

# Academic Degree Programs and Course Descriptions



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



**UVI Online Catalog**

**Effective January 1, 2024 - December 31, 2024**

## Degree Programs – Current

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

## General Education Requirements

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

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

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

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

- Humanities
- Mathematics
- Natural Sciences
- Social Sciences

## Certificate in Secondary Teaching

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

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

## Post-baccalaureate Certificate in Special Education

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

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

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

## Associate of Arts – Criminal Justice

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

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

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

## Bachelor of Arts – Accounting

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

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

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

ACC 3010	Intermediate Accounting I	3
ACC 3020	Intermediate Accounting II	3
ACC 3100	Government and Non-profit Accounting	3
ACC 3150	Tax Accounting	3
ACC 4400	Cost Accounting	3
ACC 4420	Auditing	3
ACC 4430	Advanced Accounting	3
ACC 4460	Forensic Accounting	3
<b>Total for Program</b>		<b>122</b>

## Bachelor of Arts – Criminal Justice

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

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

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



## Bachelor of Arts – Management

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

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

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

**C. Management**

MKT 4160	Principles of Merchandizing	3
MGT 4100	Labor Relations	3
MGT 4290	Organizational Behavior	3
MGT 4340	Business & Society	3

**D. Program Electives** 12

**Total for Program** 122

## Master of Business Administration

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

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

## Master of Arts – Educational Leadership

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

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

Course Number	Name	Credit Hours
<b>A. GSS 5000</b>	<b>Graduate Student Success</b>	<b>1</b>
<b>B. Major</b>		
EDL 5050	Introduction to Pre K-12 Leadership	3
EDL 5120	Educational Research and Evaluation	3
EDL 5150	Technology Leadership	3
EDL 5200	School Law and Ethics	3
EDL 5250	Curriculum, Instruction and Assessment	3
EDL 5300	Psychology of Diverse Learners	3
EDL 5350	Leadership for Inclusive Education	3
EDL 5400	Finance and Operations Management	3
EDL 5450	School, Family and Community Engagement	3
EDL 5500	Leadership for School Improvement	3
EDL 5550	Internship I 180 clock hours	3
EDL 5560	Internship II 120 clock hours	2
EDL 5600	Comprehensive Examination	0
<b>Total for Program</b>		<b>36</b>

## Master of Arts – Organizational Leadership

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

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

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

## Course Descriptions

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

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

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

Prerequisites: ACC 2010

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

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

Prerequisites: ACC 2020

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

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

Prerequisites: ACC 3010

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

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

Prerequisites: ACC 3020

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

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

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

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

Prerequisites: ACC 2020 and two MAT courses

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

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

Prerequisites: ACC 3020

Introduction to the concepts and procedures underlying contemporary auditing. Examines the roles, responsibilities

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

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

Prerequisites: ACC 3020 and two MAT courses

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

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

Prerequisites: ACC 2010

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

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

The uses and limitations of accounting data in the decision-making process. Topics include profit planning systems design, variance analysis, capital budgeting, inventory planning and control, cost behavior patterns, and decision models.

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

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

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

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

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

Prerequisites: COM 1200 and ENG 1200

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

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

Prerequisites: BUS 1120

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

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

Prerequisites: Completion of Degree Requirements

A study of overall business strategy from the perspective of top management. The student will examine strategic

goals, plans and actions of the business firm.

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

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

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

Prerequisites: Completion of Degree Requirements

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

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

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

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

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

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

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

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

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

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

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

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

Prerequisites: CJU 1100 and CJU 3250

Fundamentals of investigation; techniques of crime scene recording and search; collection and preservation of physical evidence; modus operandi processes; sources of information; interview and interrogation; follow up and case



preparation; principles, procedures, and techniques of investigation of specific crimes; laws affecting law enforcement regarding the gathering of evidence; actual crime scene investigation, including autopsy laboratory work.

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

Prerequisite: CJU 1100

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

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

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

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

Prerequisite: CJU 1100

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

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

Prerequisites: CJU 1100 and ENG 1200

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

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

Prerequisites: CJU 1100 and CJU 1120

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

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

Prerequisites: CJU 1100

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

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

Prerequisites: CJU 1100 and CJU 3110

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

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

Prerequisites: CJU 1100

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

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

Prerequisites: CJU 1100 and CJU 3110

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

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

Prerequisites: CJU 1100 and ENG 1200

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

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

Prerequisites: CJU 1100 and CJU 3110

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

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

Prerequisites: Completion of degree requirements

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

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

Prerequisites: MAT 2320

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

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

Prerequisites: DSC 3250

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

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

Prerequisites: MGT 3010 and DSC 3250

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

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

Prerequisites: DSC 3250

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

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

Prerequisites: DSC 4300

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

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

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

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

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

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

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

NELP Building Level Standards: 1.1; 2.3;

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

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

main requirement for this course.

NELP Building Level Standards: 1.2; 6.2

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

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

NELP Building Level Standards: 4.1; 4.2

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

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

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

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

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

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

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

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

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

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

Prerequisite: EDL 5300

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

systems of support to meet the needs of all learners within the inclusion classroom.

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

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

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

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

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

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

NELP Building Level Standards: 5.1, 5.2; 5.3

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

Prerequisite: EDL 5050

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

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

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

**Internship I and Internship II** meet the internship requirements in the NELP Building Standards. These five credits lead to the completion of the required minimum of 300 hours of internship. The internship experience is designed to provide students with opportunities to observe and experience the application of theoretical concepts of educational leadership in schools representing a cross-cultural mix of students. Participants will be exposed to multiple school environments to interact with stakeholders, synthesize and apply knowledge, and develop and refine professional skills. The faculty supervising the internship will coordinate with site mentors from school administrations to ensure a broad and productive learning experiences for students with opportunities for hands-on learning experiences. Interns will also be expected to design and lead out in implementing a major project of mutual interest to the school and the intern candidate. This project must be approved by the mentor and the course supervisor.

NELP Building Level Standards: 8.1; 8.2; 8.3

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

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

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

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

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

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

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

Prerequisites: EDU 2210, EDU 2300

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

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

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

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

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

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

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

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

Prerequisites: EDU 2500 (may be taken concurrently)

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

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

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

and assess the quality of their teaching to maximize their pupils' learning potential.

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

Prerequisites: EDU 2500

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

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

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

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

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

Designed to acquaint the student with exceptional children and youth. Areas surveyed include students mental, physical, emotional, and learning disabilities and the gifted and talented. A review of the theoretical and research bases of special education will be included.

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

Prerequisite: EDU 5200 - can be taken concurrently

The skills of delivering individual instruction in special and regular classroom settings will be emphasized. The selection, adaptation and utilization of instructional methods and materials will be stressed, as well as examination of the basic models for teaching children with special needs.

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

Prerequisite: EDU 5200, EDU 5560

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

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

Prerequisite: EDU 5200, EDU 5560

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

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

The experience of this course will be designed to assist educators in their development of multifaceted educational competencies especially related to multicultural and multiethnic educational settings. Emphasis will be placed on helping educators develop both a knowledge base (theories and concepts) concerning the area of multicultural and multiethnic education and a skills or action base (strategies, methods, and techniques) for application in various educational situations.

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

Prerequisite: EDU 5200, EDU 5560, EDU 5570

Designed to provide experiences in the classroom with children who have special needs. Competencies to be demonstrated by the student will be developed on an individual basis. Weekly seminars will cover issues in the delivery of special education services.

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

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

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

Prerequisites: ENG 1200

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

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

Prerequisites: ENG 2010

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

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

Prerequisites: ENG 2010

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

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

Prerequisites: ENG 1200

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

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

Prerequisites: ACC 2020 and two MAT courses

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

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

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

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

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

General Education Capstone is the culmination of skills and information students have gained through their general education courses. This course will allow students to review knowledge that was gained throughout their college



experience and build on that knowledge as they get ready for graduation and beyond. Students will apply research and critical thinking skills to current events.

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

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

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

Prerequisites: BUS 1120

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

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

A study of systems analysis and design. The student is led to view a business as an information system and to be aware of the skills and tools of systems analysis. Systems analysis is the profession of effective application of computers to business management.

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

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

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

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

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

Prerequisites: MAT 1400

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

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

Prerequisites: BUS 1120

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

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

Prerequisites: MGT 3010

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

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

Prerequisites: MGT 3420

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

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

Prerequisites: MGT 3010

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

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

Prerequisites: BUS 3510

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

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

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

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

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

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

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

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

Prerequisites: BUS 1120

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

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

Prerequisites: MKT 3010

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

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

Prerequisites: MKT 3010

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

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

Prerequisites: MKT 3010

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

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

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

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

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

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

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

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

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

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

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

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

Prerequisite: MOL 5000

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

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

Prerequisite: MOL 5000

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

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

Prerequisite: MOL 5000

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

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

Prerequisite: MOL 5000

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

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

Prerequisite: MOL 5000

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

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

Prerequisite: MOL 5000

The course provides students with an understanding of organizational change theories and practice, and helps them to identify and develop personal qualities, skills and experience in support of becoming effective agents of change. The course explores the attitudes, behaviors, and strategies that help students effectively communicate about change, collaborate, and resolve differences. A systematic approach to leading organizational change is covered by

envisioning why change is needed, how it is to be implemented, and what the anticipated results should look like. Students will also identify the sources of resistance to change and how to successfully mitigate and/or leverage those forces.

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

Prerequisite: MOL 5000

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

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

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

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

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

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

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

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

Designed to acquaint students with the basic principles and concepts associated with administrative management and the execution of public policy, the organization and functioning of public institutions and the implementation of policy decisions in the public arena. A survey course designed to promote interest and understanding of basic management practices and administrative procedures applicable to the public sector. It is concerned with the processes by which bureaucratic organizations function.

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

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

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

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

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

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

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

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

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

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