSC3250 | Business Statistics | 3 |
| DSC4100 | Quantitative Methods | 3 |
| DSC4300 | Introduction to Operations Management | 3 |
| FIN3010 | Fundamentals of Finance | 3 |
| MGT3010 | Principles of Management | 3 |
| MGT3420 | Human Resource Management | 3 |
| MKT3010 | Foundations of Marketing | 3 |
| | **Total Program Core** | 60 |
| | **General Education** | |
| SSS1000 | Student Success | 1 |
| | **Humanities** | |
| COM1190 | Interpersonal Communications and Leadership Skills | 3 |
| COM1200 | Public Speaking | 3 |
| ENG1200 | English Composition I | 3 |
| ENG2020 | Technical Writing | 3 |
| ENG2610 | World Literature I | 3 |
| ENG2620 | World Literature II | 3 |
| PHI2000 | Critical Thinking | 3 |
| GE2990 | General Education Capstone | 3 |
| | Humanities Electives | 9 |
| | **Social Sciences** | |
| | Social Science Electives | 6 |
| | **Math and Science** | |
| MAT2350 | Elementary Statistics | 3 |
| | Math Electives | 3 |
| | Science Electives | 8 |
| | | |
| | **Total General Education Core** | 28 |
| | **Total General Education Electives** | 26 |
| | **General Education Total** | 54 |
| | | |
| | **Program Snapshot** | |
| | **Total Program Core Credits** | 60 |
| | **Total General Education Core Credits** | 28 |
| | **Total Electives** | 32 |
| | **Program Total** | 120 |

**Bachelor of Arts - Criminal Justice**

| Course Code | Course Title | Credit Hours |
|---|---|---|
| CJU1100 | Introduction to Criminal Justice | 3 |
| CJU1120 | Introduction to Criminology | 3 |
| CJU3110 | Police Systems & Practices | 3 |
| CJU3130 | Correction Systems & Practices | 3 |
| CJU2250 | Juvenile Justice I | 3 |
| CJU3210 | Criminal Procedure | 3 |
| CJU3230 | Introduction to Criminal Justice Ethics | 3 |
| CJU3250 | Criminal Law | 3 |
| CJU4210 | Community Policing | 3 |
| POL1290 | Introduction to Public Administration | 3 |
| CJU4010 | Criminal Justice Research Methods | 3 |
| CJU4990 | Professional Strategies - Capstone | 3 |
| | **Total Program Core** | 36 |
| | **General Education** | |
| SSS1000 | Student Success | 1 |
| | **Humanities** | |
| COM1190 | Interpersonal Communications and Leadership Skills | 3 |
| COM1200 | Public Speaking | 3 |
| ENG1200 | English Composition I | 3 |
| ENG2020 | Technical Writing | 3 |
| ENG2610 | World Literature I | 3 |
| ENG2620 | World Literature II | 3 |
| PHI2000 | Critical Thinking | 3 |
| GE2990 | General Education Capstone | 3 |
| | Humanities Electives | 9 |
| | **Social Sciences** | |
| | Social Science Electives | 6 |
| | **Math and Science** | |
| | Math Electives (Math 1 and Math 2) | 6 |
| | Science Electives | 8 |
| | | |
| | **Total General Education Core** | 25 |
| | **Total General Education Electives** | 29 |
| | **General Education Total** | 54 |
| | | |
| | **Program Snapshot** | |
| | **Total Program Core Credits** | 36 |
| | **Total General Education Core Credits** | 22 |
| | **Total Electives** | 59 |
| | **Program Total** | 120 |

## Bachelor of Arts - Financial Planning

| Course Code | Course Title | Credit Hours |
|---|---|---|
| ACC2010 | Principles of Accounting I | 3 |
| ACC2020 | Principles of Accounting II | 3 |
| BUS1120 | Introduction to Business | 3 |
| BUS3050 | Business Communication | 3 |
| BUS3510 | Business Law I | 3 |
| BUS4360 | Business Policy and Strategy | 3 |
| CIS2100 | Management Information Systems | 3 |
| DSC3250 | Business Statistics | 3 |
| DSC4100 | Quantitative Analysis | 3 |
| DSC4300 | Intro to Operations Management | 3 |
| FIN3010 | Principles of Finance | 3 |
| MGT3010 | Principles of Business Management | 3 |
| MGT3420 | Human Resource Management | 3 |
| MKT3010 | Foundations of Marketing | 3 |
| FIN3560 | Fundamentals and Ethics of Financial Planning | 3 |
| FIN3570 | Insurance Planning | 3 |
| FIN3580 | Investment Planning | 3 |
| FIN3590 | Income Tax Planning | 3 |
| FIN3600 | Retirement Planning | 3 |
| FIN3610 | Estate Planning I | 3 |
| FIN4620 | Estate Planning II | 3 |
| FIN4990 | Financial Planning Capstone | 3 |
| | **Total Program Core** | 66 |
| | **General Education** | |
| SSS1000 | Student Success | 1 |
| | **Humanities** | |
| COM1190 | Interpersonal Communications and Leadership Skills | 3 |
| COM1200 | Public Speaking | 3 |
| ENG1200 | English Composition I | 3 |
| ENG2020 | Technical Writing | 3 |
| ENG2610 | World Literature I | 3 |
| ENG2620 | World Literature II | 3 |
| PHI2000 | Critical Thinking | 3 |
| GE2990 | General Education Capstone | 3 |
| | Humanities Electives | 9 |
| | **Social Sciences** | |
| | Social Science Electives | 6 |
| | **Math and Science** | |
| MAT2350 | Elementary Statistics | 3 |
| | Math Electives | 3 |
| | Science Electives | 8 |
| | | |
| | **Total General Education Core** | 28 |
| | **Total General Education Electives** | 26 |
| | **General Education Total** | 54 |
| | | |
| | **Program Snapshot** | |
| | **Total Program Core Credits** | 66 |
| | **Total General Education Core Credits** | 28 |
| | **Total Electives** | 26 |
| | **Program Total** | 120 |

## Bachelor of Arts – Management

| Course Code | Course Title | Credit Hours |
|---|---|---|
| ACC2010 | Principles of Accounting I | 3 |
| ACC2020 | Principles of Accounting II | 3 |
| BUS1120 | Introduction to Business | 3 |
| BUS3050 | Business Communication | 3 |
| BUS3510 | Business Law I | 3 |
| BUS4360 | Business Policy and Strategy | 3 |
| CIS2100 | Business Information Systems | 3 |
| DSC3250 | Business Statistics | 3 |
| DSC4100 | Quantitative Methods | 3 |
| DSC4300 | Introduction to Operations Management | 3 |
| FIN3010 | Fundamentals of Finance | 3 |
| MGT3010 | Principles of Business Management | 3 |
| MGT3420 | Human Resource Management | 3 |
| MKT3010 | Foundations of Marketing | 3 |
| MGT3200 | Retail Management | 3 |
| MGT4100 | Labor Relations | 3 |
| MGT4290 | Organizational Behavior | 3 |
| MGT4340 | Business & Society | 3 |
| | **Total Program Core** | 54 |
| | **General Education** | |
| SSS1000 | Student Success | 1 |
| | **Humanities** | |
| COM1190 | Interpersonal Communications and Leadership Skills | 3 |
| COM1200 | Public Speaking | 3 |
| ENG1200 | English Composition I | 3 |
| ENG2020 | Technical Writing | 3 |
| ENG2610 | World Literature I | 3 |
| ENG2620 | World Literature II | 3 |
| PHI2000 | Critical Thinking | 3 |
| GE2990 | General Education Capstone | 3 |
| | Humanities Electives | 9 |
| | **Social Sciences** | |
| | Social Science Electives | 6 |
| | **Math and Science** | |
| MAT2350 | Elementary Statistics | 3 |
| | Math Electives | 3 |
| | Science Electives | 8 |
| | | |
| | **Total General Education Core** | 28 |
| | **Total General Education Electives** | 26 |
| | **General Education Total** | 54 |
| | | |
| | **Program Snapshot** | |
| | **Total Program Core Credits** | 54 |
| | **Total General Education Core Credits** | 28 |
| | **Total Electives** | 38 |
| | **Program Total** | 120 |

**Bachelor of Science - Applied Computing**

| Course Code | Course Title | Credit Hours |
|---|---|---|
| CSC1160 | Programming Essentials | 3 |
| CSC2010 | Coding in HTML | 3 |
| CSC2020 | Programming in Java | 4 |
| CSC2120 | Programming in JavaScript | 4 |
| CSC1180 | Programming in C++ | 4 |
| CSC2420 | Data Structures | 3 |
| CSC2140 | System Analysis and Design | 4 |
| CSC2150 | Computer Networks | 3 |
| CSC3030 | Database Application | 4 |
| ITS3050 | Database Design | 4 |
| CSC4420 | .NET Implementations | 4 |
| CSC4200 | Software Engineering | 4 |
| CSC4400 | .NET Concepts & Principles | 4 |
| | **Total Program Core** | 48 |
| | **General Education** | |
| SSS1000 | Student Success | 1 |
| | **Humanities** | |
| COM1200 | Public Speaking | 3 |
| ENG1200 | English Composition I | 3 |
| ENG2020 | Technical Writing | 3 |
| PHI2000 | Critical Thinking | 3 |
| GE2990 | General Education Capstone | 3 |
| | Humanities Electives | 3 |
| | **Social Sciences** | |
| | Social Science Electives | 9 |
| | **Math and Science** | |
| MAT2350 | Elementary Statistics | 3 |
| MAT2410 | Applied Calculus I | 4 |
| MAT2330 | Discrete Math | 4 |
| PHY2110 | Physics I | 4 |
| | | |
| | **Total General Education Core** | 31 |
| | **Total General Education Electives** | 12 |
| | **General Education Total** | 43 |
| | | |
| | **Program Snapshot** | |
| | **Total Program Core Credits** | 48 |
| | **Total General Education Core Credits** | 31 |
| | **Total Electives** | 41 |
| | **Program Total** | 120 |

# Bachelor of Science - Computer Engineering Technology

| Course Code | Course Title | Credit Hours |
|---|---|---|
| ELT3970 | Digital Electronics/lab | 4 |
| ELT4040 | Microprocessor Systems Engineering/lab | 4 |
| ELT2020 | Advanced Microprocessors/lab | 4 |
| ELT4050 | Modern Digital Design/lab | 4 |
| CSC1160 | Programming Essentials | 3 |
| CSC2150 | Computer Networks | 3 |
| CSC1170 | Programming in C | 4 |
| CSC1180 | Programming in C++ | 4 |
| ELT4020 | Fundamental Properties of DC Circuits/Lab | 4 |
| ELT4010 | Fundamental Properties of AC Circuits/Lab | 4 |
| ELT3980 | Electronics I/Lab | 4 |
| ELT3990 | Electronics II/Lab | 4 |
| ELT3030 | Circuit Analysis | 4 |
| ELT4060 | Signals & Systems Theory/Lab | 4 |
| ELT4070 | Technical Project Management | 3 |
| ELT3020 | Capstone Project | 3 |
| | **Total Program Core** | 60 |
| | **General Education** | |
| SSS1000 | Student Success | 1 |
| | **Humanities** | |
| COM1200 | Public Speaking | 3 |
| ENG1200 | English Composition I | 3 |
| ENG2020 | Technical Writing | 3 |
| PHI2000 | Critical Thinking | 3 |
| ELT2010 | Engineering and Ethics | 3 |
| GE2990 | General Education Capstone | 3 |
| | **Social Sciences** | |
| | Social Science Electives | 9 |
| | **Math and Science** | |
| MAT1400 | College Algebra | 3 |
| MAT1430 | Pre-Calculus | 3 |
| MAT2410 | Applied Calculus I | 4 |
| MAT2420 | Applied Calculus II | 4 |
| PHY2110 | Physics I | 4 |
| PHY2120 | Physics II | 4 |
| BIO1510 | Introduction to life Science | 3 |
| | **Total General Education Core** | 44 |
| | **Total General Education Electives** | 9 |
| | **General Education Total** | 53 |
| | | |
| | **Program Snapshot** | |
| | **Total Program Core Credits** | 60 |
| | **Total General Education Core Credits** | 44 |
| | **Total Electives** | 16 |
| | **Program Total** | 120 |

**Bachelor of Science - Cyber Security**

| Course Code | Course Title | Credit Hours |
|---|---|---|
| CSC1160 | Programming Essentials | 3 |
| CSC2020 | Programming in Java | 4 |
| CSC1170 | Programming in C | 4 |
| CSC1180 | Programming in C++ | 4 |
| CSC2150 | Computer Networks | 3 |
| CSC2320 | TCP/IP Networks | 3 |
| CSC2140 | Systems Analysis & Design | 4 |
| CSC4100 | Principles of Operating Systems | 3 |
| CIS1020 | Introduction to Computer Architecture | 4 |
| IST4150 | Introduction to Information Systems Security | 3 |
| CIS2100 | Management Information Systems | 3 |
| CSC3030 | Database Applications | 3 |
| CSC3460 | Security Operations | 3 |
| IST4220 | Information Systems Project Management | 3 |
| CSC3350 | Risk Management | 3 |
| CSC2430 | Digital Communications and Networks II | 3 |
| CSC2340 | Access Control Systems | 3 |
| CSC3010 | Cryptography | 3 |
| CSC2470 | Computer Forensics | 3 |
| CSC2450 | Advanced Databases and Information Retrieval | 3 |
| CSC2990 | Cybersecurity Capstone | 3 |
|  | **Total Program Core** | 68 |
|  | **General Education** |  |
| SSS1000 | Student Success | 1 |
|  | **Humanities** |  |
| COM1200 | Public Speaking | 3 |
| ENG1200 | English Composition I | 3 |
| ENG2020 | Technical Writing | 3 |
| PHI2000 | Critical Thinking | 3 |
| GE2990 | General Education Capstone | 3 |
|  | Humanities Electives | 3 |
|  | **Social Sciences** |  |
|  | Social Science Electives | 9 |
|  | **Math and Science** |  |
| MAT1400 | College Algebra | 3 |
| MAT2350 | Elementary Statistics | 3 |
| MAT2410 | Applied Calculus | 4 |
|  | Science Electives | 8 |
|  |  |  |
|  | **Total General Education Core** | 26 |
|  | **Total General Education Electives** | 20 |
|  | **General Education Total** | 46 |
|  |  |  |
|  | **Program Snapshot** |  |
|  | **Total Program Core Credits** | 68 |
|  | **Total General Education Core Credits** | 26 |
|  | **Total Electives** | 27 |
|  | **Program Total** | 121 |

**Bachelor of Science - Electronics Engineering Technology**

| Course Code | Course Title | Credit Hours |
|---|---|---|
| ELT3970 | Digital Electronics/lab | 4 |
| CSC1160 | Programming Essentials | 3 |
| ELT4040 | Microprocessor Systems Engineering/lab | 4 |
| CSC1170 | Programming in C | 4 |
| ELT4020 | Fundamental Properties of DC Circuits/Lab | 4 |
| ELT4010 | Fundamental Properties of AC Circuits/Lab | 4 |
| ELT3980 | Electronics I/Lab | 4 |
| ELT3990 | Electronics II/Lab | 4 |
| ELT3030 | Circuit Analysis | 4 |
| ELT3010 | Analog Integrated Cir/Lab | 4 |
| ELT4030 | Instrumentation & Measurement Lab | 4 |
| ELT4060 | Signals & Systems Theory/Lab | 4 |
| ELT4070 | Technical Project Management | 3 |
| ELT3020 | Capstone Project | 3 |
| | **Total Program Core** | 53 |
| | **General Education** | |
| SSS1000 | Student Success | 1 |
| | **Humanities** | |
| COM1200 | Public Speaking | 3 |
| ENG1200 | English Composition I | 3 |
| ENG2020 | Technical Writing | 3 |
| PHI2000 | Critical Thinking | 3 |
| GE2990 | General Education Capstone | 3 |
| | Humanities Electives | 3 |
| | **Social Sciences** | |
| | Social Science Electives | 9 |
| | **Math and Science** | |
| MAT1400 | College Algebra | 3 |
| MAT1430 | Pre-calculus | 3 |
| MAT2350 | Elementary Statistics | 3 |
| MAT2410 | Applied Calculus I | 4 |
| MAT2420 | Applied Calculus II | 4 |
| MAT2330 | Discrete Math | 3 |
| PHY2110 | Physics I | 4 |
| PHY2120 | Physics II | 4 |
| | | |
| | **Total General Education Core** | 44 |
| | **Total General Education Electives** | 12 |
| | **General Education Total** | 56 |
| | | |
| | **Program Snapshot** | |
| | **Total Program Core Credits** | 53 |
| | **Total General Education Core Credits** | 44 |
| | **Total Electives** | 23 |
| | **Program Total** | 120 |

# Bachelor of Science - Engineering Management Technology

| Course Code | Course Title | Credit Hours |
|---|---|---|
| ACC2110 | Financial Accounting | 3 |
| ACC2120 | Managerial Accounting | 3 |
| MGT3010 | Principles of Management | 3 |
| BUS3510 | Business Law I | 3 |
| DSC4500 | Project Management | 3 |
| ENT3080 | Entrepreneurship | 3 |
| EMT2210 | Engineering Economics | 3 |
| CSC1160 | Programming Essentials | 3 |
| CSC1180 | Programming in C++ | 4 |
| ELT3970 | Digital Electronics/labs | 4 |
| ELT4040 | Microprocessor Systems Engineering/labs | 4 |
| ELT4010 | Fundamental Properties of AC Circuits/Lab | 4 |
| ELT4020 | Fundamental Properties of DC Circuits/ Lab | 4 |
| ELT3980 | Electronics I/ Lab | 4 |
| ELT3990 | Electronics II/ Lab | 4 |
| ELT4030 | Instrumentation and Measurement | 4 |
| | **Total Program Core** | 56 |
| | **General Education** | |
| SSS1000 | Student Success | 1 |
| | **Humanities** | |
| COM1200 | Public Speaking | 3 |
| ENG1200 | English Composition I | 3 |
| ENG2020 | Technical Writing | 3 |
| ELT2010 | Engineering and Ethics | 3 |
| GE2990 | General Education Capstone | 3 |
| | Humanities Electives | 3 |
| | **Social Sciences** | |
| | Social Science Electives | 9 |
| | **Math and Science** | |
| MAT1400 | College Algebra | 3 |
| MAT1430 | Pre-Calculus | 3 |
| MAT2410 | Applied Calculus I | 4 |
| MAT2350 | Elementary Statistics | 3 |
| PHY2110 | Physics I | 4 |
| PHY2120 | Physics II | 4 |
| CHE1510 | General Chemistry I | 4 |
| | **Total General Education Core** | 41 |
| | **Total General Education Electives** | 12 |
| | **General Education Total** | 53 |
| | | |
| | **Program Snapshot** | |
| | **Total Program Core Credits** | 56 |
| | **Total General Education Core Credits** | 41 |
| | **Total Electives** | 23 |
| | **Program Total** | 120 |

**Master of Business Administration**

| Course Code | Course Title | Credit Hours |
|---|---|---|
| GSS5000 | Graduate Student Success | 1 |
| ACC5100 | Accounting | 3 |
| DSC5200 | Quantitative Analysis | 3 |
| MKT5300 | Marketing Management | 3 |
| IST5150 | Management of Information Systems | 3 |
| FIN5500 | Finance | 3 |
| BUS5600 | Business Ethic | 3 |
| MGT5800 | Strategies for Change | 3 |
| MGT5900 | Organizational Behavior | 3 |
| BUS5990 | Capstone Project | 3 |
| | **Total Program Core** | 28 |
| | | |
| | **Program Snapshot** | |
| | **Total Program Core** | 28 |
| | **Total Electives** | 9 |
| | **Program Total** | 37 |

**Master of Arts – Leadership**

| Course Code | Course Title | Credit Hours |
|---|---|---|
| GSS5000 | Graduate Student Success | 1 |
| LSD5010 | Leadership Styles and Development | 3 |
| LSD5100 | Grit, Performance, and Staying Power | 3 |
| LSD5200 | Critical Communication & Leadership Theory & Strategies | 3 |
| LSD5300 | Leadership Theory & Strategies | 4 |
| LSD5400 | Coaching, Mentoring, and VIP2 Leadership Development | 3 |
| LSD5500 | Cross-cultural Communication and Leadership | 3 |
| LSD5600 | Ethics in Leadership | 3 |
| LSD5700 | Leading and Developing High Performance | 3 |
| LSD5800 | Leadership Strategies for Change | 3 |
| LSD5990 | Leadership Capstone | 4 |
| MGT5900 | Organizational Behavior | 3 |
| | **Total Program Core** | 36 |
| | | |
| | **Program Snapshot** | |
| | **Total Program Core** | 36 |
| | **Program Total** | 36 |

# Course Descriptions

### ACC 2010 Principles of Accounting I   3

This course focuses on ways in which accounting principles are used in business operations. Students learn to identify and use Generally Accepted Accounting Principles (GAAP), ledgers and journals, and steps of the accounting cycle. This course introduces bank reconciliation methods, balance sheets, assets, and liabilities. Students also learn about financial statements, including assets, liabilities, and equity. Business ethics are also discussed.

### ACC 2020 Principles Accounting II   3

Principles of Accounting expands on what the student learns in Accounting I. It is focused on corporate accounting. This course discusses how corporations are structured and formed, with an emphasis on corporate characteristics. Stocks, bonds, notes, purchase investments and analysis of financial statements are included, as well as an in-depth look at managerial accounting. Statements of cash flow, budgets, and budget management are also examined.

### ACC 2110 Financial Accounting   3

This introductory financial accounting course introduces the student to the important role of financial accounting in modern business. The key role of financial accounting is to provide useful information to external users in order that a wide variety of economic decisions can be made. The course covers the theory and practice of accounting applicable to the recording, summarizing and reporting of business transactions. Topics include the different types of financial statements and accounts, asset valuation, revenue and expense recognition and appropriate accounting for asset, liability and capital accounts.

### ACC 2120 Managerial Accounting (ACC2020 and ACC2080)   3

This course is a continuation of Financial Accounting, shifting the focus from external reporting to internal needs of managers. Managerial accounting information helps managers accomplish three essential functions: planning, controlling and decision making. The course provides students with an understanding of managerial accounting information to enable them to evaluate the usefulness of managerial accounting techniques in the real world. Topics include: managerial accounting terminology, budgeting, costing, breakeven analysis and cost-volume-profitability analysis. The methods of identifying and extracting relevant information from managerial accounting systems as an input to decision making and performance evaluation are stressed throughout the course.

### ACC 2090 Management Accounting (ACC 2010)   3

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 (ACC 2020)   3

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 (ACC 3010)   3

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 3150 Tax Accounting   3

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 (ACC 3020)   3

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 (ACC 3020)   3

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 (ACC 3020 and two MAT courses)   3

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. Prerequisites: Two degree-credit courses in MAT, ACC 302.

### ACC 4460 Forensic Accounting (ACC 2010)   3

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. Coursework focuses on preparing students interested in earning the Certified Fraud Examiner (CFE) credential.

### ACC 5100 Accounting   3

This course provides students with a framework for the analysis, use and design of internal accounting systems. This introduction to financial and managerial accounting prepares students to use accounting data for strategic and management purposes with an emphasis on profitability

and understanding the strengths and weaknesses of an organization's accounting system. Students develop an understanding of the nature of costs, budgeting, cost allocation, standard costs and variances.

### BIO 1510 Introduction to life Science   3

This course provides a broad overview of biological processes. Topics include the anatomy of the cell, cell division, species diversity and species classification. This course relates the subject matter to everyday occurrences.

### BUS 1120 Introduction to Business   3

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. A 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 (COM 1200 and ENG 1200)   3

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 (BUS 1120)   3

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 (Completion of Degree Requirements)   3

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. Prerequisites: Senior Standing and completion of degree requirements.

### BUS 5600 Business Ethics   3

This course examines ethics and values in multiple contexts. It begins with an exploration of individual values and the integration of mind, body and soul. The perspective then broadens to include corporate ethics and the role of moral leadership in business. The course concludes with an examination of ethical dilemmas created by an expanding global economy.

### BUS 5990 Capstone Project   3

In this course, students from a variety of graduate studies are brought together. Although you will each be working on separate projects, depending on your previous coursework, you will come together in the discussions to share your ideas from your various perspectives. This capstone project requires that students apply the reasoning, decision-making, analytical, and

authorship 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 benefit the organization.

### CHE 1510 General Chemistry I   4

This is a general chemistry course, intended for engineering students. Topics include: states of matter, thermo-chemistry, ionic and covalent bonding, molecular geometry, rates of reaction, oxidation-reduction equations, thermodynamics and organic chemistry.

### CIS 1010 Introduction to Computer Applications   3

Students are introduced to basic computer concepts as well as techniques and tools for folder and file navigation and manipulation. Students explore the fundamentals of an office productivity suite, developing skills in word processing, spreadsheet and presentation applications.

### CIS 1020 Introduction to Computer Architecture (CIS 2100)   4

This course provides technical knowledge of computer hardware and system software. The material covered in the course presents the background needed for systems analysis, design, configuration, procurement and management.

### CIS 2100 Management Information Systems (CIS 1010)   3

This course covers the principles of managing information systems in the context of an enterprise. Topics include coverage of information technology in management, information systems in decision-making, planning of information systems, systems development, controls and security measures and electronic commerce.

### CJU1100 Introduction to Criminal Justice   3

Introduction to Criminal Justice presents a broad view of the criminal justice system. The course focuses on decision points and administrative practices in police and other criminal justice agencies, as well as basic criminal procedures. A realistic description of the American criminal justice system is presented and how it works – police, courts, and corrections. Topics include: what is criminal justice, the crime picture and the search for its causes, criminal law, policing history and structure, police management and legal aspects, adjudication including the courts and sentencing, corrections involving probation, parole, community corrections, prisons and jails, prison life, juvenile justice, drugs and crime, multinational criminal justice, and the future of criminal justice.

### CJU1120 Introduction to Criminology   3

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.

**CJU2250 Juvenile Justice I   3**

The juvenile justice system is examined with an emphasis on its difference from the judicial system for adults. This course tracks the historical development of the system and examines the different approaches followed by the court and correctional authorities of various jurisdictions.

**CJU3110 Police Systems & Practices   3**

The course provides an overview of police issues; integrating the history, social context, and theoretical understanding of policing in America. The student examines the relationships between communities, individuals, and police organizations. The "big picture" approach is used to illustrate an integrated understanding of policing.

**CJU3130 Correction Systems & Practices   3**

Contemporary correctional systems and practices are analyzed and evaluated through a historical perspective with emphasis on community and institutional corrections. This course balances current and past research, theories and applications, and practical examples and issues. Topics included are: historical perspectives, the court process, alternatives to imprisonment, correctional systems, corrections functions, institutional clients, rights of correctional clients, reintegration systems, and finally a link to the future.

**CJU3210 Criminal Procedure (CJU1100 and CJU1120)   3**

This course provides the student with the core knowledge of constitutional criminal procedure. Topics of study include: Fourth Amendment doctrines such as the exclusionary rule, the search warrant, plain view, arrest and Terry-stops, and warrant less searches. The focus of the exclusionary rule reflects the areas in which the Supreme Court has been most active in recent years. The conflicting approaches to the application of law evident between justices adhering to the Due Process Model and those following the Crime Control Model will be addressed. Additional topics in the course include the meaning, context, and constitutional foundation of criminal procedure; the right to counsel; rules of interrogation and confession; identification of suspects and entrapment; and the pretrial and trial process.

**CJU3230 Introduction to Criminal Justice Ethics (CJU1100 and CJU3110)   3**

This course examines the diverse ethical issues frequently encountered in the criminal justice system. Students study the writings of the major theorists who have studied and written in the field of ethics. The writings of Plato, Socrates, and Aristotle will be examined, for their intrinsic value and content, as well as their applicability to modern activities in criminal justice. Classic ethical theories will be studied, reviewed, and applied to such varied topics as the application of professional and personal discretion, the appropriate use of force, dimensions of professional responsibility, and proper application of authority.

**CJU3250 Criminal Law (CJU1100 and CJU1120)   3**

Criminal Law examines the basic concepts in criminal law. The course introduces the student to the foundational aspects of criminal law, including its historical background and fundamental elements. The author provides a comparative analysis of a multiplicity of jurisdictions throughout the U.S. and the impact of criminal law on each. The author accomplishes this task by focusing on the major themes of both common law and, according to the Model Penal Code, including the elements of statutory crimes, criminal responsibility, and defenses. Topics include: the

historical background of criminal law, fundamentals of criminal law, jurisdiction, the criminal act, the mental element, matters affecting criminal responsibility, assault and related crimes, homicide, sex offenses and offenses to the family relationship, theft, robbery, burglary and related offenses, arson, kidnapping, narcotics, and offenses by and against juveniles.

### CJU4010 Criminal Justice Research Methods (CJU1100 and CJU3110)   3

Criminal Justice Research Methods presents a broad view of the methods and techniques for conducting academic and professional research. focuses on why and when research is performed, the methodologies involved, and a description of the applied statistical techniques and procedures are compared and contrasted so each student gains a firm understanding of what method or Topics include: the research process, theory of research, ethics in research, research design, sampling techniques, survey conducting interviews, observational techniques, secondary data, reliability and validity issues, data coding, hypothesis distributions.

### CJU4210 Community Policing (CJU1100 and CJU3110)   3

This course is designed to provide an overview of the current paradigm in policing: community-oriented policing. The course will consist of an analysis of both the community-oriented policing philosophy and its practical application through strategic oriented policing, neighborhood-oriented policing and problem oriented policing methods. Additional aspects to be reviewed include the various roles in the systemic approach, organization and management styles of the police department, implementation methods, evaluation methods, and a look at past and future practices under this new paradigm in policing.

### CJU4990 Professional Strategies Capstone   3

Professional Strategies Capstone is designed as a senior-level capstone course to be taken at the end of the Multidisciplinary Studies course provides an opportunity for students to synthesize and articulate their undergraduate experience by demonstrating knowledge acquired in previous coursework and/or work experience. Professional Studies reviews the fundamentals of research and the in a professional environment.

### COM 1190 Interpersonal Communications and Leadership Skills   3

An introduction to interpersonal communication and to leadership skills basic to all disciplines. Special areas include an examination of the communication process relative to critical think skills and strategies central to promoting excellence in leadership.

### COM 1200 Public Speaking   3

This course provides students with a broad overview of public speaking, including such topics as audience analysis, idea generation and development, speech organization/ delivery. Topics include effective introductions, conclusions and control over nervousness. In addition, students practice informative and persuasive speeches.

### CSC 1160 Programming Essentials   3

This course introduces problem-solving concepts needed for programming. It covers fundamental control structure such as the sequential structure, the selection structure and the repetition structure. The use of logic in designing programs has general application.

### CSC 1170 Programming in C (CSC 1160)   4

This course is an introduction to programming using C. Topics include flow of control, functions and structured programming, pointers, arrays and file manipulation.

### CSC 1180 Programming in C++ (CSC 1160)   4

This course is an introduction to C++ programming. Topics include control structures, arrays, pointers, classes, overloading, inheritance, file processing, and data structures.

### CSC 2010 Coding in HTML   3

This course is an introduction to the language and strategy of website design and the use of coding language such as Hypertext Markup Language (HTML), Extensible HTML (XHTML) and Cascading Style Sheets (CSS) to create efficient and effective web pages. Students learn to design a basic page, insert images, create links, and produce tables. Through Text, Lecture, Tutorial, and Lab Exercise, students prepare a basic final project using "best practices" in website and web page design and creation.

### CSC 2020 Programming in Java (CSC 1160)   4

This course is devoted to object-oriented programming using Java. Topics include object-oriented programming, classes and instances, looping arrays, flow control, packages, interfaces, streams, files, Java applet programming and applying advanced user interface elements.

### CSC 2120 Programming in JavaScript (CSC 2010)   4

As a student in this course, you will begin with an introduction to programming with JavaScript. You will then move on to Working with Operators and Expressions, Arrays, Loops, and Conditional Statements, as well as Objects and Styles. You will then begin to work with Forms, Regular Expressions, and the Event Model. This will be followed by working with Dynamic Content and Styles and learning to design rollovers and slide shows. You will then learn how to store data with cookies, design pop-up windows and frames, and work with operators and expressions. You will conclude the course by working with arrays, loops, and conditional statements.

### CSC 2140 Systems Analysis & Design   4

This course reviews efficient processes for information systems analysis and development. It also covers state-of-the-art techniques for information systems specifications and design. Other topics covered include real-time structured analysis and design and object-oriented analysis and design.

### CSC 2150 Computer Networks (CSC 1160)   3

This course provides an introduction to networking technologies. Throughout this course, you will learn about local area networks (LANs), wide area networks (WANs), protocols, topologies, transmission media, protocol stacks and wireless technology.

### CSC2320 TCP/IP Networks (CSC 2150)   3

This course provides a comprehensive, hands-on look at TCP/IP. Coverage includes the latest TCP/IP stack implementations, as well as SNMP and IPv6. Practical skills are learned with extensive hands-on projects, in-depth case projects, and review questions.

### CSC 2340 Access Control Systems (CSC 2430)   3

This course covers the fundamentals of selectively restricting access to information system resources. A variety of tools are used in practical tasks to determine authorization of resources.

### CSC 2420 Data Structures (CSC 1180)   3

Using the C++ programming language standard, this advanced programming course delivers a disciplined approach to algorithms and data structures and includes abstract data types and advanced data structures.

### CSC 2430 Digital Communications and Networks II (CSC 2320)   3

This course introduces students to techniques, methodologies and tools used in building and maintaining secure networks. Topics include types of attacks, countermeasures and prevention techniques. Security assessments, vulnerability testing and penetration testing are also studied. Lab exercises address assessing protocol, network and code vulnerabilities.

### CSC 2450 Advanced Databases and Information Retrieval (CSC 3030)   3

This course covers strategies and tactics for securing databases. It introduces the tools necessary to implement database security and auditing in order to protect data. Topics include basic data protection methods, secure database design, secure architectures, and secure transaction processing and auditing. Vulnerabilities and countermeasures are also covered.

### CSC 2470 Computer Forensics   3

This course introduces the methods and tools utilized for collecting and preserving electronic digital evidence for the computer forensic process. Topics include the forensic examination, crime categories, analysis, laws governing forensics, and report writing.

### CSC 2990 Cybersecurity Capstone   3

This capstone course requires demonstration of the knowledge and skills gained throughout the degree program by completing a major research project.

### CSC 3010 Cryptography: (CSC 2320)   3

This course covers the ways in which cryptography can be used to protect communications traffic and sensitive data. Course topics include symmetric vs. asymmetric (public-key) ciphers, hash algorithms, authentication codes, and the mathematical underpinnings of cryptography. Hands-on experiences provide exposure to state-of-the-art technologies.

### CSC 3030 Database Application (CIS 1010)   4

This course presents the fundamental concepts of database systems. Throughout this course, you will learn about the relational model, structured query language (SQL), data modeling, database design, and database administration.

### CSC 3350 Risk Management   3

Information Technology Risk Management in Enterprise Environments provides a comprehensive review of industry approaches, practices, and standards on how to handle the ever-increasing risks to organizations' business-critical assets. Through a practical approach, this course explores key topics that enable students to uncover and remediate potential infractions.

### CSC 3460 Security Operations   3

This course covers the principles and practices of secure operation and management of information systems. Principles and practices of analysis and monitoring of systems security are also addressed.

### CSC 4100 Principles of Operating Systems   3

This course introduces operating system fundamentals and compares a variety of operating systems. Servers and networking basics are included.

### CSC 4200 Software Engineering (CSC 2140)   4

This course is an advanced course that covers the basics of software engineering. This course does not cover programming languages, but rather is an integration of several computer science disciplines that includes the study of process design, project planning, techniques, tools, languages, computer-aided software engineering, and other topics relevant to a software engineering career.

### CSC 4420 .NET Implementations (CSC 2010)   4

This course introduces the fundamentals of programming using both Visual Basic.NET and C#. These fundamentals are employed in writing code to design, implement, and deploy Visual Basic.NET and C# applications.

### CSC 4400 .NET Concepts & Principles (CPS 2010)   4

This course covers how to build a feature-rich, data-driven interactive web site. This is done on a Microsoft platform with an emphasis on using ASP.NET.

### DSC 3250 Business Statistics (MAT 2320)   3

This course is designed to familiarize students with the basic concepts of business statistics and provides a comprehensive overview of its scope and limitations. Students perform statistical analysis of samples, compute the measures of location and dispersion, and interpret them for descriptive statistics. Linear regression, and correlation analysis are performed using various models. Basic concepts of probability are described, and the discrete and continuous distributions of probability are applied. Other topics include constructing confidence intervals and a hypothesis test on one and two samples. Presenting statistical analysis of real data is also examined and emphasized.

### DSC 4100 Quantitative Analysis (DSC 3250)   3

This Quantitative Analysis (QA) course addresses managerial decision analysis using quantitative tools. Topics include a general framework for decision analysis, regression analysis,

forecasting, inventory control, linear programming, transportation and assignment, networks, project time management, waiting lines (queuing), and simulation. After the course, the student will be able to use a broad array of powerful analytical tools to make business decisions.

### DSC 4300 Intro to Operations Management (MGT 3010 and DSC 3250)   3

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 4500 Project Management (DSC 3250 OR MAT 2350, and GEN 2990)   3

This advanced course identifies the components of modern project management and shows how they relate to the basic phases of a project, starting with conceptual design and advanced development and continuing through detailed design, production and termination. Topics covered include project organization and structure; project planning and control; human behavior in the project setting; and project management information systems. The course places stress on integrative concepts rather than isolated methodologies. It relies on simple models to convey ideas and avoids detailed mathematical formulations, though some of the more important mathematical programming models are presented.

### DSC 5200 Quantitative Analysis   3

This Quantitative Analysis (QA) course addresses managerial decision analysis using quantitative tools. Topics include a general framework for decision analysis, decision tables and trees, forecasting, inventory control, linear programming, transportation and assignment, networks, project time management, waiting lines (queuing) and simulation. After the course, the student should be able to use a broad array of powerful analytical tools to make business decisions.

### ELT 2010 Engineering and Ethics   3

This course places a strong emphasis upon internet research of case studies, professional codes of ethics and additional tools for solving engineering ethics problems. The professional role that engineering and engineering technologists have to ethically serve society is an underlying theme.

### ELT 2020 Advanced Microprocessors/lab (ELT 4040)   4

This course is designed to give the student an overview of the hardware and software features of the Motorola 68000 microprocessor. The course uses a hands-on, lecture-lab approach by incorporating the text lessons with practical application of the theory using a 68000 Single Board Computer (SBC) Emulator.

### ELT 3010 Analog Integrated Cir/Lab (ELT 3990 & MAT 2410)   4

This in-depth course provides a thorough understanding of a variety of op-amps and integrated circuits and their applications. Topics include op-amp data sheets, frequency response of an op-amp, active filters and oscillators, and IC applications. A software circuit simulation tool is used to assist in the analysis and design of circuits.

**ELT 3020 Capstone Project (ELT 4070)   3**

This course is a continuation of the project management course. The approved project proposal is executed through the design, building, testing, and presentation stages.

**ELT 3030 Circuit Analysis (ELT 4010 and MAT 2420)   4**

This course addresses advanced circuit theory, providing a strong foundation in engineering analysis. Topics covered include network theorems, time-domain circuit analysis using differential equations, and the sinusoidal steady-state. More advanced techniques for circuit analysis using Laplace transforms and the Fourier series and transforms are also covered.

**ELT 3970 Digital Electronics/lab (CSC 1160 and ELT 4020)   4**

This is an introductory course to the fundamentals of digital electronics. Topics include number systems and codes, logic gates, Boolean algebra, combinational circuits and PLCs. Sequential circuits are introduced. Circuits are implemented using circuit simulation software and also using a hardware description language.

**ELT 3980 Electronics I/ lab (ELT 4010)   4**

This foundational course in analog electronics introduces the student to the fundamentals of diode and transistor circuit analysis and design. Topics include semiconductors, diode theory and circuits, bipolar transistors, transistor biasing, AC models and voltage amplifiers. Circuit simulation software is used to analyze and design basic diode and transistor circuits.

**ELT 4010 Fundamental Properties of AC Circuits/Lab (ELT 4020 and MAT 1430)   4**

This course is a continuation of ELT4020. The student is introduced to the concepts and laws which describe the behavior of AC circuits. After an introduction to capacitive and inductive circuits, the behavior of RL, RC and RLC circuits is analyzed using circuit theories. Transformer theory is also covered. A circuit simulation tool is used to build and test AC circuits and to demonstrate the use of an oscilloscope.

**ELT 4020 Fundamental Properties of DC Circuits/ Lab (MAT 1400)   4**

This is a comprehensive course on the properties of Direct Current (DC) circuits. Topics include electrical components, electrical quantities and units, voltage, current and resistance. Basic circuit principles are presented for the analysis of series and parallel circuits. Magnetism and electromagnetism is also covered. A circuit simulation tool is used to build and test circuits.

**ELT 4030 Instrumentation & Measurement Lab (ELT 3980, ELT 3990, and PHY 2120)   4**

This course focuses on interfacing electronic systems to the environment and mechanical systems through a thorough introduction to pneumatic and electrical sensors and actuators, their specifications, and their designation in electrical drawings. Data acquisition systems are studied along with analog and digital signal conditioning, filtering, and analog to digital conversion. The basic process control system and the various types of controllers, including programmable logic controllers, are introduced.

### ELT 4040 Microprocessor Systems Engineering/Lab (ELT 3970)   4

This course provides a systems-level understanding of the 80X86 microprocessor and its hardware and software. A solid foundation is built which students can develop further as they gain more experience. Intel architecture microprocessor families are covered: 8088, 8086, 80286, 80386, 80486, and the latest Pentium processors. Students write practical programs and learn to plan, write, and test software solutions for real applications. A solid understanding of the role of the various types of memory on the modern microcomputer system is covered. Includes one (1) lab credit.

### ELT 4050 Modern Digital Design/lab (ELT 3970)   4

An intermediate course in digital logic design. Topics include synchronous and asynchronous sequential logic, logic families, MSI logic circuits, and digital/analog interfacing.

### ELT 4060 Signals & Systems Theory/Lab (PHY 2120)   4

This course covers the theory and problem-solving skills required for the analysis of linear systems. Real-world applications and actual data provide concrete problems that reinforce intuition and critical thinking. Both continuous and discrete-time signals and systems are covered. Topics include Fourier analysis, convolution, filters and applications, modulation, sampling, signal reconstruction, Laplace transform, z-transform, and linear feedback systems. Software simulations are used to explore mathematical concepts introduced through theoretical frameworks.

### ELT 4070 Technical Project Management   3

Introduction to the management of engineering projects. The design review process is presented as well as techniques for determination of requirements. Topics also include the product development life cycle, scheduling techniques, teamwork, and continuous improvement. A proposal for a senior project is the outcome of the course. To be taken in the senior year.

### EMT 2210 Engineering Economics (MAT 2410)   3

This course emphasizes the systematic evaluation of the cost and benefits associated with proposed technical projects. Topics covered include the time value of money, evaluation of project alternatives, replacement analysis, and cost estimation techniques.

### ENG 1200 English Composition   3

The writing course that develops critical thinking, investigative research and coherent ideas through the writing of analytical, literary and critical essays and the intense text readings.

### ENG 2020 Technical Writing   3

This course develops written communication skills with emphasis on understanding the writing process. Students will analyze readings and practice writing for personal and professional applications. This course satisfies the General Education requirement.

### ENG 2610 World Literature I (ENG 2020)   3

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 (ENG 2610)   3

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.

### ENT 3080 Entrepreneurship (MNG 1500)   3

This penultimate course in the core business curriculum is an advanced undergraduate course focusing on entrepreneurship and small business ownership. The major topic of the course is the development of an entrepreneurial endeavor, including analyzing the venture creation process, understanding the groundwork for becoming an entrepreneur and studying real life examples that illustrate entrepreneurial ethics and the global dimensions of entrepreneurship.

### FIN 3010 Fundamentals of Finance (ACC 2020)   3

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 3560 Fundamentals and Ethics of Financial Planning   3

This course will provide a basic introduction to the ethical and professional considerations in the field of financial planning. The financial planning process will be evaluated along with business objectives, regulatory framework, and evolution of the profession. Technical aspects such as time value of money calculations will also be covered.

### FIN 3570 Insurance Planning   3

This course will provide a basic introduction to the field of insurance as well as the place of various insurance products within the financial planning process. Students will examine the professional, ethical, regulatory and technical aspects of a number of insurance products and place the knowledge in a relevant financial planning context through various course requirements including a sample plan.

### FIN 3590 Income Tax Planning   3

This course introduces students to the basic principles and laws of income taxation for individuals, employees, and business owners. Topics include income tax calculations for individuals and businesses, compliance and accounting methods, taxation of trusts and estates, basis, depreciation, sale of assets, alternative minimum tax, charitable contributions, and tax management.

### FIN 3600 Retirement Planning   3

This course is designed to provide students with knowledge of both public and private retirement plans. The public plans include Social Security, while the private plans include

defined benefit and defined contribution plans and their regulatory provisions. The specifics of the various plans are analyzed as well as non-qualified deferred compensation plans. Finally, issues that individuals face in retirement, such as life-styles choices, are discussed.

### FIN 3610 Estate Planning I   3

This course provides an introduction to Estate Planning. It focuses on purpose, documentation and process required to create an estate plan that is consistent with the client's goals and objectives. The course is designed to give students a practical understanding of the Federal Estate and Gift tax code. It covers topics such as property titling, the probate process, forecasting the estate settlement cost and gifting strategies. Students will be exposed to the financial and non-financial aspects of the planning process that takes place before the actual wealth and asset distribution discussed in the Estate Planning II. The course also emphasizes legal, tax and liquidity issues that a CFP professional needs to address with the client in other to create an effective estate plan.

### FIN 4620 Estate Planning II   3

This course provides a deeper understanding of the transfer tools used in Estate Planning. It is designed to give students a practical application of different techniques used to accomplish a client's goals and its impact on their Estate, Gift, Income and

Generation Skipping tax liabilities. It covers topics such as marital trust, charitable transfers, business transfers and estate liquidity planning. The course builds on the same concepts students were exposed to in Estate Planning I, and emphasizes on the different strategies a CFP professional can utilize to address a client's wealth transfer objective.

### FIN 4990 Financial Planning Capstone   3

This course integrates the academic coursework contained in the six core areas of the financial planning process with actual practice management, this course serves as the capstone for the financial planning concentration by introducing students to the skills and tools needed for developing a comprehensive financial plan for a client. . The purpose of the course is to require the financial planning student to demonstrate the ability to integrate and apply his or her knowledge of financial planning topics. The case-study class structure differs from the traditional lecture class structure in that students must take a more active role in the learning process. Students will complete a number of segmented financial planning cases related to fundamentals, insurance, investing, taxation, retirement planning and employee benefits, and estate planning topics covered in the individual core courses. Students will develop both basic and complex comprehensive financial plans by following the CFP Board's six-step financial planning process. Students will complete individual and group work and will participate in the presentation of a comprehensive financial plan to the class.

### FIN 5500 Finance   3

This introduction to corporate financial management and investments provides the framework, concepts and tools for analyzing financial decisions by applying the fundamental principles of modern financial theory. Major topics include the time value of money, the economic and financial environment, an overview of financial statement analysis, the essentials of risk analysis and the valuation process, and capital budgeting.

**GE 2990 General Education Capstone   3**

This is the capstone coursework for the Virgin Islands general education program, and it serves a dual purpose. First, this course helps students' bridge the gap between broad-based learning and discipline-specific education.

Second, the course highlights and incorporates specific skills and knowledge attained through general studies and may assist students achieve a greater awareness of how knowledge is intertwined. Furthermore, students may better comprehend how to draw and apply information from an experience no thus lead them to become more actively engaged, socially aware citizens of the various communities.

**GSS 5000 Graduate Student Success   1**

In this course, students will gain the strategies and personal insight necessary for being successful over the course of their degree program. They will learn how to create intrinsic motivation in order to persist and achieve their personal learning goals. This course is designed to support the adult learner as they navigate the challenges of higher education alongside the challenges of daily life and their career. It introduces them to various strategies to improve the necessary skills required to be successful in both college and life.

**IST 2100 Business Information Systems (BUS 1120)   3**

Provides the knowledge necessary to understand and manage computers and information within contemporary environments. Procedures for evaluating, testing and selecting appropriate software and hardware systems are considered. Ethical issues and human factors in information systems are considered.

**IST 3050 Database Design (CSC 3030)   3**

This course presents the fundamental concepts of database systems such as the hierarchical, networks, and relational database models. SQL and different types of data modeling such as logical and physical modeling are also introduced.

**IST 4150 Introduction to Information Systems Security   3**

This course provides a broad overview of the principles, policies and technologies for securing computer and information systems. Topics include a survey of computer system vulnerabilities, cryptographic techniques, access control policies and mechanisms, and the implications of security technology in the realm of risk management. Designing and implementing computer security policies and standards, formulating contingency plans, and analyzing system security architectures as well as compliance and ethics are examined.

**IST 4220 Information Systems Project Management   3**

This course covers the technical and managerial aspects of project management as identified by the Project Management Body of Knowledge (PMBOK). Emphasis is placed on defining project management and its relationship to other business disciplines and the development of information systems.

### IST 5150 Management Information Systems   3

In this course, students gain valuable insight into the planning, organizing, and controlling of user services, as well as the management of the information systems development process. The course also examines organizational learning curves, dealing with vendors, budgeting, accounting, management reporting, and legal considerations of information systems.

### LSD 5010 Leadership Styles and Development (GSS 5000)   3

When we see the world's most successful people in any domain, it's easy to assume that there is an extra ordinary power that has provided their success. However, that explanation isn't enough to explain why some people are successful, and other people are not. Albert Einstein famously said that "It's not that I'm so smart, it's just that I stay with problems longer." In this course you will evaluate what self-leadership is and how to harness it for excellence.

### LSD 5100 Grit, Performance, and Staying Power (LSD 5010)   3

When we see the world's most successful people in any domain, it's easy to assume that there is an extra ordinary power that has provided their success. However, that explanation isn't enough to explain why some people are successful, and other people are not. Albert Einstein famously said that "It's not that I'm so smart, it's just that I stay with problems longer." In this course you will evaluate what self-leadership is and how to harness it for excellence.

### LSD 5200 Critical Communication & Leadership Theory & Strategies (LSD 5010)   3

Effective leadership requires effective communication skills. In this course, we will explore the transformational power of words, and practice delivering messages with credibility and conviction. Additionally, we will examine the dynamics of conversation (how people jockey for power or manipulate others through rhetorical devices). We will learn how to interpret nonverbal communication as well as monitor our own nonverbals, so that we can align our message with our behaviors.

### LSD 5300 Leadership Theory & Strategies (LSD 5010)   4

This course provides an in-depth review of the major theories and models of leadership as they function within an organization. A historical review of leadership theory will be combined with contemporary issues in leadership practice. Students will analyze individual models of leadership, with an emphasis on the application of these models to organizational situations, including in their own workplace. Students will evaluate their own leadership style through various self-assessments throughout the course, providing the framework for self-awareness and evaluation. Students culminate their assessment of each model by designing a leadership action plan for a contemporary social issue.

### LSD 5400 Coaching, Mentoring, and VIP2 Leadership Development   3

Effective leaders seek to enhance their teams through formal and informal coaching and mentoring activities. In this course, you will discover the key skill sets required for coaching, as established by the coaching psychology profession: asking questions, listening actively, providing feedback, paraphrasing, and offering reflections. In this course, you will practice these skills in the virtual environment, and then apply them in your own life.

### LSD 5500 Cross-cultural Communication and Leadership   3

This course presents students with challenging cross-cultural situations that develop for different reasons and from different backgrounds. This course provides a look for practical work solutions and ways to integrate culture into social change and civic engagement. This course helps students master the skills necessary to connect globally and grasp the role of cultural nuances, behaviors, attitudes and emotions in a harmonious and equitable global environment. Topics include civic and political engagement, social action, relationships, consumption and production of media, global workplace, cross-cultural adjustment and competence, and other practical issues.

### LSD 5600 Ethics in Leadership (GSS 5000)   3

This course examines the unique ethical challenges faced by leaders with an emphasis on building ethical competency. Topics include virtue ethics, evil, forgiveness, moral theories, moral reasoning, ethical decision-making, ethical influence, transformational leadership, servant leadership, ethical group problem solving, ethical organizational climate, ethical diversity and ethical crisis leadership.

### LSD 5700 Leading and Developing High Performance   3

Human and organizational learning are intertwined. Improving their performance means learning new ways to work. For many people, learning theory and practice has been imbedded in the training function of most organizations. However, organizational learning may best be described through change and innovation.

### LSD 5800 Leadership Strategies for Change   3

This course introduces students to a broad spectrum of issues relative to change, including the dynamics of leadership, the failure of change, how to make planned change work and the implications of change for 21st century organizations. Topics include the importance of leadership, how successful leadership can result in a more effective organization, how to implement new changes to promote a healthy organization, change in action, radical change and the propositions of change for 21st century organizations.

### LSD 5990 Leadership Capstone (Completion of all LSD courses)   4

The Leadership Capstone course is intended to be concluding and integrative experience of the leadership coursework. It is an opportunity for students to integrate concepts learned throughout the program into a leadership portfolio that showcases their leadership abilities, personal reflections, accomplishments, skills, and activities, and effects on individuals and environments. Topics include an application of leadership theories and incorporating VIP2 leadership development with people, structures, culture, and tasks.

### MAT 1400 College Algebra   3

This course provides an essential introduction to those aspects of algebra and function theory that are essential to the study of higher mathematics. The course introduces the basic concepts of radicals, equations and inequalities (both linear and quadratic), coordinate geometry and graphing techniques and exponential and logarithmic functions. Students will learn the basic concepts through examples with practical applications.

### MAT 1430 Pre-Calculus (MAT 1400)   3

An intermediate level mathematics course on the basics of algebra and trigonometry. Topics include factorization, powers and exponents, radicals, quadratic equations, inequalities and absolute value, progressions, graphing, introduction to limits, and basic trigonometry.

### MAT 2330 Discrete Math (MAT 1430)   3

This course is designed for computer science and engineering students. Five major themes are interwoven throughout the course: mathematical reasoning, combinatorial analysis, discrete structures, algorithmic thinking, and applications and modeling. The course is specifically tailored to address the practical applications of discrete mathematics to problems of computer science and engineering.

### MAT 2350 Elementary Statistics (MAT 1400)   3

This intermediate mathematics course presents methods in making analytical decisions using statistics. This course focuses on the characteristics of numerical and categorical data, methods of presentation, and descriptive statistics. Correlation and covariance are presented in the context of business analysis. The course also introduces students to basic methods of sampling and of making inferences using one or two independent samples.

### MAT 2410 Applied Calculus I (MAT 1430)   4

The course provides an introduction to calculus. Topics include limits, derivatives, concavity, applications of the derivative, integration, applications of integrations, the Fundamental Theorem of Calculus, and integrating using parts and substitutions.

### MAT 2420 Applied Calculus II (MAT 2410)   4

An advanced Calculus course on integration, differential equations, parametric equations, polar coordinates, conic sections, dot and cross products, quadratic surfaces, partial derivatives, double and triple integrals, and vector calculus.

### MGT 3010 Principles of Management (BUS 1120)   3

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 3200 Retail Management   3

This intermediate course introduces students to aspects of retailing, such as strategic planning and the overall retailing activities and control mechanisms. The retail strategies of a broad range of retail institutions are analyzed. The student is then shown how to identify and understand target customers, choose a retail location, and manage a business. The merchandise management and pricing aspects of the retail strategy mix is presented.

### MGT 3420 Human Resource Management (MGT 3010)   3

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 (MGT 3420)   3

This course provides a comprehensive review of the concepts and techniques associated with strategic human resource management (HRM) in an emerging global context. Keys issues examined are the legal, ethical, and regulatory nature of the business environment. Also studied are the specific technical areas of job evaluation, recruitment and selection, compensation and benefits, training and development, performance appraisal, and employee relations. Of particular importance in the course, will be the examination of such areas as technology, international staffing, and global competition.

### MGT 4290 Organizational Behavior (MGT 3010)   3

This course introduces students to concepts and principles of organizational behavior. Students investigate the impact that individuals, groups, and structures have on behavior within organizations, for the purpose of applying such knowledge toward improving an organization's effectiveness. Topics addressed include motivation, leadership, communications, group structure and process, attitude and values, and the change process.

### MGT 4340 Business & Society   3

This intermediate course is designed to provide the student with a basic understanding of business and how it relates to society as a whole. The major topics include the corporation in society, the business and the social environment, business and the ethical environment, business and government in a global society, the corporation and the natural environment, business and technological change, and business and the media. A systems-thinking approach is central to the course, wherein business, government, and society are so closely intertwined that an action that affects one will inevitably affect the others. The corporation's responsibilities to primary and secondary stakeholders, both economic and ethical, are studied in light of various social issues.

### MGT 5800 Strategies for Change   3

This course introduces students to a broad spectrum of issues related to change, including the dynamics of leadership, the failure of change, how to make planned change work and the implications of change for the 21st Century. Topics include the importance of leadership, how successful leadership can result in a more effective organization, how to implement new changes to promote a healthy organization, change in action, e-commerce, radical change and the implications of change for the 21st Century.

### MGT 5900 Organizational Behavior   3

This advanced course discusses how businesses run on hardware, software and human capital more than ever before. This course focuses on the people in the organization and how they work and behave in the work environment. It examines the behavior of individuals, the dynamics of teamwork and the processes of small groups, decision-making, problem solving, conflict management and ways to eliminate barriers to effective communications within the workplace.

### MKT 3010 Foundations of Marketing (BUS 1120)   3

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

### MKT 5300 Marketing Management   3

This course reviews marketing management within the broader context of an organization's strategies and operations. Students explore how marketing adds value by working to support organizational strategy. Topics covered include the 4 Ps (product, price, place and promotion), different types of markets, marketing research, market segmentation and differentiation, global aspects of marketing and the implementation and control of marketing plans. Students discover the benefits of market research and analysis and develop effective marketing strategies through segmentation, targeting and positioning.

### MNG 5170 Organizational Behavior   3

This advanced course discusses how businesses run on hardware, software and human capital more than ever before. This course focuses on the people in the organization and how they work and behave in the work environment. It examines the behavior of individuals, the dynamics of teamwork and the processes of small groups, decision-making, problem solving, conflict management and ways to eliminate barriers to effective communications within the workplace.

### PHI 2000 Critical Thinking   3

This course examines critical thinking. Students learn the core skills of effective thinking then analyze argumentative processes, in order to identify weaknesses in thinking and overcome them. With a focus on critical reading, as well as critical thinking, this course prepares students to engage actively with their studies and in society.

### PHY 2110 Physics I (MAT 1430)   4

This course provides an introduction to college physics, using an algebra-based approach. It is intended for students majoring in information systems, software engineering technology, computer science, computer engineering technology, and electronics engineering technology. The course covers a range of topics, concepts, and theories in general physics including kinematics and dynamics in 1D and 2D motion, forces and Newton's laws of motion, work and energy, impulse and momentum, rotational kinematics and dynamics, simple and harmonic motion, fluid dynamics, and temperature and heat. The course also introduces the student to applied physics and applies this to real-world problems of engineering. Includes one (1) lab credit.

### PHY2120 Physics II (PHY 2110)   4

This introductory algebra-based physics course is intended for first- and second-year college students, especially those majoring in information systems, software engineering technology, computer science, computer engineering technology, and electronics engineering technology. The course continues Physics I and covers a range of topics, concepts, and theories in general physics including waves and sound, electric forces and electric fields, electric potential energy and the electric potential, electric circuits, magnetic forces and magnetic fields, electromagnetic induction, alternating current (ac) circuits, electromagnetic (EM) waves, the wave nature of light including interference, special relativity, and the dual nature of particles and waves. The course also introduces the student to applied physics and applies this knowledge to real-world problems. Includes one (1) lab credit.

**POL1290 Introduction to Public Administration   3**

Public administration is a broad-ranging and amorphous combination of theory and practice; its purpose is to promote a superior understanding of government and its relationship with the society it governs, as well as to encourage public policies more responsive to social needs and to institute managerial practices attuned to effectiveness, efficiency, and human requirements of the citizenry.

**SSS1000 Student Success   1**

This course provides introduction and orientation to the nature of University education, functions and resources. Topics assist students obtain the necessary skills to attain their educational objectives. Emphasis is on Group process.