

Southern University at New Orleans



UNDERGRADUATE/GRADUATE CATALOG

2016 - 2018

*Published by
Southern University at New Orleans
6400 Press Drive
New Orleans, Louisiana 70126*

Mailed at Third or Fourth Class postage rate at New Orleans, Louisiana 70126

This Catalog is neither a contract nor an offer to contract and is the most up-to-date information at the time of publication (August 2017)

Contents subject to change without notice.

"An Equal Opportunity/Affirmative Action Employer"

CONTENTS

ACADEMIC CALENDARS	4
GENERAL INFORMATION	13
Function and Organization	13
Mission Statement	15
Board of Regents	20
Board of Supervisors	20
Southern University Principal Administrative Officers	21
SUNO Administration and Staff	22
Academic Units and Programs	24
Organizational Chart	26
Student Affairs	27
Enrollment Management	37
Financial Aid	39
FEES AND EXPENSES	64
ADMINISTRATIVE REGULATIONS	71
Admission Policies and Procedures	72
ACADEMIC REGULATIONS	80
General Education/University Requirements	96
Degrees and Graduation Requirements	99
Office of E-Learning	105
Evening and Weekend Division	106
Honors Program	108
Early Start Program	113
Student Support Service (TRiO) Program	116
CURRICULA	120
College of Arts and Sciences	121
Department of Arts and Humanities	124
English	124
History	146
Center for African and African American Studies	149
Department of Natural Sciences	156
Biology	158
Forensic Science	173
Mathematics	178
Department of Social Sciences	192
Addictive Behaviors Counseling & Prevention	192
Criminal Justice	201
Psychology	211
General Studies Program	222
Health Information Management Systems	240
College of Business and Public Administration	249
Department of Business Administration	254
Department of Computer Information Systems	266
Department of Public Administration	273
Small Business Development and Management Institute	280
College of Education and Human Development	282
Department of Child Development and Family Studies	288
Department of Teacher Education	298
Certification Only Program Alternate Path to Certification	322
School of Social Work (Undergraduate Program)	332
School of Graduate Studies	344
MS: Computer Information Systems	374
MA: Criminal Justice	382
MA: Museum Studies	391
MSW: Social Work	397
OFFICE DIRECTORY	415
FACULTY AND STAFF	417
INDEX	429

Academic Calendars

2016	FALL
August 15 (M)	University Professional Conference
August 16 (Tu)	Orientation Clinic for All New Students (9:00 a.m. – 5:00 p.m.)
August 17 (W)	Registration for New Freshmen, Transfer Students, Disabled Students and Veterans (8:00 a.m. - 5:00 p.m.)
August 18 (Th)	Registration for All Returning Students (8:00 a.m. – 5:00 p.m.)
August 19 (F)	Registration for All Returning Students (8:00 a.m. – 5:00 p.m.) REGULAR REGISTRATION ENDS
August 22 (M)	Classes Begin (Day and Evening)
*August 22-24 (M-W)	Regular Registration Period Extension
August 25 – September 2	Late Registration Period
September 2 (F)	Final Day to Add Courses for Credit and Change Sections Late Registration Ends (5:00 p.m.)
September 5 (M)	Labor Day Observance
September 9 (F)	Final Day to Pay Fees (5:00 p.m.) Final Day to Apply for Spring Graduation
September 19 (M)	Fall Convocation (11:00 a.m. & 6:00 p.m.)
October 15-21 (S-F)	Mid-semester Examination Period
October 24 (M)	Mid-semester Grades Due in Registrar's Office
November 4 (F)	Final Day to Drop Classes or Withdraw from the University
November 1-23	Pre-Advisement for Spring 2017
November 24 (Th)	Thanksgiving Holiday Begins (8:00 a.m.)
November 28 (M)	Thanksgiving Holiday Ends & Classes Resume (8:00 a.m.)
December 3 (S)	Last Day of Class
December 5 – 10 (M-S)	Final Examination Period
December 13 (Tu)	Final Grades Due in Registrar's Office Fall Semester Ends

***Regular and Late Registration extended due to the recent weather emergency**

2017	SPRING
January 9 (M)	University Professional Conference
January 10 (Tu)	Orientation Clinic for All New Students (9:00 a.m. – 5:00 p.m.)
January 11 (W)	Registration for New Freshman, Transfer Students, Disabled Students and Veterans (8:00 a.m. – 5:00 p.m.)
January 12 (Th)	Registration for All Returning Students (8:00 a.m. – 5:00 p.m.)
January 13 (F)	Registration for All Returning Students (8:00 a.m. – 5:00 p.m.) Regular Registration Ends
January 16 (M)	Martin Luther King Birthday Celebration
January 17 (Tu)	Classes Begin Late Registration and ADD and DROP Begin
January 27 (F)	Final Day to Add Courses for Credit and Change Sections Late Registration Ends (5:00 p.m.)
January 31 (Tu)	Final Day to Apply for Summer Graduation
February 3 (F)	Final Day to Pay Fees
February 27 (M)	Mardi Gras Holiday Begins (8:00 a.m.)
March 2 (Th)	Mardi Gras Holiday Ends & Classes Resume (8:00 a.m.)
March 6-11 (M-S)	Mid-Semester Examination Period
March 14 (Tu)	Mid-Semester Grades Due in Registrar's Office
March 15 (w)	Spring Convocation (11:00 a.m. & 6:00 p.m.)
March 31 (F)	Final Day to Drop Courses or Withdraw from the University
April 3 – 28	Pre-Advisement for Summer and Fall 2017
April 5 (W)	Honors and Awards Day Program
April 10 – 15 (M – S)	Spring Break
April 17 (M)	Classes Resume
April 28 (F)	Final Examination for Graduating Seniors
May 2 (Tu)	Grades Due for Graduating Seniors in Registrar's Office by 12:00 noon
May 6 (S)	Last Day of Class
May 8 – 13 (M – S)	Final Examination Period
May 13 (S)	Commencement Exercises
May 16 (Tu)	Final Grades Due in Registrar's Office Spring Semester Ends

2017	SUMMER
May 24 (W)	Orientation for All New Students
May 25 (Th)	Registration for All Returning Students (8:00 a.m. – 5:00 p.m.)
May 26 (F)	Registration for All Returning Students (8:00 a.m. – 5:00 p.m.) Regular Registration Ends
May 29 (M)	Memorial Day Observance
May 30 (T)	Classes Begin Late Registration and Add and Drop Begins
June 5 (M)	Final Day to Add Classes for Credit and Change Sections Late Registration Ends (5:00 p.m.)
June 7 (W)	Final Day to Pay Fees
June 21 (W)	Final Day to Apply for Fall Graduation
July 3 (M)	Final Day to Drop Courses or Withdraw from the University
July 4 (T)	Fourth of July Holiday Begins (8:00 a.m.)
July 5 (W)	Classes Resume (8:00 a.m.)
July 22 (S)	Last Day of Class
July 24-25 (M-Tu)	Final Examination Period
July 28 (F)	Grades Due/ Summer Semester Ends

2017	FALL
August 14 (M)	University Professional Conference
August 15 (Tu)	New Student Orientation (9:00 a.m. – 5:00 p.m.)
August 16 (W)	Registration for New Freshman, Transfer Students, Disabled Students and Veterans (8:00 a.m. – 5:00 p.m.)
August 17 (Th)	Registration for All Returning Students (8:00 a.m. – 5:00 p.m.)
August 18 (F)	Registration for All Returning Students (8:00 a.m. – 5:00 p.m.) Regular Registration Ends
August 21 (M)	Classes Begin (Day and Evening) Late Registration and ADD/DROP Begins
August 25 (F)	Final Day to Add Courses for Credit and Change Sections Late Registration Ends (5:00 p.m.)
September 4 (M)	Labor Day Observance
September 8 (F)	Final Day to Pay Fees (5:00 p.m.) Final Day to Apply for Spring Graduation
September 18 (M)	Fall Convocation (11:00 a.m. & 6:00 p.m.)
October 12-13 (Th-F)	Mid-semester Break
October 16-21 (M-S)	Mid Semester Examination Period
October 23 (M)	Mid-semester Grades Due in Registrar's Office
November 3 (F)	Final Day to Drop Classes or Withdraw from the University
November 1-30	Pre-Advisement for Spring 2018
November 23 (Th)	Thanksgiving Holiday Begins (8:00 a.m.)
November 27 (M)	Thanksgiving Holiday Ends & Classes Resume (8:00 a.m.)
December 2 (S)	Last Day of Class
December 4 - 9 (M-S)	Final Examination Period
December 12 (Tu)	Final Grades Due in Registrar's Office Fall Semester Ends

2018	SPRING
January 8 (M)	University Professional Conference
January 9 (Tu)	New Student Orientation (9:00 a.m. – 5:00 p.m.)
January 10 (W)	Registration for New Freshman, Transfer Students, Disabled Students and Veterans (8:00 a.m. – 5:00 p.m.)
January 11 (Th)	Registration for All Returning Students (8:00 a.m. – 5:00 p.m.)
January 12 (F)	Registration for All Returning Students (8:00 a.m. – 5:00 p.m.) Regular Registration Ends
January 15 (M)	Martin Luther King Birthday Celebration
January 16 (Tu)	Classes Begin Late Registration and ADD and DROP Begins
January 22 (M)	Final Day to Add Courses for Credit and Change Sections Late Registration Ends (5:00 p.m.)
January 30 (Tu)	Final Day to Apply for Summer Graduation
February 2 (F)	Final Day to Pay Fees
February 12 (M)	Mardi Gras Holiday Begins (8:00 a.m.)
February 15 (Th)	Mardi Gras Holiday Ends & Classes Resume (8:00 a.m.)
February 26 (M)	Spring Convocation (11:00 a.m. & 6:00 p.m.)
March 5-10 (M-S)	Mid-Semester Examination Period
March 12 (M)	Mid-Semester Grades Due in Registrar's Office
March 26-30 (M-F)	Spring Break
April 2 (M)	Classes Resume
April 6 (F)	Final Day to Drop Courses or Withdraw from the University
April 9-30	Pre-Advisement for Summer and Fall 2018
April 11 (W)	Honors and Awards Day
April 27 (F)	Final Examination for Graduating Seniors
May 1 (Tu)	Graduating Senior Grades Due in Registrar's Office by 12:00 noon
May 5 (F)	Last Day of Class
May 7 – 12 (M-S)	Final Examination Period
May 12 (S)	Commencement Exercises
May 15 (Tu)	Final Grades Due in Registrar's Office Spring Semester Ends

2018	SUMMER
May 23 (W)	Orientation for All New Students
May 24 (Th)	Registration for All Returning Students (8:00 a.m. – 5:00 p.m.)
May 25 (F)	Registration for All Returning Students (8:00 a.m. – 5:00 p.m.)
May 28 (M)	Memorial Day Observance
May 29 (Tu)	Classes Begin Late Registration Begins
June 4 (M)	Final Day to Add Classes for Credit and Change Sections Late Registration Ends (5:00 p.m.)
June 6 (W)	Final Day to Pay Fees
June 20 (W)	Final Day to Apply for Fall Graduation
June 29 (F)	Final Day to Drop Courses or Withdraw from the University
July 4 (W)	Fourth of July Holiday Begins (8:00 a.m.)
July 5 (Th)	Classes Resume (8:00 a.m.)
July 21 (S)	Last Day of Class
July 23-24 (M-Tu)	Final Examination Period
July 27 (F)	Grades Due/ Summer Semester Ends

2018	FALL SEMESTER
August 13 (M)	University Professional Conference
August 14 (Tu)	New Student Orientation (9:00 a.m. – 5:00 p.m.)
August 15 (W)	Registration for New Freshman, Transfer Students, Disabled Students and Veterans (8:00 a.m. – 5:00 p.m.)
August 16 (Th)	Registration for All Returning Students (8:00 a.m. – 5:00 p.m.)
August 17 (F)	Registration for All Returning Students (8:00 a.m. – 5:00 p.m.) Regular Registration Ends
August 20 (M)	Classes Begin (Day and Evening) Late Registration and ADD/DROP Begins
August 24 (F)	Final Day to Add Courses for Credit and Change Sections Late Registration Ends (5:00 p.m.)
September 3 (M)	Labor Day Observance
September 7 (F)	Final Day to Pay Fees (5:00 p.m.) Final Day to Apply for Spring Graduation
September 17 (M)	Fall Convocation (11:00 a.m. & 6:00 p.m.)
October 11-12 (Th-F)	Mid-semester Break
October 15-20 (M-S)	Mid Semester Examination Period
October 22 (M)	Mid-semester Grades Due in Registrar's Office
November 2 (F)	Final Day to Drop Classes or Withdraw from the University
November 1-30	Pre-Advisement for Spring 2019
November 22 (Th)	Thanksgiving Holiday Begins (8:00 a.m.)
November 26 (M)	Thanksgiving Holiday Ends & Classes Resume (8:00 a.m.)
December 1 (S)	Last Day of Class
December 3-8 (M-S)	Final Examination Period
December 11 (Tu)	Final Grades Due in Registrar's Office Fall Semester Ends



Chancellor Lisa Mims-Devezin

General Information

Function and Organization

HISTORICAL SKETCH

Southern University at New Orleans (SUNO) is a senior state university of higher learning. It was founded as a branch unit of Southern University and Agricultural and Mechanical College, Baton Rouge, by Act 28 of the Extraordinary Session of the Louisiana Legislature of September 4, 1956. Over the next two years, the Louisiana Legislature appropriated \$1,050,000 out of the General Fund of the State of Louisiana's Treasury for the acquisition of property, the construction of necessary buildings, and the furnishing of the new facility.

On September 21, 1959, Southern University at New Orleans, under the direct supervision of the Louisiana State Board of Education, began its initial year of operation on a seventeen-acre site located on the perimeter of Pontchartrain Park, a subdivision of single family residences in eastern New Orleans. With a freshman class of 158 students, one building, and a faculty of fifteen, the University offered ten courses in four academic disciplines -- humanities, science, social science, and commerce. The first graduation took place in May, 1963, at which time baccalaureate degrees were awarded to fifteen persons.

Within five short years of its establishment, Southern University at New Orleans experienced remarkable growth. During the fall semester of 1964, its student enrollment increased to 1,300 and its faculty grew to 70. Also, during that same five-year period two events which significantly affected the direction of the institution occurred. First, on November 8, 1960, the Louisiana Legislature adopted Amendment 26. This act prescribed that Southern University at New Orleans shall remain in perpetuum a branch unit, an extension of Southern University and Agricultural and Mechanical College, Baton Rouge, thereby precluding any impending status of autonomy for SUNO. Second, in January 1964, Virginia Cox Welch, a white high school teacher filed a lawsuit in federal court against the Louisiana State Board of Education. This litigation, Civil Action No. 14217, resulted in opening the university to all individuals regardless of race or color.

In 1975, by virtue of Article 8, Section 7 of the Louisiana Constitution of 1974, the management of Southern University at New Orleans was transferred from the Louisiana State of Board of Education to the newly-created Board of Supervisors of Southern University and Agricultural and Mechanical College. The new constitution also designated SUNO as one of three campuses of the Southern University System having parity with the other campuses.

Southern University at New Orleans benefited from the Consent Decree in the 80s. This court order handed down by federal judges as an out-of-court settlement between the State of Louisiana and the Justice Department over the issue of segregation, allowed the University to add nine new programs and to receive enhancement funds to upgrade the physical resources. However, the consent Decree failed to end racial discrimination in higher education in Louisiana. On November 14, 1994, with Civil Action 80-3300, the United States and the State of Louisiana, Governor of the Louisiana, Louisiana

Board of Regents, Boards of Supervisors for Louisiana State University and Southern University and the Board of Trustees for State Colleges and Universities agreed to a Desegregation Settlement. With this Settlement (effective through 2004), SUNO retained its open admissions status and classification as a Four Year-V University, expecting to qualify as a Four Year-IV University by offering four-year undergraduate programs and graduate programs in specific areas.

Prior to Hurricanes Katrina and Rita (August and September 2005), each year, approximately 450 undergraduate and 70 graduate degrees were awarded. The University offered approximately 400 different courses and serviced approximately 4,000 students each semester. A range of basic degree programs in the liberal arts and sciences, business, education, and the technologies, and graduate degree programs in Social Work, Criminal Justice, Computer Information Systems, and Urban Education were among the offerings. The University maintained a faculty of about 270, with 67% of the full-time faculty holding the earned doctorate.

The University is currently situated on 60 acres of land incorporating 16 academic, athletic and administrative buildings across the entire campus. Originally, the main campus (renamed Park Campus) was 22 acres with 11 buildings. Following the Katrina Hurricane disaster of August 2005, Joseph S. Clark Hall, the Education Building, was declared to have sustained over 50% damage by the State of Louisiana Facility Planning & Control (FP&C) and was subsequently demolished in 2008. Similarly the Multipurpose Building was demolished in 2015. The boundaries of the Park Campus are Press Drive, Providence Place, New York St., Campus Blvd. and Emmett Bashful St. The original buildings remaining on the Park Campus are: Emmett Bashful Administration, Brown Science Building, Central Heating Plant, Leonard Washington Memorial Library, Cafeteria, Health and Physical Education, New Science, University Center and Facilities Maintenance. All these buildings underwent substantial repairs, mitigation and renovation work before they were re-occupied. In 2013 a new Modular Building Unit was constructed which functions as the University Conference Center. Currently a state-of-the-art ultramodern Natural Sciences building is under construction; it will replace the Brown Science building and New Science building. Similarly, an Arts, Humanities and Social Sciences ultramodern complex is under construction to replace the demolished Multipurpose Building.

In 1993, the University acquired a 38 acre tract of land just north of the main campus. This additional land gave SUNO the option to expand the campus map and increase the academic programs offered to students. The tract is located on Press Drive and Leon C. Simon Boulevard along Pontchartrain Lakeshore. This acquisition proved to be most useful post-Katrina as it was used to develop the university's temporary campus (named Lake Campus), which encompassed more than 40 mobile classrooms and office trailers. In 2012, Federal Emergency Management Agency (FEMA) agreed to remove the mobile trailers and construct two new Modular Building Units for classrooms, faculty offices, conference rooms and computer laboratories. In addition to the Modular Building Units, the Lake Campus currently houses the following buildings: a state-of-the-art Information Technology Center (ITC) building that was completed and occupied in 2010; a \$44M Student Housing facility which was occupied in 2011 and gives the residents a picturesque view of Lake Pontchartrain and Lake Shore Drive; a \$4M College of Business and Public Administration building that was completed in 2011 providing space to support the delivery of quality education, research excellence, community services, and to meet accreditation requirements. A Business Incubator was added to the Business building in 2015. Also on the Lake Campus, an ultramodern School of Social Work building (Millie M. Charles Building) is under construction and a new College of Education and Human Development complex will follow.

While the University had experienced tremendous growth and development in many areas in its short history (pre-Hurricane Katrina), the mission of the University has not changed significantly. The University was established primarily, but not exclusively, for the education of African American citizens of the Greater New Orleans area and the State of Louisiana in general. While the University admits and actively recruits qualified students without regard to race, color, origin, religion, age, sex, or physical handicap, it maintains its strong commitment to serve the higher education needs of the student population within the Greater New Orleans Metropolitan area. The mission addresses educational, administrative and support programs which assist the University in realizing its basic goals and objectives. Because of its commitment to equity and opportunity, the University has always been driven by a need to serve students where they are, academically, when they enter the University. Having served as a beacon light of inspiration to its constituency, the University continues to make a meaningful contribution to the upward mobility of the people of the community which it serves.

VISION

Southern University at New Orleans envisions itself as a premier educational institution in the areas of urban transformation, civic engagement and global outreach.

MISSION

Southern University at New Orleans, a public, historically black university, empowers and promotes the upward mobility of diverse populations of traditional and nontraditional students through quality academic programs and service to achieve excellence in higher education.

CORE VALUES

Academic Excellence; Accountability; Integrity; Transparency; Service; Resiliency

To achieve these core values, the University has undertaken the following institutional goals:

- A. Prepare the student to demonstrate facility and competency in written expression.
- B. Prepare the student to demonstrate facility and precision in the use of the spoken word.
- C. Prepare the student to demonstrate competency and facility in computational and quantitative skills.
- D. Prepare the student to demonstrate competency in his or her major field.
- E. Prepare the student for successful employment in his or her chosen profession.
- F. Prepare the student for successful admission to graduate and professional schools.

- G. Prepare the student to engage in effective inter-personal relations in professional and social settings.
- H. Prepare the student to demonstrate interest in and commitment to resolving civic and social community issues and problems.
- I. Increase the number of faculty involved in research and other scholarly activities.
- J. Develop an effective program of enrollment management that enables the University to maintain a student body consisting of students who are committed to high academic achievement and who represent diversified social, economic, and geographical origins.
- K. Offer a program of public service and contribute to the well-being and development of the New Orleans Community and the surrounding areas.
- L. Provide the financial resources needed for the achievement of the University's goals through responsible management and budgeting.



ACADEMIC ORGANIZATION

The undergraduate and graduate academic programs at Southern University at New Orleans are provided through the College of Arts and Sciences, the College of Education and Human Development, the College of Business and Public Administration, and through the School of Social Work.

ACADEMIC AND ADMINISTRATIVE SUPPORT

There are many programs, offices, centers and resources that support the academic affairs, administrative services and student affairs on SUNO's campus. One of the largest and major supporters in this area is the Title III Program. This Program, funded by the U.S. Department of Education under the Higher Education Act of 1965, continuously provides well needed personnel, technology and a variety of resources and support across all facets of the University through its fifteen (15) sub programs. For example, the **Center for Comprehensive Communication** offers individual, group, classroom and computer assisted instructions in Reading, English, Mathematics, Writing, Accounting, Praxis prep and test taking skills to all students. The Center is equipped with expert staff, computers, software and other essential resources that promote successful student outcome. Another popular sub-program of the Title III Program that provides strong support for students is the **Student Development Center**. This Center provides intentionally designed multifaceted programs and services (counseling and psychological services; international student services; volunteer community services; and alcohol, tobacco and other drugs counseling services) in a safe and conducive environment that facilitates growth, wellness and development of the entire individual. Other strong academic and administrative support Programs of the Title III program include the: Center for Student Retention and Success, Forensic Science Program, Bridging the Technological Gap (ITC), General Studies Enhancement, Library Enhancement, Center for Planning, Research and Evaluation (Institutional Effectiveness); University and Program Accreditations/Reaffirmations and Reviews; Satellite Telecommunications-Distance Learning; Center for African and African American Studies; Grants and Sponsored Program activities; Certification-only program in Education; and Enhancing On-line learning.

The Leonard S. Washington Memorial Library, named in honor of the first Library Director, supports the curricular and research needs of the University community through the development of pertinent collections and the provision of services designed to facilitate access to information. A well-qualified staff acquires, organizes and services the collections. Books in the general collection are circulated to faculty, staff and enrolled students that are in good standing. Active SUNO Alumni Association members, students and faculty at other universities located in the Louisiana are also allowed use of the library resources provided they meet the eligibility standards. The Library offers seminars, special instructions, workshops, tours and programs to enhance student learning. The Louisiana Library Network (LOUIS) is a consortium of university libraries across the State. Through LOUIS the SUNO community can access member library collections. The library was renovated in 2014 and 2015. All restoration work is expected to be completed by Fall 2017. The facility provides study rooms, technology enhanced classrooms, faculty research lounge and special collections archives. Users can enjoy modern equipment and technology including 3-D printing. Access to computerized databases, electronic journals and other electronic resources are made available throughout the Library. The Library is an officially-designated selective depository in State and Federal Government documents. Regular library hours are posted each semester at the entrance of the building and in the lobby. Variations from regular schedules are also posted.

From a University-wide perspective, the Office of Institutional Effectiveness (Center for Planning, Research and Evaluation) documents institutional programmatic and student outcomes success in achieving its stated goals and objectives, as well as gives early warning of areas that may require institutional attention. The Center is the umbrella under which and through which institutional research is provided to insure systematic, on-going evaluation of the curriculum, pedagogy, programs and services. As such, it collects and analyzes data and disseminates results to support informed management, planning, and policy decisions for faculty and administration. The data and information provide support to prescribe, implement, evaluate and revise all processes that promote institutional effectiveness.

As a general use resource and of particular importance to the students, the General Computer Laboratory provides access to the latest technological advances available on the campus. It makes available to students and faculty terminals connected to the mainframe as well as stand-alone personal computers. In addition to making personal computer hardware and terminal access to the mainframe available to laboratory users, the staff offers on-site technical assistance to laboratory users as well as to other PC-users throughout the campus. Assistance is given in the use and installation of software and hardware, programming, and troubleshooting of malfunctioning hardware and software.

The link between the University and former students is provided through the Office of Alumni Affairs. A major function of this office is to initiate and maintain communication between both. The office also assists in the recruitment of students and has served as an advocate for the University. The Alumni office has been able to secure some needed resources for the campus through the alumni. The Alumni Association, supported by alumni and life member's dues, supports the Office of Alumni Affairs and is designed to involve all alumni in activities that lead to the fulfillment of the goals and objectives of the University.

ACCREDITATION

Southern University at New Orleans is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award Associate, Bachelor, and Masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern University at New Orleans. Normal inquiries about the institution, such as admission requirements, financial aid, and educational programs, etc., should be directed to the institution, and not to the Commission, at 6400 Press Drive, New Orleans, LA 70126, or to phone number 504-286-5000.

Reaffirmation of accreditation by SACSCOC was achieved in December 2011.

The School of Social Work is accredited by the Council on Social Work Education (CSWE).

The College of Education and Human Development is approved by the Louisiana Department of Education and accredited by the National Council for Accreditation of Teacher Education (NCATE).

The College of Business and Public Administration is accredited by the Association to Advance Collegiate Schools of Business International (AACSB International).

The Health Information Management Systems program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)

The Child Development and Family Studies program is accredited by the American Association of Family and Consumer Sciences (AAFCS).



LOUISIANA BOARD OF REGENTS

Officers

Honorable Richard A. Lipsey (Chairman).....	Baton Rouge
Honorable Edward D. Markle (Vice Chair).....	New Orleans
Honorable Marty J. Chabert (Secretary).....	Chauvin

Members

Honorable Claudia H. Adley	Benton
Honorable Blake R. David	Lafayette
Honorable Thomas G. Henning.....	Lake Charles
Honorable Robert W. Levy	Dubach
Honorable Charles R. McDonald	Bastrop
Honorable Roy O. Martin, III.....	Alexandria
Honorable Darren G. Mire	New Orleans
Honorable Wilbert Pryor.....	Grambling
Honorable T. Jay Seale, III	Hammond
Honorable W. Gray Stream	Lake Charles
Honorable Collis B. Temple, III.....	Baton Rouge
Honorable Jacqueline Vines Wyatt.....	Prairieville
Honorable Adarian Williams (Student).....	Grambling

SOUTHERN UNIVERSITY BOARD OF SUPERVISORS

Honorable John L. Barthelemy.....	Braithwaite
Honorable Tony M. Clayton.....	Port Allen
Honorable Leroy Davis.....	Baker
Honorable Armond Duncan (Student).....	Alexandria
Honorable Raymond M. Fondel, Jr.	Lake Charles
Honorable Curman L. Gaines	Alexandria
Honorable Rev. Joe R. Gant, Jr.....	Shreveport
Honorable Rev. Donald R. Henry (Vice-Chair).....	Donaldsonville
Honorable Richard T. Hilliard.....	Shreveport
Honorable Patrick D. Magee.....	Lafayette
Honorable Domoine D. Rutledge	Baton Rouge
Honorable Mike A. Small	Slidell
Honorable Ann A. Smith (Chair)	Kentwood
Honorable Leon R. Tarver, II	Baton Rouge
Honorable Rev. Samuel C. Tolbert, Jr.....	Lake Charles
Honorable Rani G. Whitfield	Baton Rouge

**PRINCIPAL ADMINISTRATIVE OFFICERS
OF THE
SOUTHERN UNIVERSITY SYSTEM**

System President-Chancellor	Ray L. Belton, Ph.D.
Executive Associate to the President.....	Robyn M. Merrick, Ph.D.
General Counsel to the Board and System.....	Tracie J. Woods, J.D.
Provost & Executive Vice President for Academic Affairs (Interim).....	Luria Young, Ph.D.
Associate Vice President for Information Technology/Chief Information Officer.....	Gabriel Fagbeyiro, Ph.D.
Director of Publications.....	Henry J. Tillman
Assistant Director of Information & Technology Management.....	Clourth Wilson, Jr.
Associate Vice President for Human Resources	Lester Pourciau, M.A.
Vice President for Finance & Business Affairs.....	Flandus McClinton
Vice President for Finance & Administration.....	Benjamin Pugh
Director of Facilities Planning	Eli G. Guillory, III
Executive Secretary	Vickey H. Murray
Executive Secretary	Elnora Anderson
Chief Executive Officer/SU System Foundation	Alfred Harrell, III, B.A.

SUNO Administration and Staff

OFFICE OF THE CHANCELLOR

CHANCELLOR..... Lisa Mims-Devezin, Ph.D.
 Executive Associate to the Chancellor Harry Doughty, M.S.W.
 Director of Title III Programs/Vice Chancellor for Research & Strategic Initiatives.. Brenda L. Jackson,
 Ph.D.
 Director of Internal Audit Vacant
 Director of Athletics Bernard W. Griffith, M.A.
 Director of Information Technology..... Edmond Cummings, M.S.

ACADEMIC AFFAIRS

VICE CHANCELLOR ACADEMIC AND EVENING & WEEKEND AFFAIRS/ACCREDITATION LIAISON
David S. Adegboye, Ph.D.
 Associate Vice Chancellor and Acting Dean, School of Graduate Studies Wesley T. Bishop, J.D.

DEANS:

Arts & Sciences..... Evelyn B. Harrell, Ph.D.
 Business and Public Administration..... Igwe Udeh, Ph.D.
 Education and Human Development (Interim) Willie Jones, III, Ed.D.
 Graduate Studies (Acting) Wesley T. Bishop, J.D.
 Social Work Rebecca Chaisson, Ph.D.

DIRECTORS:

E-LearningShelia Wood, M.S.
 Evening and Weekend Division.....Vacant
 Institutional Research, Effectiveness and Strategic Planning.....Ada Kwanbunbumpen, M.S.
 LibraryShatiqua Mosby-Wilson, MLS., J.D.
 Quality Enhancement Plan.....Ashu Benjamin, M.S.

REGISTRAR/RECORDS Gilda Davis, M.A.

ADMINISTRATION AND FINANCE

VICE CHANCELLOR.....	Jullin Renthrope, CPA, CGMA, CFE, CGFM, CGFO
Assistant to the Vice Chancellor	Hazel Pitts, B.S.
Budget Officer	Ben Robinson, B.S.
Assistant Vice President for Financial Services and Comptroller	Shawn Charles, M.B.A.
Associate Comptroller	Vacant
Director of Facilities	Shaun Lewis, B.S.
Director of Purchasing	Marilyn Manuel, B.S.
Director of Human Resources	Evelyn Masters, M.S.
Director of Central Stores/Property Manager.....	John Sullivan
University Police Chief.....	Bruce Adams, M.S.

RESEARCH & STRATEGIC INITIATIVES

VICE CHANCELLOR.....	Brenda Jackson, Ph.D.
Director Institutional Research, Effectiveness & Strategic Planning	Ada Kwanbunbumpen, M.A.
Director Grants & Sponsored Programs	William Belisle, Ph.D.
Coordinator Learning Outcome Assessment Testing	Mallory Martin, M.S.
Director of Satellite Telecommunications	Mike Meehan, Ph.D.

STUDENT AFFAIRS & ENROLLMENT MANAGEMENT

VICE CHANCELLOR.....	Donna Grant, Ph.D.
Executive Director of Center for Academic Retention and Educational Success.....	Vacant
Director of Career Counseling and Veterans Affairs	Joseph Marion, M.S.W.
Director of Disabled Student Services.....	Yolanda Mims, M.S.W.
Director of Student Activities & Organizations	Mary Jackson, M.Ed.
Director of Housing	Rosemary Harris, M.A.
Director of Student Development Center	Josephine Okoronkwo, M.A.
Director of Intramural Sports/Assistant Track Coach.....	Younne, Reid, B.A.
Director of University Center	James Rowley, B.S.
Director of Recruitment and Admissions	C. Maxille Moultrie, M.A.
Director of Student Financial Aid.....	La'Charlotté Garrett, M.B.A.
University Nurse.....	Sheryl Crosby, R.N.
University Physician	Tamalia Pierre, M.D.

COMMUNITY OUTREACH, ALUMNI AFFAIRS & PUBLIC RELATIONS

CHIEF ADMINISTRATIVE OFFICER	Gloria B. Moultrie, M.B.A.
Director of Public Relations	Tammy Barney, M.A.
Coordinator of General Services.....	Vacant
Coordinator of Community Outreach	Vacant

ACADEMIC UNITS AND PROGRAMS

DEAN OF ARTS AND SCIENCES	Evelyn B. Harrell, Ph.D.
Chair of Arts and Humanities (Interim).....	Norbert Davidson, M.F.A.
English	
History	
Chair of Natural Sciences	Alvin Bopp, Ph.D.
Biology	
Forensic Science	
Mathematics	
Chair of Social Sciences	John Penny, Ph.D.
Addictive Behaviors Counseling & Prevention	
Criminal Justice	
Psychology	
Director of Forensic Science	Pamela Marshall, Ph.D.
Director of General Studies.....	Deneen Lewis, Ph.D.
Director of Health Information Management Systems.....	Pharissa Robinson, J.D., M.S., RHIA
DEAN OF BUSINESS AND PUBLIC ADMINISTRATION	Igwe Udeh, Ph.D.
Chair of Business Administration	Frank Martin, Ph.D.
Chair of Computer Information Systems	David Alijani, Ph.D.
Chair of Public Administration	Vacant
DEAN OF EDUCATION AND HUMAN DEVELOPMENT (Interim)	Willie Jones, III, Ed.D.
Chair/Director of Child Development and Family Studies (Interim).....	Sherry Bachus, Ph.D.
Chair, Department of Teacher Education	Willie Jones, III, Ph.D.
Director, Alternative Teacher Certification	Louise Kaltenbaugh, Ph.D.
Director, Student Teaching/Field Experience	Jenita Hegwood, Ed.D.
Director/PK-16 Coordinator.....	Katherine Robinson, Ph.D.
Coordinator, AAFCS Accreditation.....	Pamela Wang, Ph.D.
Teacher Candidacy Coordinator.....	Tanisca Wilson, Ph.D.
DEAN OF SCHOOL OF SOCIAL WORK	Rebecca Chaisson, Ph.D.
Director, Graduate Programs	Harry Russell, Ph.D.
Director, Undergraduate (BSW) Program	Gladys Merrick, M.S.W.
Director of Field Experience	Vacant
Administrative Specialist/Supervisor/Budget Manager.....	Camille Alexander, M.S.W.

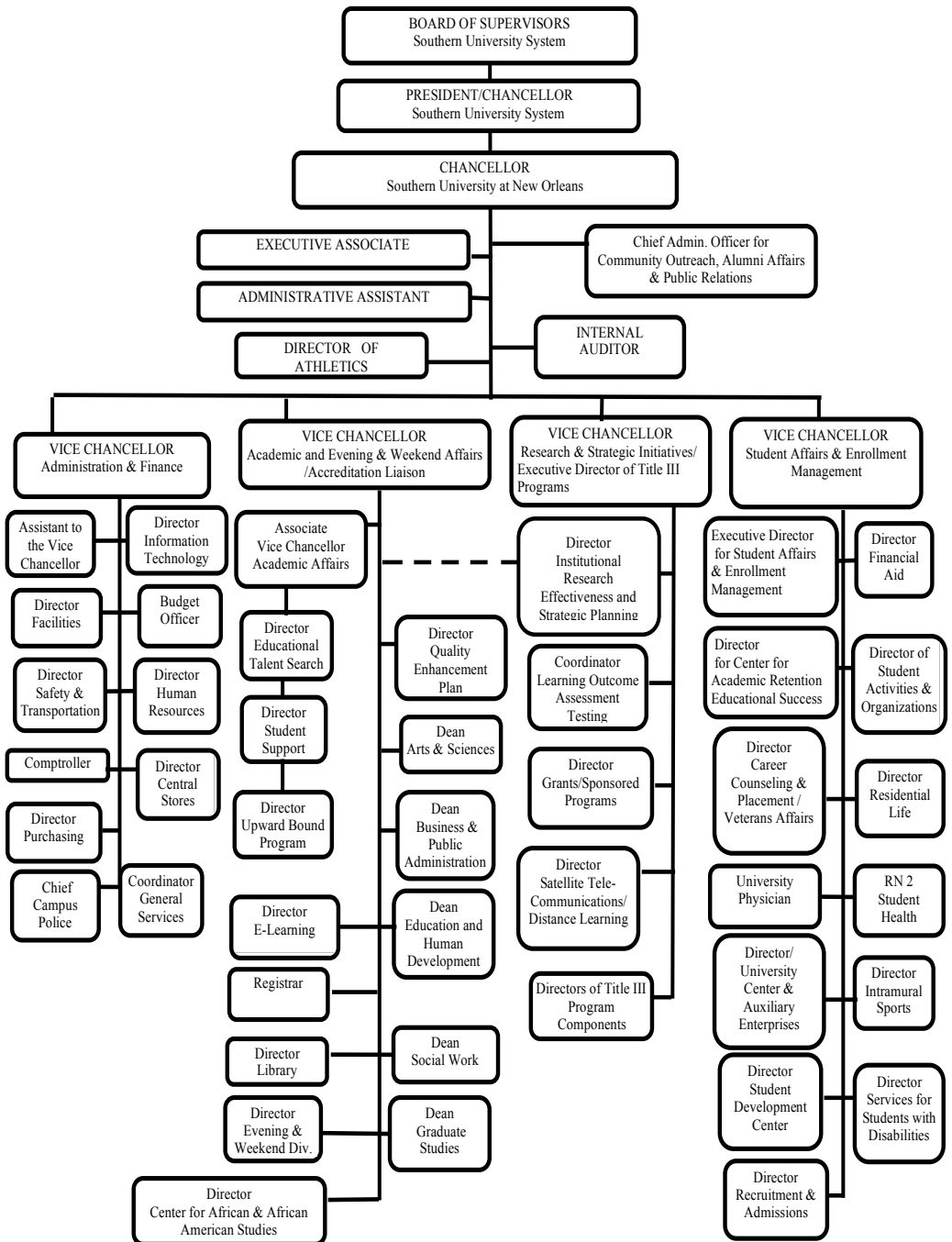
DEAN OF SCHOOL OF GRADUATE STUDIES (Acting) Wesley T. Bishop, J.D.
Chair, Computer Information Systems Davis Alijani, Ph.D.
Coordinator, Criminal Justice Graduate Program John Penny, Ph.D.
Director, Master of Arts in Museum Studies Haitham Eid, Ph.D.
Director, School of Social Work Graduate Program Harry Russell, Ph.D.

SPECIAL PROGRAMS AND SERVICES

Director, Center for African and African American Studies Clyde Robertson, Ph.D.
Director, Program of Excellence in Science, Mathematics, and Computer
Technology Joe Omojola, Ph.D.
Director, Educational Talent Search Program Ruth Johnson, M.S.W.
Director, Student Support Services Linda Frederick, M.A.
Director, Upward Bound Andrell Washington-Edwards, M.A.
Director, Center for Comprehensive Communications Mera Bercy, M.Ed.



Southern University at New Orleans Organizational Chart



The Division of Student Affairs

The mission of the Division for Student Affairs is to provide students with quality support that will complement and enhance the academic mission of the University, while operating as an integral part of the University's overall design of programs and services. In order to fulfill its mission, the division has committed itself to leading the University in establishing and maintaining an environment that will allow each SUNO student to grow and develop to his or her full potential, while raising each student's sense of pride and school spirit, level of self-concept, and degree of ambition and aspiration. The Division has a system of programs and services that span the breadth of the University's operation, serving as the integrating and unifying force in the college-life environment.

The Vice Chancellor for Student Affairs has administrative responsibility for the following departments and components.

STUDENT AFFAIRS

- Career Counseling and Placement
- Intramural Sports Program
- Lyceum Program
- Residential Life
- Services for Students with Disabilities
- Student Activities and Organizations
- Student Development Center
- Student Health Services
- University Center
- Veterans Affairs

Career Counseling and Placement Center

The Office of Career Counseling and Placement provides information for individuals seeking help with career decisions. The Office provides individual counseling sessions and referrals to SUNO students, faculty, staff, and alumni. In addition, the Office sponsors activities, programs, and workshops for people seeking career advancement opportunities. Information is maintained and disseminated by the Career Counseling and Placement Office concerning private and public employment opportunities, as well as graduate and professional school admissions. Representatives from businesses, governmental agencies, and industry visit the Office of Career Counseling and Placement, interview candidates, and/or provide employment literature for potential employees and interns. Efforts are made to assist in workforce development by conducting workshops on interviewing, resume' writing, and "dressing for success." Students are provided opportunities to visit various graduate/professional schools via Office sponsored site visitations. These visitations allow participants the opportunity to gain "first-hand" information on housing, financial aid, and academic programs offered by the host institutions. The Office of Career Counseling and Placement hosts the Career Day Program, the Graduate and Professional Schools Program, the Teachers' Fair, and the Mardi Gras Invitational Job Fair annually. These programs allow participants to gain useful information about employment and advanced study opportunities in a more casual and less intimidating environment.

Intramural Sports Program

The Intramural Sports Program at Southern University at New Orleans offers students the opportunity to participate in a variety of intramural sports activities. These activities are designed to provide constructive use of leisure time, enrich collegiate extracurricular experiences, and develop team and individual growth skills. The Intramural Sports Program includes men's flag football and basketball; women's volleyball, basketball, and softball; and co-recreational volleyball and aerobics programs. In addition to regularly scheduled games in the University of New Orleans (UNO) and Open League Tournaments, teams are entered in the Louisiana Collegiate Intramural-Recreational Sports Association (LCIRSA) State Championship Tournaments each year. Over the years, the Men's Flag Football Team and Basketball Team and the Women's Volleyball Team have won eight national and state championships combined. The program is governed by the rules and regulations of the National Intramural-Recreational Sports Associations (NIRSA) and the Louisiana Collegiate Intramural-Recreational Sports Association (LCIRSA) of which it is a fully accredited member.

Funding for the Intramural Sports Program is generated from student assessed fees which are included in each student's tuition at the time of enrollment. Thus, students who are enrolled in the University are eligible to participate. Students interested in participating should contact the Intramural Sports Program office to register for the sport program(s) of their choice.

Lyceum Program

Lyceum is a program that falls under the auspices of the Division for Student Affairs. The purpose of the Lyceum Program is to provide students with quality programs that will complement the academic mission of the University and enhance the overall educational experience of students by exposing them to various cultures and experiences, ideas and issues, art and musical forms, and styles of life. The University community is enriched through development of, exposure to, and participation in social, cultural, and intellectual activities.

Residential Life

The Office of Residential Life is committed to creating an environment which contributes to the holistic development of our residential students. All efforts are made to design programs which celebrate diversity, encourage personal development, and strive for consistent accountability while demanding high standards. The Residential Life community serves as the catalyst in 'Completing the Cycle of Student Development'. Southern University at New Orleans (SUNO) celebrated the Grand Opening of its Residential Life community in January of 2010. The newly developed residential facility provides apartment style living for students and faculty. The beautifully designed units are fully furnished and offer amenities such as a computer lab, an activity center, on-site postal service, shuttle service, and telephones. The units are affordably priced to include the cost of utilities. Financial aid is available for those students who qualify.

Services for Students with Disabilities
Southern University Conference Center
Room 114 (504) 286-5335
Office Hours – 8:00 a.m. – 5:00 p.m., Monday - Friday

The Services for Students with Disabilities program addresses the needs of a diverse population and provides special assistance, accommodations, and appropriate services/programs to ensure accessibility and to meet the needs of individuals with documented disabilities. The primary purpose of the program is to instill a sense of self-advocacy in students with disabilities and to provide auxiliary aids in an effort to ensure full participation in all university activities and programs.

The program offers academic support services and resources that cannot be developed or adequately provided by other campus departments. Such support services and resources include, but are not limited to, tutorial services, enlarge printed materials, test-proctoring and specialized computerized equipment.

Students with disabilities are encouraged to contact the Services for Students with Disabilities Office upon admission to the university and to provide official documentation regarding the nature of their disability. All information received is confidential and released with the written consent of the student, except in emergency cases.

TITLE IX

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681 et seq., and its implementing regulations, 34 C.F.R. Part 106, prohibit discrimination on the basis of sex in education programs or activities operated by recipients of federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. These behaviors are clear impediments to creating an educational atmosphere which is free from discrimination. As a result, an institution receiving federal funds must promulgate strategies and policies which demonstrate its ability to uphold the law and comply with applicable regulations. When the Complainant or Respondent is a student, the violation falls under the provisions of Title IX. The Title IX Coordinator is located within the Office of Services for Students with Disabilities in Southern University Conference Center, Room 114 and information is also located on the SUNO website.

Student Activities and Organizations

The Office of Student Activities and Organizations complements the academic programs and enhances the overall educational experiences of students through development of, exposure to, and participation in social, cultural, intellectual, recreational, and governance programs. A variety of student activities have been developed to allow students to participate in the campus life of the University. These activities are planned and implemented through collaborative efforts of students, faculty, and staff.

More than thirty (30) student organizations and activities are registered through the Student Activities and Organizations Office. These groups afford students the opportunity to develop organizational, social and communication skills. Included in these organizations are the Student Government Association (SGA), class organizations, student publications, honor societies, academic and professional groups,

political clubs, service groups, fraternities, sororities, and cultural arts and religious groups. A newspaper is also published by students with guidance from the University.

The SGA, the largest and most prominent student organization on campus, has as its functions the representation of SUNO students in matters pertaining to student welfare, activities, and participation in University affairs, planning, and administration. The SGA initiates and integrates student activities and serves as liaison between the administration and the student body. Students are assessed an SGA fee which is included in tuition at the time of enrollment. Therefore, all students who are enrolled in the University are automatically members of the organization.



Student Health Services

The SUNO Student Health Services Program focuses on preventive health care through education and is available to all enrolled students. Currently, one (1) full-time registered nurse and one (1) part-time physician provide these services from 8 a.m. - 5 p.m., Monday, Tuesday and Friday and from 9 a.m. – 6 p.m. on Wednesday and Thursday. Each student pays a nominal non-refundable fee for basic health services, which is included in tuition fees.

The Student Health Services Program provides health counseling, health information, and medical care for minor medical problems. Through Student Health Services, students with major medical problems are referred to local hospitals and/or specialists. Students requiring X-rays, laboratory tests, and dental care are referred to local physicians/agencies.

The Office of Student Health Services is not a total care facility and cannot care for students who may become seriously or critically ill. In the event that a student is seriously injured or becomes seriously ill while on campus, emergency or paramedic service will be called, if needed, to transport the injured or ill student to an outside agency. Students are financially responsible for their own transportation to and from outside health care agencies.

Student Insurance: In addition to the on-campus health services program, the University offers a Student Accident and Health Insurance Plan for all enrolled students. The cost of the plan is included in the registration fees paid by students. Students are covered at home, at school, and while traveling 24 hours a day for the fall, spring and summer terms. While health insurance is made available, students are financially responsible for all medical expenses that they incur that are not covered by the Student Accident and Health Insurance Plan. Brochures describing the coverage and benefits can be obtained from Student Health Services and the Division for Student Affairs.



STUDENT DEVELOPMENT CENTER

Location: Bashful Administration Building, Room 307

Hours: 8:00 A.M. – 5:00 P.M. (M-F)

Telephone: (504) 286-5360 e-Fax: (504) 286-5375

“Shaping lives, Developing minds, and Creating wellness” is the motto of the Student Development Center. The mission of SDC is to provide intentionally designed multifaceted services in a safe and conducive environment that facilitates growth, wellness, and development of the entire individual. These intentionally packaged, culturally competent, and sensitive services are delivered in a “hi-touch” environment through the following five components:

- Alcohol, Tobacco, Drug Education and Counseling (ATOD)
- Counseling and Psychological Services (CAPS)
- Community Service Learning (CSL)
- International Student Services (ISS)
- Special Programming (SP)

Alcohol, Tobacco, Drug Education and Counseling (ATOD)

ATOD recognizes that the use of alcohol, tobacco and drug use while attempting to achieve academic success to completion can be counterproductive for some students. Emphasis is placed on the development of the of the students’ mental, behavioral, and physical health by equipping him/her with the life skills needed to prevent poor classroom performance and low GPAs that affect retention. Thus, the component provides these services:

- Screenings, Brief Intervention, Referral and Treatment
- Educational Workshops
- Classroom Presentations
- Confidential Counseling services and case management
- Student goal setting, Self- assessments, Individualized Service Plan(ISP) development
- Referral Services
- Dissemination of ATOD informational materials, current laws policies campus-wide
- Harm Reduction and Health Risks reduction
- Classroom assignments assistance

Community Service Learning (CSL)

Southern University at New Orleans requires that all undergraduate students complete sixty (60) hours of community service as a requirement of graduation. Community Service work must be completed to obtain clearance to participate in graduation ceremonies. Community Service must be completed at an approved non-profit organization or a pre-approved location by the Community Service Coordinator. Students cannot receive pay of any sort for the service performed. **Students who have met the work hour requirements of internship/practicum courses - as required by their departments/colleges - will be deemed to have met the University’s community service work hour requirements.**

Important information about Community Service Learning hours:

- Site approval must be obtained from the CSL Coordinator
- CSL application must be completed prior to the commencement of service learning hours
- The CSL Coordinator is available to assist students with site placement

CSL HOURS ARE WAIVED IF THE STUDENT MEETS THE FOLLOWING CRITERIA:

- The student is twenty-five (25) years or older when enrolling as a first-time freshmen and has earned a high school equivalency certificate
- The student is an international student
- The student has a certificate verifying that the disability would jeopardize the welfare of the student and or the host organization.

Counseling and Psychological Services (CAPS)

The Counseling and Psychological Services (CAPS) is a critical component that recognizes the importance of the counseling relationship on college campus. CAPS provide a host of services extending from individual and group counseling to presentations and resource dissemination. Strategic methods are utilized to help students gain skills to maintain success in their personal and academic lives. There are plenty of resources available to help students with their mental and emotional wellbeing which are a central concern to the area including but not limited to: domestic violence campaigns, wellness fairs, girl talk forums, literature and media correspondence. Delivering diverse services, CAPS utilizes the wellness model to help the whole student provide building collaborations with administration, faculty, staff, residential life, student leaders and other organizations on campus. Utilizing a holistic approach student receive a better delivery of services. Counseling services are interested in providing the maximum outcomes of student support and success utilizing the strengths based perspective.

The benefits of counseling to students include:

- Increasing self-awareness
- Understanding personal goals clearly
- Setting priorities
- Managing time effectively
- Improving study skills
- Identifying self-motivators
- Decreasing test-anxiety
- Overcoming procrastination
- Understanding and conquering self-defeating behavior
- Managing personal relationship issues
- Building social skills
- Managing anger
- Handling stressors successfully
- Reducing depression
- Minimizing roommate issues

International Student Services (ISS)

ISS provides services and programs that support the immigration compliance, academic success, personal development and adjustment to the new country and community to all international students on F-1 visa status and their dependents. ISS serves as the place for cultural and educational programming that broadens perspectives, emphasizes diversity and inspires all students to appreciate open-mindedness. ISS plans and implements many international activities including, International FEST and offers opportunities for interactions with other peoples and cultures. The ISS issues Student and Exchange Visitor Information System (SEVIS)-approved Form I-20 and ensures that F1 students maintain compliance with the rules and regulations of Immigration and Customs Enforcement of The US Homeland Security.

Services offered include:

- Culturally competent counseling
- Adjustment counseling
- Advocacy
- Diversity/Cultural Programs
- Immigration Advisement

• International Student Online Class Limit

- **Online Classes/Full Course of Study:** 8/C.F.R. S214.2 (f)(6)(i)(G) – For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per semester may be counted toward the full course of study requirements if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. Simply stated, international student enrollment in online classes cannot exceed more than one class or three courses per semester to be counted toward the full-time study requirements.

Special Programming

This component of the SDC consists of special programming and services that "bridge the gap" between the student's academic and non-academic life. COSS oversees the planning and implementations of special events such as:

- International Culture Fest (March/April)
- National Domestic Violence Awareness Week (October)
- Volunteer Fair (November)
- SUNO Annual Family Wellness Fair (April)

Other Services offered include:

- Stress-Free Zone-Indoor serenity room with fifteen-minute relaxation massage chairs for self-help stress management
- "De-stress" for finals (Scranton's, pencils, bluebooks)
- Workshop Series

- Classroom Presentations
- Consultation and presentations to student organizations, departments, faculty and staff
- Counselors on Call

University Center

The University Center, a service facility, is the heart of student campus life, providing opportunities for cultural, social, and recreational activities. The University Center operates as a complement to the educational objectives of the University and provides a place for socialization and recreational activities between classes. In the aftermath of Hurricane Katrina, the University Center was relocated in a temporary facility on the University's Lake Campus. A lounging area and a limited number of vending machines and video games are available to students in this temporary facility. Thus, the University Center represents the focus of non-academic campus life and provides the services needed to facilitate student interaction through its various programs.

Veterans Affairs

The Veterans Affairs Office is an important academic support component which provides basic tutorial services for all veterans and veterans' dependents matriculating at the University. The University has the approval to certify educational benefits to **qualified** veterans and their dependents under the provision of 38 U.S.C. 3675. The Veterans Affairs Office provides information and assistance regarding educational and training programs. Veterans and veterans' dependents should obtain a Certificate of Eligibility from their local Veterans Administration Office or Military Unit to be presented to the Veterans Affairs Office.

Veterans are required by the Veterans Administration Office to carry a minimum of twelve (12) hours for the entire semester to receive full subsistence (6 hours constitute full-time status for the summer sessions) and must conform to the same grading system at the University as non-veteran students. Those veterans who are eligible for benefits under the legislation must comply with and meet the standards as set forth by the University regarding attendance, conduct, withdrawal, and suspension. In addition, veterans and veterans' dependents must also take courses that apply to his/her chosen objective and are not allowed to receive educational benefits for repeated courses. **The Veterans Affairs Office will notify the Veterans Administration Office within thirty (30) days in all cases of unsatisfactory academic progress and attendance.**

The following individuals shall be charged a rate of tuition not to exceed the in-state rate for tuition and fees purposes:

- A Veteran using educational assistance under either chapter 30 (Montgomery G.I. Bill – Active Duty Program) or chapter 33 (Post-9/11 G.I. Bill), of title 38, United States Code, who lives in Louisiana while attending a school located in Louisiana (regardless of his/her formal State of residence) and enrolls in the school within three years of discharge or release from a period of active duty service of 90 days or more.
- Anyone using transferred Post-9/11 GI Bill benefits (38 U.S.C. § 3319) who lives in Louisiana while attending a school located in Louisiana (regardless of his/her formal State of residence) and enrolls in

the school within three years of the transferor's discharge or release from a period of active duty service of 90 days or more.

- Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school. The person so described must have enrolled in the school prior to the expiration of the three year period following discharge or release as described above and must be using educational benefits under either chapter 30 or chapter 33, of title 38, United States Code.
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in Louisiana while attending a school located in Louisiana (regardless of his/her formal State of residence).
- Anyone using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. § 3319) who lives in Louisiana while attending a school located in Louisiana (regardless of his/her formal state of residence) and the transferor is a member of the uniformed service who is serving on active duty.
- The policy shall be read to be amended as necessary to be compliant with the requirements of 38 U.S.C. 3679(c) as amended.

All students receiving veterans' educational benefits must register with the Veterans Affairs Office each semester in order to continue receiving benefits. For more information, contact the SUNO's Veterans Affairs Office at the number listed below.

NOTE: The Division for Student Affairs, including all of its departments, is temporarily located on the University's Park Campus. The Office of Student Affairs and each unit can be reached at the following telephone numbers:

DIVISION FOR STUDENT AFFAIRS (Administration Building, Room 305).....	286-5015
CAREER COUNSELING AND PLACEMENT (New Science Building, Room 219).....	286-5389
INTRAMURAL SPORTS PROGRAM (Gym)	286-5438
RESIDENTIAL LIFE (HOUSING).....	286-5395
SERVICES FOR STUDENTS WITH DISABILITIES (Conference Center, Room 114)	286-5335
STUDENT ACTIVITIES AND ORGANIZATIONS (University Center)	286-5388
STUDENT DEVELOPMENT CENTER (Administration Building, Room 307).....	286-5361
STUDENT GOVERNMENT ASSOCIATION (University Center)	286-5358
STUDENT HEALTH SERVICES (Conference Center, Room 110).....	286-5374
VETERANS AFFAIRS (New Science Building, Room 219).....	286-5389

The Division of Enrollment Management

The Division for Enrollment Management strategically plans, implements and assesses services and programs that facilitates student preparation for college through recruitment, enrollment and graduation. The division provides services necessary to promote and support student success from pre-enrollment to graduation.

The Division of Enrollment encompasses the following areas:

ENROLLMENT MANAGEMENT

- Early Start
- Recruitment
- Admission
- Center for Academic Retention and Educational Success (CARES)
- Center for Student Retention and Success

Center for Student Retention and Success

The Center for Retention and Success is dedicated to the task of ensuring the retention of students through the provision of intervention programs and activities that empower students to succeed. The Center's staff also teaches Freshman Assembly and College Survival Skills Classes. These classes encourage freshmen participation in seminars and workshops that will lead to their overall maturity and positive growth development into mainstream society. The Freshman Assembly and College Survival Skills classes instruct students in areas inclusive of managing their academic affairs, time management and study skills, etc. Office hours are from 8:00 a.m. – 5:00p.m., Monday. –Friday.

Early Start Program

The Early Start Program provides eligible high school students (11th and 12th grade students) to enroll in university courses for which they may receive both, high school and college credit. A dual enrolled student may enroll **in** not more than 3 credit hours per semester.

Course offerings beyond English and Mathematics are available for students who demonstrate exceptional ability in specific disciplines as determined by the University. Class participation and assignments are the same as for regularly enrolled college students. The Early Start Program is available during the fall and spring semesters only.

Center for Academic Retention and Educational Success (CARES)

The purpose CARES is to organize, develop, implement and supervise the academic experience for first year students to ensure a successful matriculation and timely graduation. The Center for Academic Retention and Educational Success (CARES) provides initiatives that focuses on academic advisement, policies and procedures, and study skills development. The student's academic needs are assessed along with advisement. The department provides counseling and tutorial support in order to meet the academic, personal and social needs of all first year students. The FYE staff monitors and tracks **s**, "at-

risk" students. (on probation) during their first year. Faculty also assists the CARES Center by providing a comprehensive instructional program in the basic skills areas of English and Math. Each Cohort is monitored for success.

Recruitment and Admissions

The office of Recruitment and Admissions is the initial contact with the University. This office is responsible for recruiting and admitting undergraduate students. Responsibilities include the establishment of effective school relation initiatives with high schools and community colleges, recruitment of prospective freshman and undergraduate transfer students, evaluation of transfer academic credits, the admission of resident and non-resident students to the University, and providing orientation information about the University.

Financial Aid

Southern University at New Orleans (SUNO) is committed to the philosophy that no student should be denied a college education solely because of limited funds. The primary purpose of the Financial Aid Program is to provide financial assistance to students who, without such assistance, would find it impossible to receive a college education.

The mission of the Office of Student Financial Aid is to assist students in applying for and securing the financial resources available to pursue their educational goals. We strive to provide the best financial aid package, consisting of assistance from Federal, State, and Institutional programs, tailored to meet each student's need. Counseling and assistance are also provided to students in the areas of Default Prevention and Student Loan Debt Management.

Students interested in applying for federal and state financial aid should complete the Free Application for Federal Student Aid (FAFSA) as early as possible, after January 1st of each year. Financial assistance is available to students who complete the necessary application and are determined eligible. The Student Financial Aid staff will evaluate each student's need and make awards based upon the information obtained from the Student Aid Report (SAR) or Institutional Student Information Report (ISIR) and in accordance with Federal, State, and University policies and guidelines.

Because the amount of financial assistance awarded usually reflects the financial situation of the student's family, the University does not make a public announcement of the amount of financial aid awarded to individual students. The University will clearly state the total yearly cost of attendance and will outline for each student seeking assistance a proposed annual budget.

PRIORITY FILING DATE - APRIL 15th (Completion of the FAFSA is required each year)

Priority consideration will be given to those applications received on or before April 15th (provided the student meets all eligibility requirements and, if selected for verification, has submitted the required documentation to the Financial Aid Office). Applications received after this priority deadline will be processed in the order received and may not be processed in time for Fall registration. Applications are available at local high schools or SUNO's Financial Aid Office. You may also use FAFSA on the web to complete the FAFSA and submit it directly to the FAFSA processing system. The web address is www.fafsa.ed.gov. Priority deadline for most State aid is May 1st. **The Federal School Code for SUNO is 002026. APPLY EARLY!**

SOURCES OF FINANCIAL ASSISTANCE

Southern University at New Orleans participates in the following Federal and State financial assistance programs:

+Federal Pell Grants

Pell Grants are awarded only to undergraduate students pursuing their first Bachelor's degree. Generally, the Pell Grant does not have to be repaid.* Pell Grant awards are based on financial need. To apply, the student must complete the FAFSA each year. The amount of the award varies based upon the

student's expected family contribution (EFC), level of need, and the enrollment status. The annual Pell award ranges from \$ 400 to \$5,815 for the 2016-2017 academic year.

Federal PELL Grant Lifetime Eligibility Used (PELL LEU)

A student may receive a maximum of the equivalent of six (6) years of Pell Grant funding, measured by the percentage of scheduled award(s) disbursed (Lifetime Eligibility Used, "LEU" up to 600 %).

*** Notification to Pell Grant Recipients:**

- If you receive a Pell Grant and officially withdraw before 60% of the semester, you will be required to repay 50% of your Pell Grant refund. (See Federal "Return of Title IV" policy).
- If you stop attending classes and/or fail to formally withdraw from your classes and receive grades of "F" or "FX", then you will be required to repay 50% of your Pell Grant refund.
- Effective Fall 2003, changes in your enrollment status through the 14th day of class (final day to pay fees) will affect your Pell Grant eligibility:
 - An increase in your enrollment status may result in the payment of additional Pell grant funds, pending eligibility.
 - A decrease in your enrollment status will result in your having to repay a portion of your Pell grant award.

Iraq & Afghanistan Service Grants

This grant is available to Pell-eligible students whose parent or guardian died as a result of U.S. military service in Iraq or Afghanistan after September 11, 2001. Student must have been less than 24 years old when their parent or guardian died or was enrolled at an institution of higher education at the time of the parent or guardian's death.

Iraq & Afghanistan Service Grants LEU

A student may receive a total of 6 scheduled awards, measured by percentage of Scheduled award(s) disbursed (Lifetime Eligibility Used, "LEU" up to 400 %). This limitation is not limited to students who received their first grant on or after July 1, 2008, as was the previous limit of 9 Scheduled awards

Federal Supplemental Educational Opportunity Grant (FSEOG)

FSEOG funds do not have to be repaid and are based upon financial need. Awarding priority will be given to those students who apply early, possess the lowest family contribution, and are Pell Grant eligible. Funds will be awarded to undergraduate students pursuing their first bachelor's degree, based upon the date the completed financial aid application package is received. Funds are limited, so apply early. Annual awards range from \$200 to \$4,000 based upon enrollment status and availability of funds.

Louisiana GO Grant

Louisiana Go Grant funds do not have to be repaid and are based upon financial need. Awarding priority will be given to undergraduate students pursuing their first bachelor's degree, who apply early, possess the lowest family contribution, and are Louisiana residents. Students must be meeting Satisfactory Academic Progress, earn a 2.0 or greater grade point average and be enrolled in a minimum of 6 hours per semester. The annual award may range from \$300 to \$3,000 based upon availability of funds. Funds are limited.

Federal Teach Grant Program

The Federal TEACH Grant program provides funds to post-secondary students who are completing or planning to complete coursework that is needed to begin a career in teaching. Students must agree to serve for at least four years as a full-time student, highly qualified teacher in a high-need field, in a school serving low-income students. Eligible students may receive up to \$4,000 per year in Teach Grant funds, up to maximum of \$16,000 for undergraduate and post-baccalaureate study, and \$8,000 for graduate study (\$4,000 per year).

In order to be eligible for a Teach Grant, students must:

- Complete a FAFSA. Financial need is not required.
- Be in an eligible program:
 - An undergraduate program of student that will lead to becoming a “highly qualified teacher” in high-need field.
 - SUNO’s post-baccalaureate teacher credential program in Education and Human Development.

Federal, Community, and University Work-Study Programs

Southern University at New Orleans offers part-time employment opportunities through the Federal, Community Service, and University Work-Study programs. Through these programs, students are allowed to work on campus (off campus employment may be performed through the Community Service program) while enrolled to help pay their educational expenses. Students employed under the Federal and Community Service Work-Study programs must complete the FAFSA each year, be determined eligible, and have financial need. University work-study employees will be paid at least the current minimum wage and will receive payment on a monthly basis (15th of the month) for hours worked during the previous month. Funds are limited.

Federal Direct Loan Programs

The Federal Direct Loan program, formerly Guaranteed Student Loan (GSL), enables dependent and independent students to borrow funds from the Federal Government. Students who wish to borrow Federal Direct loans must complete the FAFSA and a Student Loan Data Form and return it to the Financial Aid Office in order to initiate the loan process. Student Loan Data Forms may be obtained from the Financial Aid Office or on-line at www.suno.edu/financialaid.

Students who file a FAFSA, complete the verification process (if applicable), submit a Student Loan Data Form, meet all eligibility requirements, and enroll at least half time may qualify for a Federal Direct Loan. These loans are low interest, long-term loans that must be repaid. Students who demonstrate need, according to the federal need analysis formula, may qualify for a Subsidized Direct loan. Students who do not qualify for a Subsidized Direct loan, in whole or part or independent students who wish to borrow from both programs, may apply for an Unsubsidized Direct loan. Eligibility for the subsidized loan must be determined prior to awarding unsubsidized funds. SUNO does participate in the Federal PLUS loan program.

Federal Direct Subsidized Loan - available to eligible students on the basis of financial need. Interest is subsidized (not charged) by the federal government while in school at least half-time, during grace periods, and authorized deferment periods.

150% Direct Subsidized Loan eligibility usage

Moving Ahead for Progress in the 21st Century Act (MAP-21)---150% Direct Subsidized Loan eligibility -- made key changes to direct subsidized loan eligibility and loss of interest subsidy.

First-time borrowers (meets the definition of first-time borrower on or after July 1, 2013) cannot receive subsidized loans for more than 150% of the published length of their educational program. Borrowers who become ineligible for subsidized loans because of the 150% limit are ineligible for interest subsidy benefits on all subsidized loans first disbursed to that borrower on or after July 1, 2013.

Federal Direct Unsubsidized Loan -available to eligible students, regardless of need. Interest will be charged from the time that the loan is disbursed until the loan is paid in full. Interest payments may be paid on a monthly or quarterly basis while enrolled or capitalized (added to unpaid principal, thus increasing total debt and monthly payments).

Federal Direct Parent PLUS Loan

The Parent PLUS loan program is available to a student's biological or adoptive mother or father, (regardless of whether he or she is the "custodial" parent or provided financial information on the FAFSA) to help in the assistance of the student's cost of attendance. This loan program is based on the Parent(s) ability to obtain credit. More than one parent may get a PLUS Loan for the same dependent student as long as the total aid package does not exceed the student's assigned cost of attendance. A student's step-parent is eligible to borrow a PLUS Loan if he or she was required to supply financial information on the FAFSA or would have been required to do so if a FAFSA were filed. NOTE: For Federal Financial Aid purposes, Legal Guardians are not considered a parent.

Federal Student loans have a variable interest rate, which is adjusted annually on July 1. The interest rate while the student is in-school, in the grace period, or in deferment is based on the 91-day T-bill plus 0.18%. The interest rate while the student is in repayment is based on the 91-day T-bill plus 2.3%. At all times, the interest rate is guaranteed not to exceed 8.25%. Repayment of the principal for both subsidized and unsubsidized Federal Student Loans begins six months after the borrower ceases to be enrolled at least half-time.

The following contingencies apply:

- A maximum of one percent (1%) in origination and processing fees will be deducted (by the lender) from the gross student loan amount prior to disbursing loan proceeds to the university.
- Federal and University guidelines require that all **first-time borrowers** complete **Entrance Loan Counseling** prior to receiving student loan proceeds. Loan funds will be disbursed, 30 days after the first day of class for all first-time borrowers.
- Federal regulations require that **Exit Loan Counseling** be completed by student loan borrowers who cease to enroll at least half-time, withdraw (officially or unofficially), or graduate. Counseling should occur prior to the before mentioned action, where applicable.
- Student loan funds are generally issued in two even disbursements during the intended loan period (once at the beginning and again at the mid-point of the enrollment period).

- Student loan borrowers must be enrolled at least half-time at the time of disbursement:

Undergraduates/Post-Baccalaureates: six (6) hours per semester and six (6) hours during the Summer term.

Graduates: six (6) hours per semester and six (6) hours during the Summer term.

- **Master Promissory Note:** First-time borrowers or those who have not done so must sign a Master Promissory Note. The Master Promissory note is available on the web site at www.studentloans.gov or will be mailed to the student's permanent home address by the Department of Education. The student should review the printed information for accuracy, make any necessary corrections, sign and complete the remaining portion of the borrower's section, and return 's copies of the form to the Direct Loan Program for processing. Once the completed promissory note is received by the loan proceeds will be disbursed, via electronic funds transfer (EFT).
- **Student Loan Repayment:** Repayment of the principal for both federal direct subsidized and unsubsidized Loans begins six months after the borrower ceases to be enrolled at least half-time. The borrower is responsible for repayment of his/her student loan(s). The loans cannot be canceled because the student did not complete the program of study, did not like the school or the program of study, or did not obtain employment after completing the program of study. Students should contact their lenders for information on deferment and forbearance options, if needed.

The following charts outline the annual and aggregate amounts students may borrow from the Federal Direct Loan Program (subsidized and unsubsidized combined):

Undergraduate and Post Baccalaureate Students:

	Subsidized	Unsubsidized	Total (Subsidized and Unsubsidized Combined)
<u>Dependent Undergraduates:</u>*			
Freshman	\$ 3,500	\$ 2,000	\$ 5,500
Sophomore	\$ 4,500	\$ 2,000	\$ 6,500
Junior and Senior	\$ 5,500	\$ 2,000	\$ 7,500
<u>Independent Undergraduates:</u>			
Freshman	\$ 3,500	\$ 6,000	\$ 9,500
Sophomore	\$ 4,500	\$ 6,000	\$ 10,500
Junior and Senior	\$ 5,500	\$ 7,000	\$ 12,500
<u>Post Baccalaureate</u>	\$ 5,500	\$ 7,000	\$ 12,500
Total Aggregated limit for Undergraduate And Post Baccalaureate Students (combined)	\$ 23,000	\$ 34,500	\$ 57,500 **

*Total Aggregate limit for Dependent Undergraduates is \$ 31,000.

**Only \$23,000 of this amount may be borrowed in subsidized loans.

*Total Aggregate limit for Independent Undergraduates is \$57,500.

**Only \$23,000 of this amount may be borrowed in subsidized loans.

Graduate Students:

	Subsidized	Unsubsidized	Total (Subsidized and Unsubsidized Combined)
<u>Program</u>			
Graduate Degree Programs	\$ 0	\$20,500****	\$ 20,500
Lifetime Maximum (Aggregates), including loans borrowed as Undergraduate and Post- Baccalaureate Students	\$ 65,500	\$ 73,000	\$138,500 ****

*** Effective July 2012, Graduate students are only eligible for Federal Direct Unsubsidized Loans

**** Only \$ 65,500 of this amount may be borrowed in Subsidized loans.

A Note of Caution on Borrowing

Many students find that they must apply for loans to finance their education. Before you borrow, remember that your loan(s) must be repaid. If you must borrow, only borrow what you need and are willing to repay. The minimum monthly payment is \$ 50. However, your payments may be higher

depending on the total amount borrowed. **Reminder:** Apply for deferments when needed and **DO NOT DEFAULT. See the Federal Student Guide for Borrowers Rights and Responsibilities.** Copies of the guide are available in the Financial Aid Office.

Tuition Opportunity Program for Students (TOPS)

TOPS is a comprehensive program of State scholarships awarded to high school seniors who meet the established eligibility criteria. All TOPS candidates must complete the FAFSA. Priority deadline is April 15th of each year. Additional information is available online at <http://www.osfa.state.la.us>.

ACADEMIC SCHOLARSHIPS

Southern University at New Orleans offers a limited number of scholarships to full-time students who qualify. Recipients are awarded based on the prescribed criteria for each award and the availability of funds. Scholarships are provided through the University's budget, endowments, the Southern University at New Orleans Foundation, private organizations, companies and individuals. Interested students, who meet the following criteria, should apply each year (prior to the established deadlines). Applications are available in the Office of Community Outreach/University Advancement, Admissions, Financial Aid and online at www.suno.edu.

The Scholarship Committee receives and reviews all applications. Recommendations are made to the Chancellor for final approval.

University Fellow Scholarship Programs:

The University Fellow Scholarship is offered to incoming freshman students who must meet the following requirements:

1. Submit a complete application not later than March 15th
2. Minimum ACT Composite score of 19
3. Have a 3.0 cumulative high school grade point average
4. Official high school transcript
5. Submit a one-page essay
6. Submit three (3) letters of recommendation

Students must earn at least a 3.0 grade point average in the Fall semester and a 3.5 cumulative grade point average each semester thereafter, and must maintain full-time status.

SCHOLARSHIPS ARE AWARDED ONLY AFTER A STUDENT HAS BEEN ADMITTED TO THE UNIVERSITY.

SUNO "First" Scholarship:

The SUNO FIRST scholarship is an award made to first-time freshmen who have exhibited academic excellence in high school. The scholarship ranges from \$500.00 to full tuition and depend on a combination of a student's grade point average and ACT score. Awards are made in the Fall semester only, and are renewable for up to four years of continuous enrollment, provided the student remains full-time and earns the requisite GPA and hours. All freshmen students who complete the admissions process are automatically considered for this award.

Chancellor's Fellows Scholarship:

- Submit a completed scholarship application annually not later than March 15th.
- Above Freshman level.
- Enrolled full-time at the University for two consecutive semesters.
- Have a 3.5 or above cumulative and semester grade point average for the two consecutive semesters.
- Provide Community Service hours as Orientation Leader at registration and Peer-to-Peer Tutor.

Academic Scholarship:

An Academic Scholarship is available to students above the freshman level who:

1. Submit a complete application by May 15th.
2. Have at least a 3.00 cumulative grade point average and a minimum 3.00 semester average.
3. Have been on full-time status for two (2) consecutive semesters and must maintain full-time status.

Endowment:

This award is available for students above the freshman level who:

1. Submit a complete application by May 15th.
2. Have at least a 2.5 cumulative grade point average and a minimum 2.5 semester average.
3. Have been on full-time status for two (2) consecutive semesters and must maintain full-time status.

Foundation:

The Southern University at New Orleans Foundation provides (5) five awards each semester to students who meet the following requirements:

1. Submit a complete application by May 15th.
2. Have at least a 2.5 cumulative grade point average and a minimum 2.5 semester average.

3. Have been on full-time status for two (2) consecutive semesters and must maintain full-time status.

DOLLARS-FOR-SCHOLARS

Orleans Parish:

The University provides eight (8) awards per academic year to incoming freshman students provided they:

1. Graduated from an Orleans Parish public school
2. Earn at least a 2.5 grade point average
3. Remain a full-time student

Jefferson Parish:

The University provides eight (8) awards per academic year to incoming freshman students provided they:

1. Graduated from a Jefferson Parish public school
2. Earn at least a 2.5 grade point average
3. Remain a full-time student

***OTHER SCHOLARSHIPS**

Alpha Kappa Alpha Sorority, Inc. (Alpha Beta Omega Chapter)
 Delta Sigma Theta Sorority, Inc. (New Orleans Alumnae Chapter)
 Greater New Orleans Foundation Class of Electric Ratepayers
 Kappa Alpha Psi Fraternity, Inc.
 The Greater New Orleans Foundation
 Zeta Phi Beta Sorority, Inc.

The above is a sample of scholarships that are available.

***Scholarship criteria and/or recipients are determined by the sponsoring organization.**

DEPARTMENTAL AWARDS

Departmental Scholarships and Stipends are awarded through the various academic departments on campus. Eligibility requirements and the selection of recipients are determined at the department level and are based upon the established criteria for each award.

STEPS FOR APPLYING FOR FINANCIAL ASSISTANCE

- A. Apply for admission to Southern University at New Orleans. Financial aid is contingent upon being accepted for admission as a regular student seeking a degree or certificate. Federal and State financial assistance will be considered when an applicant has completed all admission requirements and SUNO has received a valid ISIR (results from the FAFSA) within the established

deadlines.

- B. Submit the Free Application for Federal Student Aid (FAFSA) to the U. S. Department of Education for processing. Upon receipt of the completed form, the agency makes a thorough evaluation of the family's financial strength and, using a federally mandated formula, provides an estimate of the amount the family can contribute toward educational expenses. The agency then sends a three-part document called the Student Aid Report (SAR) to the student within 4-6 weeks after receiving the application. The SAR contains the information provided on the application. If you indicate on your FAFSA that SUNO is to receive the results of this application, the information will be forwarded to the Financial Aid Office electronically (under certain circumstances, we may require you to bring your SAR into our office). **Remember to use our School Code (002026) when completing the FAFSA.**
- C. If interested in a Federal Direct Loan, you must complete the Student Loan Data Form and forward it to the SUNO Financial Aid Office. This form is available in the Financial Aid Office or online at www.suno.edu/financialaid.
- D. Promptly provide all additional requested documentation to the SUNO Financial Aid Office. Failure to provide the requested information will prevent further processing of your application.
- E. Once the ISIR or SAR, the Loan Data Form (if applicable), and all requested documentation have been received, eligibility will be determined and an official award letter will be made available via the student web.
- F. Student Loans must be accepted or declined via student web within days of processing. Student Loans will not be disbursed until accepted by student.

Deadlines: Priority consideration for financial aid will be given to students who complete the FAFSA and submit all required information to our office by April 15th for the upcoming academic year.

For more information contact the Financial Aid Office at (504) 286-5263.

AWARD CONTINGENCIES

Financial Aid Awards are made contingent upon your fulfillment of the following terms and conditions. When applying for, accepting your award offer and/or by obtaining the financial aid funds, you accept the responsibility to comply with these terms and conditions.

- **Eligibility Requirements**

To receive student financial aid, you must:

- Have completed admissions requirements for the University.
- Have financial need, except for non-need based aid.
- Have a high school diploma or a General Education Development (GED) Certificate, pass a test approved by the U. S. Department of Education, meet other standards your state

establishes that are approved by the U. S. Department of Education, or complete a high school education in a home school setting that is treated as a home school or private school under state law. See your financial aid administrator for more information.

- Be enrolled or accepted for enrollment as a regular student working toward a degree or certificate in an eligible program.
- Be a U. S. citizen or eligible non-citizen.
- Have a valid Social Security Number. If you don't have a Social Security Number, you can find out more about applying for one through the Internet at www.ssa.gov.
- Not be in default on a Federal Student Loan.
- Not owe a repayment of any Title IV aid.
- Meet SUNO's satisfactory academic progress standards.
- Register with the Selective Service, if required. If you are a male 18 through 25 years of age and you have not yet registered with the Selective Service, you can give the Selective Service permission to register you by checking a box on the FAFSA. You can also register through the Internet at www.sss.gov.

• Attendance Verification

A student's attendance in class must be confirmed/acknowledged in Banner database by the assigned course instructor in order for Financial Aid funds to be released for disbursement. If the attendance is not verified, then the funds cannot be released.

NOTE: If the student's class is purged due to non-payment, then the instructor will have to re-verify the student's attendance if the student re-registers for the same class during the same semester/payment period.

• Additional Assistance

Should assistance be made available to you from other sources, such as: scholarships, stipends, tuition waivers and/or outside agencies. Those awards, when combined with all other aid received, must not exceed your financial need and/or cost of attendance, depending on the type of aid received.

The following calculation is used to determine your financial need:

$$\text{Cost of Attendance (COA) - Expected Family Contribution (EFC) = Financial Need}$$

The **cost of attendance(COA)** is the estimated components of tuition, room/board, transportation, books/supplies, etc. used to create a student's budget according to housing plan you indicated on your FAFSA (For example, living with parent, off-campus, on-campus, etc.). This is required in order for the Financial Aid Office to create award packages for students.

The **expected family contribution (EFC)** is the Federal calculated contribution the U.S. Department of Education calculated based upon all of the data you indicated on the FAFSA. This figure is used to determine a student's Pell Grant eligibility.

The **financial need** is used to assist the Financial Aid Office in awarding a student and it tells them this is the maximum remaining eligibility a student has to receive funds.

However, if you have any questions about your cost of attendance, please visit the Office of Student

Financial Aid (Administration Building Room 164)

- **Others:**

The University reserves the right to review, adjust, or cancel an award due to changes in the following: Enrollment status, financial status, eligibility, and others.

- Default or owing a repayment of Title IV aid and failure to comply with University regulations will also constitute a reason for changing the awards.
- An over-award will be deducted from the student's award; otherwise, the student must repay the amount over-awarded.

BASIS FOR DENIAL OF FINANCIAL AID

Financial Aid may be denied for the following reasons:

1. Defaulting on loans;
2. Owing a repayment on any Title IV aid;
3. Falsifying information which affects the determination of eligibility for aid;
4. Failing to provide necessary verification/documentation; and
5. Failing to meet the satisfactory academic progress minimum standards.

Any student who has been disqualified from participating in student financial aid programs because of academic reasons may re-apply for consideration of such aid as soon as that student meets the prescribed standards for eligibility or has successfully appealed his/her determination.

VERIFICATION POLICY

Verification is the process used to check the accuracy of the information that a student submits when applying for Federal Student Aid. Verification procedures are governed by the Higher Education Act of 1965, as amended, and Subpart E of 34 CFR part 688 "Verification of Student Aid Application Information" regulations published in the Federal Register on March 14, 1986 and August 15, 1986.

Each school is required by the U. S. Department of Education to verify all applicants selected by the central processing system (CPS), up to a limit of (30) percent of its total Financial Aid Applicants for any type of Title IV student aid. Effective the 2014-2015 academic year, students selected for the verification process are assigned to 1 out of 6 Verification Tracking Groups.

The Pell Grant, Subsidized Direct Loan, Supplemental Educational Opportunity Grant (SEOG), and federal Work-Study are covered by verification.

The data items to be verified are:

1. Adjusted Gross Income (AGI) for the base year;
2. U. S. Income Tax paid for the base year;
3. Household size;

4. Number of family members attending post-secondary educational institutions as at least half-time students;
5. Citizenship status

The verification procedure is as follows:

The verifier reviews documents such as, but not limited to, the Internal Revenue Service (IRS) Tax Transcript, the SAR or ISIR, the non-tax filer form, if applicable, to check the accuracy of information reported. **Note:** Forms 1040, 1040A, 1040EZ are no longer acceptable.

Please respond promptly, within 2 weeks (14 days), to requests for information. Your file will be placed on HOLD until you respond. You will not receive the scheduled federal financial aid awards nor will we certify your student loan until you have provided the requested information. Financial Aid deferments will not be granted for students who have not completed the verification process.

Summer Assistance

During the summer term, a student may receive financial assistance (Pell Grants and Federal Stafford Loans) only if the student has remaining eligibility for that academic period. The SAR on file for the previous fall and/or spring is valid for the summer. All students interested in receiving Financial Aid for the Summer must complete a Summer Request Form to apply for any summer Pell Grant and/or Student Loan. Summer Request Forms may be obtained from the Financial Aid Office beginning March 15th with a priority submission date of May 15th. Loan proceeds for the summer are disbursed in two equal disbursements.

Students may also be awarded funds through the Federal/University Work-study and SEOG programs, provided funds remain available.

Summer only students are not eligible for financial assistance.

Statement of Student's Rights and Responsibilities

Students applying for financial aid at SUNO have certain rights and responsibilities that they should be aware of throughout the application and awarding process.

RIGHTS

The student has the right to know:

1. The financial aid programs available at SUNO.
2. The financial aid application procedure, including applicable deadlines.
3. How their financial aid eligibility was determined and how their need was met.
4. The University's refund and repayment policies.
5. The University's standard for maintaining satisfactory academic progress and the consequences if such progress is not made.

All students have the right to make an appointment with their Financial Aid Counselor in the Financial

Aid office during normal working hours in order to review their file. Appointments may be scheduled by calling (504) 286-5263.

RESPONSIBILITIES

The student has the following responsibilities as a recipient of financial aid at SUNO:

1. Complete and submit all required financial aid application materials accurately, by the established deadlines.
2. Promptly respond to inquiries and documentation requests from the Financial Aid Office.
3. Provide the Financial Aid Office with accurate information. (Deliberate misrepresentation of information is a violation of the law and could result in repayment of all aid received and indictment under the U.S. Criminal Code.)
4. Notify the Financial Aid Office if there has been a change in the family's circumstances, or if additional assistance is received from outside sources.
5. Comply with agreements made in accepting aid from federal, state, and institutional programs.
6. Maintain satisfactory academic progress for financial aid.
7. Apply for financial aid every year by the published deadlines.
8. Repay funds for which the student has been determined ineligible to receive.

Southern University at New Orleans Federal "Return of Title IV Funds" Policy

All students who resign from the University must submit written notice of resignation to the SUNO Registrar's Office.

If a student, who is disbursed Title IV financial Assistance, withdraws or stops attending class on or before completing 60% of the semester in which the Title IV aid was disbursed, the following Return of Title IV Funds policy will be applied. No adjustment will be made to tuition, fees, or Title IV aid for a student who withdraws after the 60% point of the semester.

Southern University at New Orleans implemented the Federal Return of Title IV Funds policy beginning with the Fall 2000 semester per the Higher Education Act of 1998. This policy applies to any student who receives Title IV aid: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Direct Loans (Subsidized and Unsubsidized) and who officially withdraws, drops out, is expelled, takes an unapproved leave of absence (unofficial withdrawal), or fails to return from an approved leave of absence (unofficial withdrawal). Refer to the "Withdrawal/Resignation" section of the SUNO catalog for requirements for officially withdrawing from school.

The amount of Title IV Funds to be returned to the applicable federal programs will be determined, using the student's withdrawal date, by calculating the percentage of the enrollment period for which the student did not complete. Scheduled breaks of five or more consecutive days are excluded. SUNO will return the lesser of the total of unearned aid or an amount equal to institutional charges multiplied by the percentage of unearned aid. The student will be responsible for repaying any remaining portion that was disbursed to them.

Failure to attend class or failure to resign properly could cause the student to receive a letter grade of "F" or "FX" in all courses. In this case, the student would still be subject to the return of funds policy once an official withdrawal date is established. Merely discontinuing class attendance is not considered to be a formal resignation from the university. Students who were awarded financial assistance and who discontinue class attendance may be held responsible for repayment of Title IV aid, tuition and fees. Please refer to the "Class Attendance Regulations" section of the SUNO catalog for requirements on class attendance.

If the student's portion of unearned Title IV funds is a student loan, no action by the school is necessary. Regular loan terms and conditions apply. If the student's portion of unearned Title IV funds is a Federal grant, the student will be required to return no more than 50% of the amount received for the enrollment period.

In the event of resignation, the SUNO institutional refund policy will be applied. After performing the Return to Title IV calculation, the student may be liable for any Title IV funds disbursed to their accounts in excess of the amount allowed by federal regulations. The school will determine which portion of any assistance the student owes. If no payment is made, holds will be placed on the student's account and the student will lose eligibility for Title IV aid unless the overpayment is paid in full or satisfactory repayment arrangements are made.

Unearned funds are allocated to the Title IV programs from which the student received assistance, in the following order:

1. Unsubsidized Federal Direct Loans
2. Subsidized Federal Direct Loans
3. Federal Pell Grant
4. Federal Supplemental Educational Opportunity Grant (SEOG) Program

Note: Refer to the "Refund of Fees" section of the SUNO catalog for more information.

Satisfactory Academic Progress (SAP) Policy for Financial Aid Eligibility

Southern University at New Orleans (SUNO) has adopted the following policy for the purpose of monitoring the academic progress of students receiving federal financial assistance. Those students receiving assistance through University or outside scholarship, stipend, and tuition waiver/exemption programs must meet the criteria established by the awarding entity. Satisfactory academic progress is measured quantitatively and qualitatively and is defined as passing a required number of hours pursued with a required grade point average. Satisfactory academic progress is required of all financial aid recipients at SUNO, including those students who have not participated in federal aid programs in the past.

Maximum Pursued Hours and Pace Completion Requirement

Pursued hours are all hours appearing on the transcript which may include "W," "P," "S," "U," "NC," "FX," and "I" grades. Remedial, repeated, transfer, suspended, and scholastic amnesty hours are also counted as pursued hours. Transfer credits earned at other institutions which are not applicable to an

academic program at SUNO will not be included in the assessment of SAP.

Evaluation Period

Satisfactory academic progress (SAP) is evaluated at the end of each spring semester for all students. At the end of each fall semester, SAP will be evaluated only for students who are on financial aid probation and/or have exceeded the maximum number of attempted hours allowed. At the end of each summer session, SAP will be assessed for students enrolled in summer school who have exceeded the maximum number of attempted hours allowed. Students failing to meet the required earned hours and cumulative grade point average at the time SAP is assessed will lose their financial aid eligibility for the subsequent academic year that they are enrolled at the University.

Undergraduate Students

Students who are enrolled in an eligible 4-year undergraduate curriculum must earn the required hours pursued/earned ratio and GPA. An undergraduate student may receive Federal Financial for a maximum of 150% of the total hours required by his/her degree program. Students may receive financial aid for a maximum of 180 pursued hours, which include hours pursued for double majors. Students who are enrolled in an eligible associate degree curriculum must earn the required pursued/earned hours ratio and 2.0 GPA. These students may receive financial aid for a maximum of 90 pursued hours.

Re-Admit Students

Re-admitted students are evaluated at the point of entry/re-entry and again at the end of the spring semester and summer session. Students failing to meet the required earned hours and cumulative grade point average at the time SAP is assessed will have the opportunity to submit a financial aid appeal.

Transfer Students

Transfer students are evaluated at the point of entry and students who do not meet SUNO's satisfactory academic progress requirements must file a financial aid appeal in order to be considered for financial aid. All transcripts from colleges/universities previously attended **must be received and evaluated** by the Office of Admissions or the Registrar's Office to determine satisfactory academic progress before financial aid is awarded.

Post-baccalaureate Students

Students holding a 4-year or graduate degree who are enrolled in the Associate of Arts Degree in Substance Abuse Certificate of Completion Program will be evaluated for satisfactory academic progress without regard to their undergraduate record. Students enrolled in the Program must earn 67% of the total hours pursued and maintain a cumulative GPA of 2.5. These students may receive financial aid for a maximum of 27 pursued hours.

Students holding a 4-year or graduate degree who are enrolled in the Post-Baccalaureate Program for Teacher Certification will be evaluated for satisfactory academic progress using the hours pursued/earned ratio and grade point average for post-baccalaureate hours only, without regard for their undergraduate record. Students must earn 67% of the hours attempted and maintain a cumulative GPA of 2.5. Students may receive Federal Direct Loans and Work Study for a maximum of 36 pursued hours.

Students holding a 4-year college degree and who are pursuing a second undergraduate degree must earn 67% of the total hours pursued and maintain a cumulative GPA of 2.5. These students may receive Federal Direct Loans and Work Study for a maximum of 60 pursued hours, which may also include hours from the degree already earned.

Students holding a 4-year college degree who are enrolled in prerequisite courses toward a graduate program at SUNO must earn 67% of the total pursued hours and maintain a cumulative GPA of 2.5. These students may receive Federal Direct Loans for a maximum of 12 consecutive months.

Graduate Students

A graduate student enrolled in an eligible curriculum is required to maintain a cumulative grade point average 3.0 and earn a minimum of seventy-five percent (75%) of the semester hours pursued. A graduate student may receive Federal Direct Loans and Work Study for a maximum of 150% of the total hours required by his/her degree program.

2nd Masters—A graduate student working on his/her 2nd Masters degree will be allowed federal financial aid up to 58 additional graduate level classes. This does not indicate the student will have an increased Federal loan limit if he/she has borrowed the maximum loans.

Financial Aid Appeal Procedures

Students who are denied financial aid based on unsatisfactory academic progress may appeal in the case of death or serious illness of an immediate family member, serious illness or injury to the student or to a dependent child, other traumatic life-altering events, or other special circumstances that the student would like the committee to consider, i.e., change of degree program, change of grades, academic amnesty, etc.

To file an appeal, students must complete and submit the Financial Aid Appeal Petition Form which can be obtained in the Office of Administration and Finance. Students must also include a letter to the Financial Aid Appeals Committee stating the reason(s) that they did not achieve satisfactory academic progress, a copy of an updated transcript, and supporting documentation. The Financial Aid Appeals Committee, which is appointed by the Chancellor, will review and consider all appeals. Effort will be made to notify students of the Committee's decision within two weeks after submission. However, students should be prepared to pay tuition and fees by the payment deadline, and be reimbursed if the appeal is approved and if they meet all eligibility requirements.

The Financial Aid Appeals should be submitted to:

**Financial Aid Appeals Committee
Southern University at New Orleans
Office of Administration and Finance
6400 Press Drive
New Orleans, LA 70126
(504) 286-5148**

Students are allowed the following number of appeals according to the grade levels indicated below:

Undergraduate Students may be allowed up to a maximum of four (4) reinstatements during their undergraduate matriculation.

Graduate and Post-Baccalaureate students may be allowed a maximum of two (2) reinstatements during their matriculation.

Financial aid eligibility is not reinstated by simply filing a financial aid appeal. All appeals are reviewed by the Financial Aid Appeals Committee which approves or denies reinstatement.

****GENERALLY, FINANCIAL AID APPEALS COMMITTEE DECISIONS ARE FINAL FOR THE AWARD PERIOD******Financial Aid Probation**

Students who are approved for financial aid reinstatement for the fall semester will be approved on a probationary basis, through the end of the fall semester. To continue on financial aid probation for the following spring semester, students must:

1. Successfully complete a minimum of 70% of the total hours pursued for the probation semester, and
2. Achieve the required cumulative grade point average for the total hours pursued.

Students on financial aid probation for the fall semester who fail to meet the above minimum standards will be ineligible to receive financial aid for the following spring semester. These students may appeal for reinstatement, provided a new mitigating circumstance occurred during that fall semester. Students on financial aid probation for the fall semester who meet the above criteria will be allowed to continue to receive financial aid on an extended probationary period for the following spring semester. Students who are approved for financial aid reinstatement for only the spring semester will be evaluated for overall satisfactory academic progress at the end of the spring semester.

Financial Aid Academic Plans

Students who are approved a Financial Aid Appeal but requires longer than one semester to meet university SAP standards, will be placed on an academic plan (which will include a list of conditions the student must follow). A student's academic plan will be created basis upon the student matriculation requirement needed to graduate. Students will meet with their academic advisor to create a successful plan and it will be evaluated every semester. Students will be closely monitored to make sure he/she are matriculating to graduate according to their assigned Academic program. In the event the student fails to meet his/her academic plan, then the student will have to meet with his/her Academic Advisor to discuss their case and further options including the possibility of submitting another Financial Aid appeal.

Financial Aid Appeal Deadlines

Generally, deadlines for filing financial aid appeals will be five working days prior to the first day of class. However, while awaiting appeal decisions, students should be prepared to pay tuition and fees by the payment deadline, and be reimbursed if the appeal is approved and if they meet all eligibility requirements. There will be no summer appeals. However, students not eligible for financial aid may attend the summer session at their own expense. Financial aid appeals are approved for subsequent semesters only and may not be applied to any semesters retroactively.

Reinstatement of Eligibility

Financial aid eligibility will be reinstated after any semester or summer session in which the student meets the university's overall satisfactory academic progress standards. The student will be notified of his/her eligibility reinstatement by the Financial Aid Office and will not have to file an appeal. However, the student must have filed a current Free Application for Federal Student Aid (FAFSA) to be considered for federal aid. Students who have questions about their situation may contact the Office of Student Financial Aid at (504) 286-5263.

Financial Aid Appeal Denials

If a student's appeal is denied, he/she may appeal for future aid. Staying out of school for one semester will not reinstate a student's financial aid eligibility. He/she must appeal upon his/her return

to the University. However, financial aid reinstatement may be considered for students who provide sufficient documentation to support a previously denied appeal, or demonstrate significant academic progress.

SATISFACTORY ACADEMIC PROGRESS (SAP) Policy (Effective Fall 2017)		
*UNDERGRADUATE STUDENTS (4-YEAR)		
Total Cumulative Hours Pursued	Min. Cum. % Earned	Min. Cumulative GPA
1 – 29	50%	2.00
30 – 59	60%	2.00
60 – 119	67%	2.00
120 – 180	70%	2.00
181+ Ineligible for Financial Aid		
*UNDERGRADUATE STUDENTS (ASSOCIATE—2-YEAR)		
1 – 29	50%	2.00
30 – 59	60%	2.00
60 – 90	67%	2.00
91 + Ineligible for Financial Aid		
POST- BACCALAUREATE STUDENTS		
1 – 27	67%	2.50 (Certificate of Completion)
28+ Ineligible for Financial Aid		
1 – 36	67%	2.50 (Teacher Certification)
37+ Ineligible for Financial Aid		
1 – 60	67%	2.50 (Second Degree)
61+ Ineligible for Financial Aid		
GRADUATE STUDENTS		
1 – 54	75%	3.00 (Education, CIS, Criminal Justice, and Museum Studies)
55+ Ineligible for Financial Aid		
1 – 93	75%	3.00 (Social Work)
94+ Ineligible for Financial Aid		
GRADUATE STUDENT'S 2nd MASTER'S		
1— 88	75%	3.00

For further information, contact the Office Student Financial Aid.

*See Tables A1 through A4 for further details of undergraduate and graduate attempted/earned hours and grade point average requirements.

TABLE A1: UNDERGRADUATE STUDENTS (4-YEAR)

Total Hrs. Pursued	Min. Cum. % Earned	Min. Cum. Hrs. Earned	Min. Cum. GPA	Total Hrs. Pursued	Min. Cum. % Earned	Min. Cum. Hrs. Earned	Min. Cum. GPA
1	50%	0.50	1.51	49	60%	29.40	1.70
2	50%	1.00	1.51	50	60%	30.00	1.70
3	50%	1.50	1.51	51	60%	30.60	1.70
4	50%	2.00	1.51	52	60%	31.20	1.70
5	50%	2.50	1.51	53	60%	31.80	1.70
6	50%	3.00	1.51	54	60%	32.40	1.70
7	50%	3.50	1.51	55	60%	33.00	1.70
8	50%	4.00	1.51	56	60%	33.60	1.70
9	50%	4.50	1.51	57	60%	34.20	1.70
10	50%	5.00	1.51	58	60%	34.80	1.70
11	50%	5.50	1.51	59	60%	35.40	1.70
12	50%	6.00	1.51	60	65%	40.20	2.00
13	50%	6.50	1.51	61	65%	40.87	2.00
14	50%	7.00	1.51	62	65%	41.54	2.00
15	50%	7.50	1.51	63	65%	42.21	2.00
16	50%	8.00	1.51	64	65%	42.88	2.00
17	50%	8.50	1.51	65	65%	43.53	2.00
18	50%	9.00	1.51	66	65%	44.22	2.00
19	50%	9.50	1.51	67	65%	44.89	2.00
20	50%	10.00	1.51	68	65%	45.56	2.00
21	50%	10.50	1.51	69	65%	46.23	2.00
22	50%	11.00	1.51	70	65%	46.90	2.00
23	50%	11.50	1.51	71	65%	47.57	2.00
24	50%	12.00	1.51	72	65%	48.24	2.00
25	50%	12.50	1.51	73	65%	48.91	2.00
26	50%	13.00	1.51	74	65%	49.58	2.00
27	50%	13.50	1.51	75	65%	50.25	2.00
28	50%	14.00	1.51	76	65%	50.92	2.00
29	50%	14.50	1.51	77	65%	51.59	2.00
30	60%	18.00	1.70	78	65%	52.26	2.00
31	60%	18.60	1.70	79	65%	52.93	2.00
32	60%	19.20	1.70	80	65%	53.60	2.00
33	60%	19.80	1.70	81	65%	54.27	2.00
34	60%	20.40	1.70	82	65%	54.94	2.00
35	60%	21.00	1.70	83	65%	55.61	2.00
36	60%	21.60	1.70	84	65%	56.28	2.00
37	60%	22.20	1.70	85	65%	56.95	2.00
38	60%	22.80	1.70	86	65%	57.62	2.00
39	60%	23.40	1.70	87	65%	58.29	2.00
40	60%	24.00	1.70	88	65%	58.96	2.00
41	60%	24.60	1.70	89	65%	59.63	2.00
42	60%	25.20	1.70	90	65%	60.30	2.00
43	60%	25.80	1.70	91	65%	60.97	2.00
44	60%	26.40	1.70	92	65%	61.64	2.00
45	60%	27.00	1.70	93	65%	62.31	2.00
46	60%	27.60	1.70	94	65%	62.98	2.00
47	60%	28.20	1.70	95	65%	63.65	2.00

48	60%	28.80	1.70		96	65%	64.32	2.00
97	65%	64.99	2.00		145	70%	101.50	2.00
98	65%	65.66	2.00		146	70%	102.20	2.00
99	65%	66.33	2.00		147	70%	102.90	2.00
100	65%	67.00	2.00		148	70%	103.60	2.00
101	65%	67.67	2.00		149	70%	104.30	2.00
102	65%	68.34	2.00		150	70%	105.00	2.00
103	65%	69.01	2.00		151	70%	105.70	2.00
104	65%	69.68	2.00		152	70%	106.40	2.00
105	65%	70.35	2.00		153	70%	107.10	2.00
106	65%	71.02	2.00		154	70%	107.80	2.00
107	65%	71.69	2.00		155	70%	108.50	2.00
108	65%	72.36	2.00		156	70%	109.20	2.00
109	65%	73.03	2.00		157	70%	109.90	2.00
110	65%	73.70	2.00		158	70%	110.60	2.00
111	65%	74.37	2.00		159	70%	111.30	2.00
112	65%	75.04	2.00		160	70%	112.00	2.00
113	65%	75.71	2.00		161	70%	112.70	2.00
114	65%	76.38	2.00		162	70%	113.40	2.00
115	65%	77.05	2.00		163	70%	114.10	2.00
116	65%	77.72	2.00		164	70%	114.80	2.00
117	65%	78.39	2.00		165	70%	115.50	2.00
118	65%	79.06	2.00		166	70%	116.20	2.00
119	65%	79.73	2.00		167	70%	116.90	2.00
120	70%	84.00	2.00		168	70%	117.60	2.00
121	70%	84.70	2.00		169	70%	118.30	2.00
122	70%	85.40	2.00		170	70%	119.00	2.00
123	70%	86.10	2.00		171	70%	119.70	2.00
124	70%	86.80	2.00		172	70%	120.40	2.00
125	70%	87.50	2.00		173	70%	121.10	2.00
126	70%	88.20	2.00		174	70%	121.80	2.00
127	70%	88.90	2.00		175	70%	122.50	2.00
128	70%	89.60	2.00		176	70%	123.20	2.00
129	70%	90.30	2.00		177	70%	123.90	2.00
130	70%	91.00	2.00		178	70%	124.60	2.00
131	70%	91.70	2.00		179	70%	125.30	2.00
132	70%	92.40	2.00		180	70%	126.00	2.00
133	70%	93.10	2.00		181+ Ineligible for Financial Aid			
134	70%	93.80	2.00		Revised 07/11/17			
135	70%	94.50	2.00					
136	70%	95.20	2.00					
137	70%	95.90	2.00					
138	70%	96.60	2.00					
139	70%	97.30	2.00					
140	70%	98.00	2.00					
141	70%	98.70	2.00					
142	70%	99.40	2.00					
143	70%	100.1	2.00					
144	70%	100.8	2.00					

TABLE A2: UNDERGRADUATE STUDENTS (ASSOCIATE)

Total Hrs. Pursued	Min. Cum. % Earned	Min. Cum. Hrs. Earned	Min. Cum. GPA	Total Hrs. Pursued	Min. Cum. % Earned	Min. Cum. Hrs. Earned	Min. Cum. GPA
1	50%	0.50	1.51	48	60%	28.80	1.70
2	50%	1.00	1.51	49	60%	29.40	1.70
3	50%	1.50	1.51	50	60%	30.00	1.70
4	50%	2.00	1.51	51	60%	30.60	1.70
5	50%	2.50	1.51	52	60%	31.20	1.70
6	50%	3.00	1.51	53	60%	31.80	1.70
7	50%	3.50	1.51	54	60%	32.40	1.70
8	50%	4.00	1.51	55	60%	33.00	1.70
9	50%	4.50	1.51	56	60%	33.60	1.70
10	50%	5.00	1.51	57	60%	34.20	1.70
11	50%	5.50	1.51	58	60%	34.80	1.70
12	50%	6.00	1.51	59	60%	35.40	1.70
13	50%	6.50	1.51	60	65%	39.00	2.00
14	50%	7.00	1.51	61	65%	39.65	2.00
15	50%	7.50	1.51	62	65%	40.30	2.00
16	50%	8.00	1.51	63	65%	40.95	2.00
17	50%	8.50	1.51	64	65%	41.60	2.00
18	50%	9.00	1.51	65	65%	42.25	2.00
19	50%	9.50	1.51	66	65%	42.90	2.00
20	50%	10.00	1.51	67	65%	43.55	2.00
21	50%	10.50	1.51	68	65%	44.20	2.00
22	50%	11.00	1.51	69	65%	44.85	2.00
23	50%	11.50	1.51	70	65%	45.50	2.00
24	50%	12.00	1.51	71	65%	46.15	2.00
25	50%	12.50	1.51	72	65%	46.80	2.00
26	50%	13.00	1.51	73	65%	47.45	2.00
27	50%	13.50	1.51	74	65%	48.10	2.00
28	50%	14.00	1.51	75	65%	48.75	2.00
29	50%	14.50	1.51	76	65%	49.40	2.00
30	60%	18.00	1.70	77	65%	50.05	2.00
31	60%	18.60	1.70	78	65%	50.70	2.00
32	60%	19.20	1.70	79	65%	51.35	2.00
33	60%	19.80	1.70	80	65%	52.00	2.00
34	60%	20.40	1.70	81	65%	52.65	2.00
35	60%	21.00	1.70	82	65%	53.30	2.00
36	60%	21.60	1.70	83	65%	53.95	2.00
37	60%	22.20	1.70	84	65%	54.60	2.00
38	60%	22.80	1.70	85	65%	55.25	2.00
39	60%	23.40	1.70	86	65%	55.90	2.00
40	60%	24.00	1.70	87	65%	56.55	2.00
41	60%	24.60	1.70	88	65%	57.20	2.00
42	60%	25.20	1.70	89	65%	57.85	2.00
43	60%	25.80	1.70	90	65%	58.50	2.00
44	60%	26.40	1.70	91+ Ineligible for Financial Aid			
45	60%	27.00	1.70				
46	60%	27.60	1.70	Revised: 07/11/17			
47	60%	28.20	1.70				

TABLE A3: POST-BACCALAUREATE STUDENTS

Certification of Completion			
Total Hrs. Pursued	Min. Cum. % Earned	Min. Cum. Hrs. Earned	Min. Cum. GPA
1	67%	0.67	2.50
2	67%	1.34	2.50
3	67%	2.01	2.50
4	67%	2.68	2.50
5	67%	3.35	2.50
6	67%	4.02	2.50
7	67%	4.69	2.50
8	67%	5.36	2.50
9	67%	6.03	2.50
10	67%	6.70	2.50
11	67%	7.37	2.50
12	67%	8.04	2.50
13	67%	8.71	2.50
14	67%	9.38	2.50
15	67%	10.05	2.50
16	67%	10.72	2.50
17	67%	11.39	2.50
18	67%	12.06	2.50
19	67%	12.73	2.50
20	67%	13.40	2.50
21	67%	14.07	2.50
22	67%	14.74	2.50
23	67%	15.41	2.50
24	67%	16.08	2.50
25	67%	16.75	2.50
26	67%	17.42	2.50
27	67%	18.09	2.50
37+ Ineligible for Financial Aid			
Revised: 6/17/2014			

Teacher Certification			
Total Hrs. Pursued	Min. Cum. % Earned	Min. Cum. Hrs. Earned	Min. Cum. GPA
1	67%	0.67	2.50
2	67%	1.34	2.50
3	67%	2.01	2.50
4	67%	2.68	2.50
5	67%	3.35	2.50
6	67%	4.02	2.50
7	67%	4.69	2.50
8	67%	5.36	2.50
9	67%	6.03	2.50
10	67%	6.07	2.50
11	67%	7.37	2.50
12	67%	8.04	2.50
13	67%	8.71	2.50
14	67%	9.38	2.50
15	67%	10.05	2.50
16	67%	10.72	2.50
17	67%	11.39	2.50
18	67%	12.06	2.50
19	67%	12.73	2.50
20	67%	13.40	2.50
21	67%	14.07	2.50
22	67%	14.74	2.50
23	67%	15.41	2.50
24	67%	16.08	2.50
25	67%	16.75	2.50
26	67%	17.42	2.50
27	67%	18.09	2.50
28	67%	18.76	2.50
29	67%	19.43	2.50
30	67%	20.10	2.50
31	67%	20.77	2.50
32	67%	21.44	2.50
33	67%	22.11	2.50
34	67%	22.78	2.50
35	67%	23.45	2.50
36	67%	24.12	2.50
37+ Ineligible for Financial Aid			
Revised: 6/17/2014			

TABLE A3: POST-BACCALAUREATE STUDENTS (continued)**Second Degree**

Total Hrs. Pursued	Min. Cum. % Earned	Min. Cum. Hrs. Earned	Min. Cum. GPA	Total Hrs. Pursued	Min. Cum. % Earned	Min. Cum. Hrs. Earned	Min. Cum. GPA
1	67%	0.67	2.50	33	67%	22.11	2.50
2	67%	1.34	2.50	34	67%	22.78	2.50
3	67%	2.01	2.50	35	67%	23.45	2.50
4	67%	2.68	2.50	36	67%	24.12	2.50
5	67%	3.35	2.50	37	67%	24.79	2.50
6	67%	4.02	2.50	38	67%	25.45	2.50
7	67%	4.69	2.50	39	67%	26.13	2.50
8	67%	5.36	2.50	40	67%	26.80	2.50
9	67%	6.03	2.50	41	67%	27.47	2.50
10	67%	6.07	2.50	42	67%	28.14	2.50
11	67%	7.37	2.50	43	67%	28.81	2.50
12	67%	8.04	2.50	44	67%	29.48	2.50
13	67%	8.71	2.50	45	67%	30.15	2.50
14	67%	9.38	2.50	46	67%	30.82	2.50
15	67%	10.05	2.50	47	67%	31.49	2.50
16	67%	10.72	2.50	48	67%	32.16	2.50
17	67%	11.39	2.50	49	67%	32.83	2.50
18	67%	12.06	2.50	50	67%	33.50	2.50
19	67%	12.73	2.50	51	67%	34.17	2.50
20	67%	13.40	2.50	52	67%	34.84	2.50
21	67%	14.07	2.50	53	67%	35.51	2.50
22	67%	14.74	2.50	54	67%	36.18	2.50
23	67%	15.41	2.50	55	67%	36.85	2.50
24	67%	16.08	2.50	56	67%	37.52	2.50
25	67%	16.75	2.50	57	67%	38.19	2.50
26	67%	17.42	2.50	58	67%	38.86	2.50
27	67%	18.09	2.50	59	67%	39.53	2.50
28	67%	18.76	2.50	60	67%	40.20	2.50
29	67%	19.43	2.50	61+ Ineligible for Financial Aid			
30	67%	20.10	2.50	Revised: 10/04/2004			
31	67%	20.77	2.50				
32	67%	21.44	2.50				

Graduate credit hours are generally earned in increments of three (3), except for the Social Work program which has one and two hour courses. To the advantage of students, the percentages represented below in the Min. Cum. Hrs. Earned column have been rounded down to the nearest three hour sum.

TABLE A4: GRADUATE STUDENTS

Total Hrs. Pursued	Min. Cum. % Earned	Min. Cum. Hrs. Earned	Min. Cum. GPA	Total Hrs. Pursued	Min. Cum. % Earned	Min. Cum. Hrs. Earned	Min. Cum. GPA
1	75%	0.75	3.00	46	75%	34.50	3.00
2	75%	1.50	3.00	47	75%	35.25	3.00
3	75%	2.25	3.00	48	75%	36.00	3.00
4	75%	3.00	3.00	49	75%	36.75	3.00
5	75%	3.75	3.00	50	75%	37.50	3.00
6	75%	4.50	3.00	51	75%	38.25	3.00
7	75%	5.25	3.00	52	75%	39.00	3.00
8	75%	6.00	3.00	53	75%	39.75	3.00
9	75%	6.75	3.00	54	75%	40.50	3.00
10	75%	7.50	3.00	55	75%	41.25	3.00
11	75%	8.25	3.00	56	75%	42.00	3.00
12	75%	9.00	3.00	57	75%	42.75	3.00
13	75%	9.75	3.00	58	75%	43.50	3.00
14	75%	10.50	3.00	59	75%	44.25	3.00
15	75%	11.25	3.00	60	75%	45.00	3.00
16	75%	12.00	3.00	61	75%	45.75	3.00
17	75%	12.75	3.00	62	75%	46.50	3.00
18	75%	13.50	3.00	63	75%	47.25	3.00
19	75%	14.25	3.00	64	75%	48.00	3.00
20	75%	15.00	3.00	65	75%	48.75	3.00
21	75%	15.75	3.00	66	75%	49.50	3.00
22	75%	16.50	3.00	67	75%	50.25	3.00
23	75%	17.25	3.00	68	75%	51.00	3.00
24	75%	18.00	3.00	69	75%	51.75	3.00
25	75%	18.75	3.00	70	75%	52.50	3.00
26	75%	19.50	3.00	71	75%	53.25	3.00
27	75%	20.25	3.00	72	75%	54.00	3.00
28	75%	21.00	3.00	73	75%	54.75	3.00
29	75%	21.75	3.00	74	75%	55.50	3.00
30	75%	22.50	3.00	75	75%	56.25	3.00
31	75%	23.25	3.00	76	75%	57.00	3.00
32	75%	24.00	3.00	77	75%	57.75	3.00
33	75%	24.75	3.00	78	75%	58.50	3.00
34	75%	25.50	3.00	79	75%	59.25	3.00
35	75%	26.25	3.00	80	75%	60.00	3.00
36	75%	27.00	3.00	81	75%	60.75	3.00
37	75%	27.75	3.00	82	75%	61.50	3.00
38	75%	28.50	3.00	83	75%	62.25	3.00
39	75%	29.25	3.00	84	75%	63.00	3.00
40	75%	30.00	3.00	85	75%	63.75	3.00
41	75%	30.75	3.00	86	75%	64.50	3.00
42	75%	31.50	3.00	87	75%	65.25	3.00
43	75%	32.25	3.00	88	75%	66.00	3.00
44	75%	33.00	3.00	89	75%	66.75	3.00
45	75%	33.75	3.00	90	75%	67.50	3.00
91	75%	68.25	3.00	94+ Ineligible for Financial Aid			
92	75%	69.00	3.00	Approved: 7/2/2001			
93	75%	69.75	3.00	Revised: 6/17/2044			

For further information, contact the Registrar's Office or the Financial Aid Office.

Fees and Expenses

Fees and Expenses

Fees are assessed against all students who enroll in Southern University at New Orleans. The amount of fees assessed is determined in accordance with the student's residential status and the number of semester hours for which the student enrolls. Students who do not hold legal residence in the state pay a nonresident fee in addition to University fees.

All full-time undergraduate students enrolled in the University will pay \$3,371.50 in fees for the Fall semester and \$3,363.00 in fees for the Spring semester. Full-time graduate students will pay \$4,176.00 in fees for the Fall semester and \$4,167.50 in fees for the Spring semester. Included in the payments are general registration fees, health fees, building use fees, breakage fees, insurance fees and student assessed fees.

Summer school fees total \$1,270.63 for a full-time undergraduate and \$1,700.63 for a full-time graduate student.

No student is registered until fees are paid.

FEES FOR UNDERGRADUATE STUDENTS* FALL		
Credit Hours	Total Fees	Out-of-State Fees
0 (Audit)	\$ 1,203.00	N/A
1	1,504.00	N/A
2	1,533.00	N/A
3	1,562.00	N/A
4	1,969.00	\$ 2,225.22
5	1,998.00	2,225.22
6	2,027.00	2,225.22
7	2,555.00	3,337.82
8	2,584.00	3,337.82
9	2,613.00	3,337.82
10	3,002.00	4,094.40
11	3,031.00	4,094.40
12	3,371.50	4,450.43

* The University reserves the right to change fees without notice

FEEES FOR GRADUATE STUDENTS*		
FALL		
Credit Hours	Total Fees	Out-of-State Fees
0 (Audit)	\$ 1,395.00	N/A
1	1,821.00	N/A
2	1,850.00	N/A
3	1,879.00	N/A
4	2,429.00	\$ 2,308.01
5	2,458.00	2,308.01
6	2,487.00	2,308.01
7	3,646.00	3,081.97
8	3,675.00	3,081.97
9	4,176.00	3,470.69

FEEES FOR UNDERGRADUATE STUDENTS*		
SPRING		
Credit Hours	Total Fees	Out-of-State Fees
0 (Audit)	\$ 1,194.00	N/A
1	1,495.50	N/A
2	1,524.50	N/A
3	1,553.50	N/A
4	1,960.50	\$ 2,225.22
5	1,989.50	2,225.22
6	2,018.60	2,225.22
7	2,546.50	3,337.82
8	2,575.50	3,337.82
9	2,604.50	3,337.82
10	2,993.50	4,094.40
11	3,022.50	4,094.40
12	3,363.00	4,450.43

* The University reserves the right to change fees without notice

FEES FOR GRADUATE STUDENTS*		
SPRING		
Credit Hours	Total Fees	Out-of-State Fees
0 (Audit)	\$1,386.50	N/A
1	1,812.50	N/A
2	1,841.50	N/A
3	1,870.50	N/A
4	2,420.50	\$ 2,308.01
5	2,449.50	2,308.01
6	2,478.50	2,308.01
7	3,637.50	3,081.97
8	3,666.50	3,081.97
9	4,167.50	3,470.69

Application Fee.....	\$ 20.00
Café Cash (Non-Housing Students)	\$125.00
Laboratory Fee	\$ 10.00
Field Practicum Undergraduate.....	\$ 80.00
Field Practicum Graduate.....	\$150.00
Student Teaching Fee.....	\$200.00
Live Tech Assessment (1 st Time Students)	\$ 98.00

FEES FOR UNDERGRADUATE STUDENTS*		
SUMMER		
Credit Hours	General Fees	Out-of-State Fees
0 (Audit)	\$ 490.63	N/A
1	979.63	N/A
2	1,006.63	N/A
3	1,033.63	N/A
4	1,270.63	\$1,112.50
5	1,297.63	1,112.50
6	1,324.63	1,112.50
7	1,351.63	1,112.50
8	1,378.63	1,112.50
9	1,405.63	1,112.50
10	1,432.63	1,112.50

* The University reserves the right to change fees without notice

FEES FOR GRADUATE STUDENTS* SUMMER		
Credit Hours	General Fees	Out-of-State Fees
0 (Audit)	\$ 564.63	N/A
1	1,295.63	N/A
2	1,322.63	N/A
3	1,349.63	N/A
4	1,700.63	\$ 1,154.00
5	1,727.63	1,154.00
6	1,754.63	1,154.00

Application Fee	\$ 20.00
Laboratory Fee	\$ 10.00
Field Practicum Undergraduate	\$ 80.00
Field Practicum Graduate	\$150.00
Student Teaching Fee	\$200.00

Cash, certified checks, money orders, Visa, MasterCard, Discover. No personal checks will be accepted at Southern University at New Orleans.

WITHDRAWAL/RESIGNATION FROM THE UNIVERSITY

When a student finds it necessary to discontinue enrollment prior to the end of the semester or summer term, the student must complete a withdrawal card, obtainable from the Center for Student Retention and Success. The student must provide a valid reason for resigning and must clear all University accounts. The withdrawal card, completed and properly signed, must be submitted to the Office of records, whereby making the transaction official.

When a student ceases enrollment or stops attending the University at any time during a semester or summer session without completing a withdrawal card, the student will receive an "FX" grade in all courses, which denotes a failure to attend.

When a student officially withdraws or stops attending classes, the University is required to perform a recalculation of tuition and fees. This may result in indebtedness to the University or to the Title IV program.

FALL & SPRING REFUND POLICY

Provided that tuition has been paid in full, refunds are issued, to students who have officially withdrawn from the University, in accordance with the refund schedule. The withdrawal date is determined by the Office of the Registrar.

FEES AND EXPENSES

Two different refund methods are used: (1) Southern University at New Orleans Institutional Refund Policy and (2) Federal Government Refund Policy.

Tuition and some fees are credited to the student's account as follows:

If Student Withdraws:	SUNO Refund (Non-Title IV Funds)
Before classes begin	90%
First day of class through the seventeenth day of class	75%
Eighteenth day of class through the twenty-fourth day of class	50%
On the twenty-fifth day of class through the end of the semester	0%

For those students who registered at the University with the assistance of Federal Financial Aid, regulations established by the government will be used to calculate refunds.

Through the 60% point of enrollment, Department of Education Title IV software is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the period of enrollment, a student has earned 100% of the Title IV funds.

SUMMER REFUND POLICY

Refunds are issued to students who have officially withdrawn from the University. The withdrawal date is determined by the Office of the Registrar only.

Two different refund methods are used: (1) Southern University at New Orleans Institutional Refund Policy and (2) Federal Government Refund Policy.

Tuition and some fees are credited to the student's account as follows:

If Student Withdraws:	SUNO Refund (Non-Title IV Funds)
Before classes begin	90%
First day of class through the seventh day of class	75%
Eighth day of class through the twelfth day of class	50%
After the twelfth day of class	0%

For those students who registered at the University with the assistance of Federal Financial Aid, regulations established by the government will be used to calculate refunds.

Through the 60% point of enrollment, Department of Education Title IV software is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the period of enrollment, a student has earned 100% of the Title IV funds.

Return of funds by the University

The government regulations also specify the order in which monies will be refunded to the aid programs and the student. The University must distribute the refund in the following order:

1. Federal Family Education Loan Programs
(Federal SLS/Unsubsidized Federal Stafford/Subsidized Federal Stafford/Federal Plus)
2. Federal Direct Stafford/Federal Direct Plus Loans
3. Federal Perkins Loans Program
4. Federal PELL Grants
5. Federal Supplemental Educational Opportunity Grant (SEOG)
6. Other Title IV Programs (SSIG)
7. Other Federal, State, Private, or University Aid Programs
8. Student

Examples of the refund policy and calculations are readily available to students upon request in the Comptroller's Office located on the 1st floor of the HPE Building.

Non-Refundable Fees

Student insurance, athletic, parking, student union, breakage, technology, late registration and student identification fees are non-refundable.

DROPPING COURSES

If a student reduces their course load by dropping one or more courses, in the Fall or Spring, before the 14th day of class, and in the Summer, before the 7th day of class, tuition and fees are reduced by 100% of the difference. Students who drop classes beyond the designated periods will still be responsible for the entire cost of tuition.

Administrative Regulations

Admission Policies and Procedures

Southern University at New Orleans is open to all persons who are eligible for admission regardless of race, color, sex, religion, age, national origin, disability or veteran status. Eligibility for admission is determined by the Office of Recruitment and Admissions in accordance with policies established by the University and the Southern University Board of Supervisors. Admission decisions are determined in accordance with University regulations and are based upon evidence provided in the application for admission and related documents. ALL RECORDS SUBMITTED BECOME THE PROPERTY OF THE UNIVERSITY AND CANNOT BE RETURNED.

APPLICATION

Applicants for admission should submit their applications by July 1 for Fall, December 1 for Spring, or May 1 for the Summer Session. An application for admission may be completed online at www.suno.edu or may be requested from the Office of Recruitment and Admissions, Southern University at New Orleans, 6400 Press Drive, New Orleans, LA 70126. A non-refundable application fee of \$20.00 (\$30.00 for international students) must be paid for an application to be processed.

FRESHMAN ADMISSION

Only traditional high school graduates and non-traditional students (students who have completed the General Educational Development (GED) test; home schooled; and other students certified by appropriate state agencies as high school graduate and/or its equivalency) are eligible for admission. All first-time college students must satisfy the following criteria for admission:

- Completion of the Louisiana Board of Regents high school Core 4 Curriculum; **AND**
- High school overall GPA of 2.0 or greater; **AND**
- ACT composite score of 20 (SAT 950) or greater; **OR**
- High school GPA of 2.0 on core courses.

First-time college students, who graduate from out-of-state schools or are home schooled, must meet one of the following minimum admissions criteria:

Criteria 1

- Completion of Louisiana Board of Regents' high school Core 4 Curriculum: **AND**
- Minimum high school overall GPA of 2.0 on a 4.0 scale; **AND**
- Minimum composite ACT score of 20 (SAT score of 950); **OR**
- High school GPA of 2.0 on core courses.

Criteria 2 (Students who have <19 but at least 17 units of the required Core 4 Curriculum)

- Minimum composite ACT score of 20 (SAT score of 950); **AND**
- Minimum ACT English score of 18 and Math score of 19 (SAT verbal score of 450 or SAT Math score of 460-470); **AND**
- Minimum high school overall GPA of 2.0 on a 4.0 scale; **AND**
- High school GPA of 2.0 on 17-18 units of core courses.

Criteria 3

- Minimum composite ACT score of 23 (SAT score of 1060); **AND**
- Minimum ACT English score of 18 and Math score of 19 (SAT verbal score of 450 or SAT Math score of 460-470); **AND**
- Minimum high school overall GPA of 2.0 on a 4.0 scale.

A completed application for admission must be supported by transcripts, ACT scores if under the age of 25, proof of immunizations or request for exemption, and a non-refundable application fee. Transcripts of Louisiana high school graduates after 2004 will be transmitted electronically upon the completion of the admissions applications. All other applicants must request high school transcripts to be sent to the Office of Admissions. Students may be provisionally or conditionally admitted with a seven semester transcript, pending the receipt of the final transcript certifying graduation. Certification of graduation for Louisiana high school graduates will be done by the Department of Education/Board of Regents for students graduating after 2004, all other students are required to furnish certification of graduation immediately upon graduating. However, all requirements must be met within sixty (60) days of the beginning of classes. **Note: Only the Director of Recruitment and Admissions for new applicants or the University Registrar for returning SUNO students, may grant provisional or conditional admission.** Applicants will be notified after the application and all supporting documents have been received.

EARLY ADMISSION

Students who have completed the junior year of high school and have maintained the following standards are eligible for early admission to Southern University at New Orleans:

1. Must have maintained a B or better average in all courses pursued during three (3) years or six (6) semesters of high school.
2. Must have made a minimum ACT composite score of 18.
3. Must have minimum ACT English sub-score of 18 or Mathematics 19 to enroll in college level course.
4. Must be recommended by the Counselor or Principal of the high school attended.

Listed below are categories of Early Admission:

Early Start Program: Students may enroll in two courses in their junior and senior year simultaneously with their high school courses. Upon approval, credit may be used to satisfy high school requirements, and/or used as deferred college credit.

READMISSION

A student who desires readmission to the University after an interruption of attendance for any reason must request and complete a readmission application. Students who have been in attendance at other universities/colleges must also have a record of any credits earned since last enrolled at Southern University at New Orleans sent directly to the Office of Records.

Fees: Undergraduate - \$20.00 – Graduate - \$25.00

ADMISSION OF TRANSFER STUDENTS

Students who plan to transfer to SOUTHERN UNIVERSITY AT NEW ORLEANS are required to submit applications and supporting documents by the application deadline. Applications must be supported by official transcripts of all previous academic work, a completed health form and application fee. Students must list all previous colleges and universities attended in the area indicated on the application. Failure to do so will result in dismissal from the University and cancellation of work completed at SUNO.

TRANSFER STUDENTS ARE EXPECTED TO BE ELIGIBLE TO RE-ENTER THE INSTITUTION FROM WHICH THEY ARE TRANSFERRING.

The maximum number of hours a student is allowed to transfer is 93 from four year institutions and 64 from 2 year institutions. The extent to which transferable courses passed with a grade of "C" or better, earned at a regionally accredited college or university will be counted toward a degree at SUNO will be determined by the Director of Recruitment and Admissions for new transfer students or the Registrar for re-admitted transfer students, and the college dean or department head of the student's chosen major. Official evaluation of transfer courses will be provided upon receipt of a completed application and all official transcripts. All credits accepted by SUNO are recorded on the student's official transcript. Credits which are more than ten years old may only be applied toward satisfying degree requirements with the approval of the department chair of the student's chosen major. Students may be required to furnish course descriptions/syllabi of previous work.

Transfer students will be advised in the department of their chosen major. Students desiring to transfer from Regionally Accredited colleges and universities to Southern University with less than 12 semester hours of course work must meet the same requirements as first-time freshmen. Students who transfer 30 semester hour or more are exempt from College Survival Skills.

Transfer students who have earned 18 or more college-level credit hours must:

- Have a transferrable Associate Degree (AA or AS) or higher; **OR**
- Have a minimum cumulative GPA of 2.0 on all college-level courses;
- Have earned credit for college level Math and English.
- Submit an official transcript(s) from all the universities/colleges that have been attended.
- Be eligible to return to the institution from which they are transferring.
- Submit a copy of the immunization record.
- Submit a transfer reference sheet that is to be completed by the Dean of Student Affairs.

Questions concerning transfer credits should be referred to the Office of Recruitment and Admissions at (504) 286-5314.

ADMISSION OF INTERNATIONAL APPLICANTS

Qualified International applicants are considered for admission as freshmen or transfer students. Applicants whose native language is not English are required to submit scores earned on the Test of English as a Foreign Language (TOEFL), a test designed to ascertain proficiency in English, administered at overseas testing centers. A student wishing to take the test should write directly to: TOEFL, Educational Testing Service, Princeton, New Jersey 08540. A minimum score of 173 (Computer based) is required.

Applicants must be advanced in English comprehension and be able to participate in class discussion. First consideration will be given applicants who submit early applications. Scores on the American College Test (ACT) will be required of all freshmen and of transfer applicants not completing 30 hours if under the age of 25. International applicants must also submit notarized affidavits of support.

Transfer applicants must submit official/original foreign transcripts along with an official course-by-course transcript evaluation preferable from the American Association of Collegiate Registrars and Admissions Officers (AACRAO) or other recognized evaluation agency to receive college credit from a foreign college or university. If evaluated transcripts are not submitted at the time of application, students will have to meet the requirements for first time freshmen until such time as the evaluation is complete. Evaluation forms may be received by contacting the Office of Recruitment and Admissions, SOUTHERN UNIVERSITY AT NEW ORLEANS, 6400 Press Drive, New Orleans, LA 70126 / (504) 286-5314; or through the AACRAO web site at www.AACRAO.com.

An international student should apply for admission (including the taking of the TOEFL and the ACT and the filing of all required credentials) at least 90 days prior to the planned date of enrollment at SUNO so as to allow enough time for a letter of acceptance and a SEVIS form I-20 to be sent.

ADMISSION OF UNCLASSIFIED/SPECIAL/NON-DEGREE STUDENTS

Applicants 25 years or older who desire to take courses and are not pursuing a degree at SUNO, may be admitted upon completing of an admissions applications as non-degree seeking special students. Students admitted as special students must meet regular admissions requirements to be admitted into a degree seeking student.

SUMMER ONLY/TRANSIENT STUDENTS

Students in good standing at an accredited college or university who are currently enrolled and who wish enroll at Southern University at New Orleans for a semester or summer session may be considered for admission. Such admission will terminate at the end of the semester or summer session and does not assume acceptance by any college/department of the University. Students attending on this basis must submit a letter of good standing from the college or university in which they are currently enrolled, stating the total number of credit hours previously earned. This letter of good standing will be accepted in lieu of an official transcript. Such students are required to take courses on the Southern University at New Orleans Campus only, and are not eligible to receive financial aid or scholarship.

ADMISSION ON AN AUDIT BASIS

A person who does not desire to earn university credit may enroll as an "Audit" student. No transcript is required for audit enrollment. An audit student must complete an application. Credit for audited courses cannot be obtained during the same semester a student is enrolled in the audit course. The decision should be made at the time of registration. Changes from audit to credit or from credit to audit must be made by the official end of Late Registration as listed in the academic calendar. Students who wish to audit courses must follow the same admissions procedures as credit students.

GOLDEN SCHOLARS PROGRAM (SENIOR CITIZENS)

This program is designed to encourage Louisiana residents over 62 years of age to enroll in credit classes at Southern University at New Orleans (SUNO). It has been made possible by state legislation which exempts persons age 62 and over from payment of tuition and fees at all public colleges and universities in the state. The costs of textbooks and special fees are not included in the fee exemption.

The same academic regulations which apply to the student body in general also apply to Golden Scholars. These include class attendance, testing, course prerequisites, and admission requirements. For more information please contact the Office of Recruitment and Admissions.

ADMISSION OF STUDENTS WITH DISABILITIES

Many of the University's educational programs are readily accessible to students with a variety of disabilities and the university is taking further steps to eliminate barriers to program participation by qualified students with disabilities.

Students with disabilities, like all other applicants, are encouraged to visit the campus as early as possible in the application process. Campus tours may be arranged in advance. Applicants who may need and are eligible for auxiliary aids (such as readers and interpreters) should apply for vocational rehabilitation benefits through their home parishes as early as possible.

The University will treat confidentially all inquiries from students with disabilities. Any documentation voluntarily provided by students with disabilities will in no way be used in evaluating the applicant's file for admission but will be used only to assist the student. Students with questions or special needs may communicate with the Office of Recruitment and Admissions, Southern University at New Orleans, 6801 Press Drive, New Orleans, LA 70126 or directly with the Services for Students with Disabilities at (504) 286-5335 or 284-5457 (fax).

ADMISSION OF VETERANS

Veterans applying for admissions to Southern University at New Orleans must meet the University's admissions requirements. Veterans desiring to receive advance standing for military credit must submit an official transcript evaluated by AARTS.

ADVANCED STANDING ADMISSION

Southern University at New Orleans subscribes to the concept that individuals possessing knowledge equivalent to that attained in a specific course should be advanced to a level that affords a continuous challenge. There is no requirement as to where and how such knowledge was acquired. The University offers advanced standing by credit examinations taken while students are not enrolled, APP - The Advanced Placement Program of the College Board; and CEEB - The College Board Examination Board Achievement Tests.

The advanced Placement Program (APP) of the College Board gives high school students an opportunity to qualify for one or two courses in each of sixteen possible subject areas by obtaining a score of 3 or higher on APP examinations. Students who have completed these tests should have their scores sent to the Office of Admission. The Advancement Placement Program Examination (APP) is the final examination for a nationally standardized course offered in a limited number of secondary schools under the auspices of the CEEB Advanced Placement Program. The objective of APP is to allow students to begin work toward college credit while still in high school. Students should check with their high school principal or counselor as to the availability of the APP examinations in their school. The APP is offered once a year during MAY at participating high schools.

The College Entrance Examination Board (CEEB) Achievement Tests are part of the CEEB Admissions Testing Program. Each year there are several national administrations of the CEEB Achievement Tests. Students should plan to take the specified tests at national testing centers during their senior year of high school, at an early testing date in order that scores may be reported to the University by June 1. Further information concerning the CEEB Achievement Tests may be obtained from the College Entrance Examination Board, Box 592, Princeton, NJ 08540.

ADMISSION TO CERTIFICATION PROGRAMS

Southern University at New Orleans offers Alternative Post Baccalaureate for Certification in Education. The Alternative Post Baccalaureate Certification in Education is offered to students who have completed a baccalaureate degree from an accredited institution and would like to pursue certification in Education. Acceptance is granted through the College of Education and Human Development Certification-Only Program Alternate Path to Certification; however, applicants must also apply to the University by submitting an undergraduate application and application fee. Official transcripts must be received in the Office of Recruitment and Admissions (or Office of Records for returning students).

STUDENT RESIDENCE REQUIREMENTS

Adopted July 27, 1973

Revised May, 1997

Because residence classification is an important part of fee determination, admission regulations and other policies of colleges and universities, it is important that colleges and universities have fair and equitable regulations which can be administered consistently, respecting the interests of both the students and the taxpayers of Louisiana. It is the responsibility of the student to provide the colleges and universities with such evidence as deemed necessary to establish residence status.

The residence status of an applicant is determined in accordance with Board regulations and is based upon evidence provided in the application for admission and related documents. Residence status is determined by the Office of Recruitment and Admissions after the completed application for admission has been submitted.

Policies and procedures governing the criteria for establishing resident status and eligibility for non-resident fee exemptions can be picked up or by writing the Office of Recruitment and Admissions-

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) OF 1974 FEDERAL LAW 92 - 380

The Family Education Rights and Privacy Act (FERPA) afford you certain rights with respect to your education records. They are:

1. The right to inspect and review your education records within 45 days of the day the University receives a request for access.
You should submit to the University Registrar written request that identify the record(s) you wish to inspect. The University official will make arrangements for access and notify you of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, he or she will advise you of the correct official to whom the request should be addressed.
2. The right to request the amendment of your education records that you believe are inaccurate or misleading.
You may ask the University to amend a record that you believe is inaccurate or misleading. You should write the University Registrar, clearly identify the part of the record you want changed, and specify why it is inaccurate or misleading.
If the University decides not to amend the record as requested by you, the University will notify you of the decision and advise you of your right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to you when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent.
One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University/Southern University System in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Supervisors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
Upon request, the University discloses education records without consent to officials of another school in which you may seek or intend to enroll.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by this University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605**

NOTE: A complete copy of University policy regarding FERPA is available in the Registrar's Office.

Under this Act, Southern University at New Orleans College assumes that all students are independent. Parents of dependent students must prove such dependence through the presentation of the latest 1040 form filed with the IRS before they will be granted access to any student record of their dependent. The Act provides that certain information, designated as directory information, concerning the student may be released by the college unless the student has informed the college that such information should not be released.

WITHHOLDING DIRECTORY INFORMATION

The Southern University at New Orleans does not normally disclose Directory Information. However, at its discretion, it may provide directory information in accordance with the provision of the Family Educational Rights and Privacy Act of 1974, as amended, to include: your name, address, e-mail address, telephone listing, date and place of birth, dates of enrollment, schedule of classes, college in which enrolled, classification, major degree(s) earned, awards, participation in officially recognized activities and sports, weight and height of members of athletic teams, and the most recent previous educational agency or institution attended by you.

To request non-disclosure of Directory Information, you should complete a form in the Registrar's Office (ADM 212). It will remain in effect until canceled in writing by you. Please allow five working days for processing.



Academic Regulations

Academic Regulations

Southern University at New Orleans, as other higher educational institutions, has established certain requirements, which must be met before a degree is granted. These requirements concern courses, majors, grade point averages, and other requirements with which the student must comply. Upon enrolling in the University, each student assumes an obligation to obey all rules and regulations made by properly constituted authorities including, but not limited to, those rules contained through this Catalog and in the Student Handbook. If the requirements are not met, the degree will be withheld until such time as they have been met. A student's advisor may not assume these responsibilities, and he/she may not substitute, waive, or exempt the student from any established requirement. The University and its colleges and school reserve the right to change rules regulating admission, registration, instruction, graduation, academic calendars and the like. It is important for each student to become acquainted with the degree requirements and to remain informed.

ACADEMIC YEAR

The University operates on a two-semester academic year (Fall and Spring semesters of approximately eighteen weeks each). A Summer session of approximately nine weeks affords students the opportunity to earn additional hours towards graduation.

STUDENT ENROLLMENT STATUS/COURSE LOAD

A student is classified in terms of the number of semester hours scheduled, including hours audited, in a given semester or Summer session. A full-time undergraduate student is a student taking at least twelve credit hours during a semester or at least four credit hours in a Summer session. Any undergraduate student taking less than twelve credit hours in a regular semester or less than four credit hours in a Summer session is a part-time student. The maximum course load is nineteen (19) credit hours. Any hours in excess of the maximum load, constitute an overload which must have the approval of the faculty advisor, departmental chairperson, college dean and the Vice Chancellor for Academic Affairs.

STUDENT CLASSIFICATION

Freshman	Less than 30 semester hours credit
Sophomore	30-59 semester hours credit
Junior	60-89 semester hours credit
Senior	90 or more

COURSE PROGRESS

As a general rule, most courses taught at SUNO extend for one semester or Summer term. Credit is awarded only if a student attends all sessions in a course during a semester or Summer term.

NUMBERING AND SEQUENCING OF COURSES

Courses are assigned numbers based on level of difficulty and are offered to students based upon their readiness to pursue them. Students are encouraged to take courses in a sequential manner, especially those disciplines where lower level courses serve as prerequisites to higher-level courses. A student should not register for any lower-level course in a sequence after having received a passing grade in the higher-level course in the sequence.

Courses taken to satisfy General Education Requirements should be taken as early as possible (freshman and sophomore years); however since they generally are not sequenced courses, they can be taken throughout matriculation, providing opportunity for students to take less demanding courses along with their major and minor courses.

- 001-099 Non-degree Credit Courses- Offered by the University to permit students to make up deficiencies in previous training or to improve their facility in certain basic skills; not for degree credit.
- 100-199 For undergraduate students, primarily freshman level; ordinarily open to all students; often the basic and/or introductory courses in academic programs.
- 200-299 For undergraduate students, sophomore level or above.
- 300-399 For advanced undergraduate students, junior- and senior-level.
- 400-499 For advanced undergraduate students who have completed a minimum of 60 semester hours.
- 500-799 For students in Graduate programs; for graduate credit only except where permission is granted to undergraduates who are making timely progress toward a degree.

Sequencing of courses must be considered in scheduling major and minor courses, particularly where their pre- and co-requisites for the higher level courses exist. While freshmen should not be scheduled for upper level courses, after students have passed a level, they can still take lower level courses that are not sequenced, especially General Education and University Requirements.

CREDIT

Academic credit assigned to a course is expressed in semester hours. A credit hour represents one hour of class work or at least two hours of laboratory work a week, together with the necessary preparation, for a semester. The value of each course of instruction and the amount of work required for graduation is stated in terms of semester hours. Three hour courses, for example, require the

student to attend class three times a week for a lecture course, and also to do out-of-class assignments and preparation, to earn three credits. A passing grade in a subject that requires three one-hour meetings a week (or the equivalent) for one semester earns credit for three semester hours. A laboratory period of two or three hours is equivalent to one class hour. Southern University at New Orleans grants credit for all courses attempted/carried or completed with the grade of A, B, C, D, F, FX, P, NC, AU, I and those listed on the student's record due to advanced placement, credit by examination, and military experience will be posted to the student record the semester after the credit has been awarded. Credit for each course is stated in the Course Descriptions section.

Credit by Examination

In order to recognize competence through educational experiences other than university instruction, Southern University at New Orleans offers a program of credit by examination. The following policies and procedures have been adopted by the University regarding credit by examination.

An enrolled or entering student at Southern University at New Orleans may gain credit through the College-Level Examination Program (CLEP). A fee is associated with this examination.

The College-Level Examination Program (CLEP) allows students the opportunity to earn credit in the subject areas listed below. Students are graded on a pass/fail basis and must earn the minimum scores recommended for a passing grade.

English Composition	General Chemistry
Mathematics	Introductory Accounting
American Government	Introductory Business Administration/Management
History/American & World Civilization	Introductory Economics
Introductory Sociology	Introductory Marketing
Philosophy	Money and Banking
Introductory/General Psychology	Statistics
Biology	

Under the College Level Examination Program (CLEP), the University will award credit for only specified examinations. A student may attempt a CLEP examination at a national CLEP testing center before enrolling and have the scores reported to the campus after the application for admission is completed. These examinations are offered monthly at national CLEP testing centers. Further information concerning the CLEP tests may be obtained from the College Level Examination Program, Box 1821, Princeton, NJ 08450.

Requests for credit by examination and the exam should be taken prior to the beginning of a term. Students should not enroll in a class for which credit by examination is desired.

Credits earned by examination may not be used to establish full-time or part-time status or eligibility for financial aid, athletics, scholastic honors, veterans' or social security benefits, or the like nor reduce the University's minimum residence requirements.

Credits earned by examination are not considered in determining probation and suspension at the end of a semester. The course for which the examination is to be taken must be included in the current bulletin.

Transfer students may not take credit examinations until all credits as transfer credits are recorded at Southern University at New Orleans. The student must have on file in the Office of Admissions and Records all official transcripts of the last high school and other colleges attended.

To earn credit by examination, a student must earn the equivalent of a "C" or better on the examination. Only courses passed will be recorded on the student's record. Such courses are entered with a grade of a "P", which is not computed in the overall grade-point average. A student may earn a maximum of thirty (30) semester hours credit through this program. A student may attempt to earn credit by examination in a particular course only once. Credit examinations, once failed, may not be repeated. Credit may not be earned in a course which a student previously failed, audited or enrolled. The maximum credit which may be obtained by examination in any one field is determined by the academic department concerned.

Advanced Placement Policy

Advanced Placement Credit

Southern University at New Orleans offers Advanced-Placement credit to high school students who have taken college-level courses in high school and have matriculated through the Advanced Placement Program. Advanced-Placement credit will be granted in appropriate subjects to freshmen who earn an AP Exam scores of 3 on Advanced-Placement subject examinations. The College Entrance Examination Board's Advanced Placement examination is given in May each year. The credits awarded are detailed below.

Information about general program data and policies can be obtained by contacting either the Advanced-Placement Program, The College Board, 45 Columbia Ave., New York, NY 10023-6917; or the Office of Enrollment Management: The Emmett Bashful Building, Southern University at New Orleans, 6400 Press Drive, New Orleans, Louisiana 701126.

AP/CEEB Title	Minimum Score	Southern University at N.O. Equivalent	Hours Credit
Art History	3	N/A	N/A
Biology	3	BIOL 105, 106 [CBIO 1013, CBIO 1023]	6
Calculus AB	3	MATH 290 [CMAT 2115]	5
Calculus BC	3	MATH 291 [CMAT 2125]	5
Chemistry	3	CHEM 111, 112 [CCEM 1123, CCEM 1133]	6
Computer Science A	3	CISP 164*	3
Macroeconomics	3	ECON 222 [CECN 2213]	3
Microeconomics	3	ECON 211 [CECN 2223]	3
English Language and Composition	3 4	ENGL 111 [CENL 1013] ENGL 111, ENGL 112 [CENL1013, 1023]	3 6
English Literature and Composition	4	ENGL 112, 203 [CENL 1013, CENL 2323]	6
Environmental Science	3	BIOL 202	3

French Language and Culture	3	FREN 101, 102 [CFRN 1013, CFRN 1023]	6
Comp Government & Politics	3	POLI 210	3
U.S. Government & Politics	3	POLI 110 [CPOL 2013]	3
Physics B	3	PHYS 103 & 103L, 104 & 104L	8
Physics C: Electricity & Magnetism	3	PHYS 104 & 104L	4
Physics C: Mechanics	3	PHYS 103 & 103L	4
Psychology	3	PSYC 210 [CPSY 2013]	3
Spanish Language	3	SPAN 101, 102 [CSPN 1013, CSPN 1023]	6
Spanish Literature and Culture	3	SPAN 211, SPAN 222	6
Statistics	3	MATH 250 [CMAT 1303]	3
U.S. History	3	HIST 210 or 220 [CHIS 2013 or 2023]	3
World History	3	HIST 103 or 104 [CHIS 1113 or 1123]	3

* Freshman level

[] indicate LCCN (common course numbering) system.

Louisiana Transfer Degree

The Louisiana Transfer Associate Degree Program was developed in 2009 to ensure that students completing the 60-hour AALT (Associate of Arts) or ASLT (Associate of Science) can transfer from any state community college to any of the state's four-year universities without losing credit. Graduates with the Louisiana Transfer Associate Degree must still meet any program or college-specific admission or degree requirements for admission to Southern University at New Orleans. For additional information, please visit our website at <http://latransferdegree.org/>

Credit for Military Experience

Honorably discharged veterans of the United States Armed Forces may be allowed credit for physical education upon presentation of a copy of the discharge (DD214) to the Registrar's Office.

Credit may be granted for military schools where equivalence in terms of college courses has been recommended for college credit in the "**Guide to the Evaluation of Educational Experience in the Armed Service,**" published by the American Council on Educational (ACE). Veterans should have their military training evaluated by ACE and forwarded to the Admissions Office. For more information please contact the American Council on Education Office of Registration for Adult Learning and Educational Credentials, One Dupont Circle, Washington, D.C. 20036-1193, (202) 939-9430.

Independent Study

Departments may offer courses by individual instruction/independent study. This is considered only in an emergency situation demanding that a student have the course immediately and only with the consent of the appropriate instructor, the department chairperson and/or dean. Request must be executed on the appropriate form according to the established procedure and approved by the Vice Chancellor for Academic Affairs.

GRADES AND GRADING

System of Grading

The University uses a letter system of grading: A = excellent; B = above average; C = average; D = barely passing; F = failure; FX = failure with excessive absence; AU = audit; I = incomplete; W = withdrew; P = pass and, NC = no credit. Credit for any course in which a student has received a grade of F may be obtained only by repeating the course.

Quality Points

A student passing a course with a grade of A will receive four quality points for each semester credit hour for that course; with grade B, three quality points for each semester credit hour; with grade C, two quality points for each semester credit hour; with grade D, one quality point for each semester credit hour; and F carries no quality points. An I grade is not counted until it has been resolved into a final grade. For example, a ratio of 2.0 between quality points earned and semester hours attempted is interpreted as a 2.0 (C) average.

Grade Point Average (GPA)

The grades of A, B, C, D, F and FX are included in the computation of the semester grade point average. Grades of AU, P, I, W, and NC are excluded. The semester grade point average is the total number of quality points (numerical values assigned to each letter grade as the final grade in a course) earned, divided by the total number of semester credit hours carried by the student. The cumulative grade point average is calculated by dividing the total number of quality points earned by the total number of hours, **excluding I's, W's, P's, NC's and repeated courses. For determining eligibility for holding office or graduating with honors, a student's cumulative average is computed by dividing the total quality points earned by the total semester hours attempted, exclusive of courses with grades of AU, P, W, and NC.**

Pass-Fail

A few courses are graded pass-fail for all students. The grade of P will be given for work of passing quality and the grade of F will be given for work below passing quality. Courses passed with the grade of P may be offered for degree credit, but the grade will not be considered in computing the grade-point average. An F in a pass-fail course will be treated as any other F, both with regard to credit earned and to grade-point average calculation.

Repeating Courses

A student may repeat a course in order to raise a grade, thereby earning additional quality points; however, the last grade earned stands as the official grade. **Both the original grade and the repeated grade will be entered on the student's record.** The original grade is disregarded for the purpose of determining the student's grade-point average, hours passed and hours earned; **however, both the original and repeated course grades are computed in determining a student's eligibility for holding office and graduating with honors.** In the case of repeating a course, the last grade and credits made shall be used in computing the grade point average ratio.

Incomplete Grades

Course work which is of passing quality but which, because of circumstances beyond the student's control, is not complete, may be marked "I" (incomplete). It is the responsibility of the student to initiate the excuse. If an excuse is not received, the instructor is to consider that the delinquent work is of failing quality and an "I" grade is not to be given. A grade of "I" becomes a grade of "F" if not removed by the end of the first six weeks of the following semester if the student is enrolled or within one year if the student is not enrolled the semester following receipt of an "I" grade. A student may remove the incomplete grade in absentia. The grade of "I" shall be neutral in the calculation of the cumulative grade-point average for retention purposes.

Note: A student should not re-enroll in a course in which an incomplete grade was given/received. Graduating seniors are not permitted to receive incomplete grades.

Change of Grade

After a grade has been recorded in the Office of Records, it can be changed only upon certification by the instructor, department chairperson and college dean and approved by the Vice Chancellor for Academic Affairs. If an error was one of the transcriptions, it can be corrected by the Registrar. But if it was made by an instructor, the Registrar must be authorized by the appropriate instructor, the department chairperson, college dean, and the Vice Chancellor for Academic Affairs **to make the** corrective change in the student's record.

Grade changes from "Incomplete" to a letter grade must be made by the instructor within the time limit by filling the proper incomplete grade report form with the Registrar's Office.

Any other change of grade must be initiated by the instructor on the required form available in the Departmental Office. Such petitions require the approval of the department chair and college dean.

The Vice Chancellor for Academic Affairs will give the final approval. The Registrar will make the change on the student's record and notify the student. Any grade change must be received in the Office of the Registrar within 45 calendar days immediately following the grading period (semester or summer session) in which the grade was given or omitted.

Appealing a Grade

Students have the right to appeal a final grade which they believe reflects an omission, a possible error, a capricious, arbitrary or prejudiced academic evaluation, or discrimination based on race, color, creed, sex, age, political affiliation, handicap, or national origin. A student's appeal of a grade must be initiated by the student within 30 days after the first day of classes in the next regular semester and in no case after a lapse of one year. The grade appealed remains in effect until the appeal process is completed or the problem resolved. The procedure for appealing a grade is as follows:

1. The student shall discuss the complaint with the faculty member involved and attempt to arrive at a solution. If the decision reached requires change in an official University record, the faculty member must comply with all University regulations and procedures necessary to accomplish the change.
2. If the matter is not resolved between the student and the faculty member, the student must prepare and sign a document which states the facts constituting the basis for the appeal within 30 calendar days from the time that the original complaint was lodged. Copies of this document shall be forwarded to the faculty member and the faculty member's departmental chairperson. If the decision reached requires change in an official University record, the faculty member must comply with all University regulations and procedures necessary to accomplish the change.
3. If the student is not satisfied with the decision reached, he or she may appeal to the dean of the college or school in which the department offering the course is located. The student's appeal must be in writing, detailing the complaint and action taken and sought. If the decision reached requires change in an official University record, the faculty member must comply with all University regulations and procedures necessary to accomplish the change.
4. If the student believes that a serious procedural error occurred or that there was an abuse of discretionary authority in reaching the decision, he or she may file a written petition with the Vice Chancellor for Academic Affairs. This petition must be accompanied by all documents produced in the appeal. Once a decision is reached, the Vice Chancellor for Academic Affairs will notify all parties of his/her decision. The decision of the Vice Chancellor for Academic Affairs will conclude the matter, subject to the right of the Chancellor to review the case.

Good Standing

A student who has a cumulative grade point average of 2.0 (C) or higher on all college course work attempted and on all work attempted at Southern University at New Orleans is in "good standing." The University will, however, certify a student to be in "good standing" as long as that student is eligible to be enrolled.

Evaluation of Student Progress

Student progress is evaluated by a variety of methods. The measurement and evaluation of learning should be consistent with the objectives of the course and provide the opportunity for the student and the instructor to evaluate progress.

Progress Reports

At the mid-point of each semester a student may request from an instructor an estimate of his/her grade in the first half of the semester. This estimate is not made a part of the permanent record. At the end of a semester or summer session, the final grade for each course is recorded in the student's permanent record. Grades may be accessed via the SUNO website.

Transcripts

Each semester and/or summer term grade report is the basis for the student's transcript. Final grades of each semester/term are officially recorded and filed in the Registrar's Office. Students may obtain certified copies of their academic records from the Records Office upon written request. Transcripts requested for academic advisement are available without cost. Official transcripts are issued for the purpose of transferring credits to other colleges, universities, certifying agencies, etc. The first official copy is furnished without cost. A written request, along with a receipt for the payment of the \$2 fee must be submitted for each additional transcript. Official transcripts cannot be released until all indebtedness to the University is paid in full.

ACADEMIC HONORS

Dean's List

A full-time student completing twelve or more hours and who earns a 3.75 average or better in any semester in all hours pursued shall be recognized by the Vice Chancellor for Academic Affairs.

Honor Roll

A full-time student completing twelve or more hours and who earns a B (3.0) average or better in any semester in all hours pursued shall be placed on the honor roll for that semester.

PROBATION, SUSPENSION, AND READMISSION REGULATIONS

Students with grade-point average deficiencies are notified on the semester grade reports and by letter from the Office of Retention that their academic performance is unsatisfactory; thus placing them on probation or suspension. Students who are placed on academic probation or suspension shall have the designation stamped on their academic records. Students who have been pre-advised/registered and are subsequently suspended shall have their registration automatically canceled.

The effect of the probationary status is to serve notice that if the student's record at the end of the next semester is unsatisfactory, he or she will be placed on academic suspension and ineligible to continue the following regular semester at SUNO. Academic suspension is the status which identifies a student who has failed to meet the University's minimum standards and is ineligible to continue to the next regular semester.

Students at Southern University at New Orleans are governed by the following academic standards:

Probation/Suspension Policy

Academic Probation

- In order for a student to be considered in good standing, they must maintain both a cumulative grade point average and semester grade point average of 2.0.
- A student will be placed on academic probation whenever his or her cumulative grade point average or semester grade point average falls below 2.00. This policy does not apply to first semester freshmen.
- Once placed on probation, the student will continue on probation until the cumulative grade point average of 2.00 or higher is achieved (Continued Probation).
- Once a student is placed on probation, the student must earn a 2.00 semester grade point average in order to continue on probation. Failure to obtain a semester grade point average of 2.00 while on probation and/or continued probation will result in suspension.
- Once a cumulative grade point average of 2.00 is achieved, a student will be removed from probation and be considered to be in good standing.

Academic Suspension

- Students on academic probation will be suspended for one semester at the conclusion of any semester in which the semester grade point average is less than 2.0.
- After the lapse of one semester, a student who has been suspended may re-enter on probation, but must make a C average (2.0) in all hours pursued during the semester or the student will be suspended again.

- Any undergraduate student whose cumulative grade point average and semester grade point average simultaneously fall below 2.0 at the conclusion of any given academic semester (fall or spring) will be suspended without the benefit of first being placed on probation.
- A student who has two consecutive withdrawals or two non-consecutive withdrawals will be suspended for one semester.
- A student suspended for scholastic deficiencies may re-enroll after the expiration of one semester each time until the fourth suspension.
- A student suspended at the end of the Spring semester may attend the Summer session. This policy does not apply to students who have been suspended for a fourth time.
- The fourth suspension will result in permanent expulsion from the University. Permanent expulsion is not subject to appeal.
- A student under suspension for scholastic reasons may not obtain credit at SUNO for courses pursued at another institution during the period when the student was under suspension.
- A student who has been suspended for scholastic reasons must complete an application for re-admission after an interval of one semester of non-attendance.

NOTE: In order to receive financial aid, a student must be making satisfactory academic progress. For additional information relevant to the University's policies regarding SATISFACTORY ACADEMIC PROGRESS AND FINANCIAL AID refer to the Financial Aid section in the catalog.

Appeal of Suspension

- Students with three or less suspensions may appeal to the Academic Appeals Committee for a waiver of the suspension period if documentation can be provided for extenuating circumstances. Extenuating circumstances are primarily serious illness/injury, death in the immediate family, natural disaster or a traumatic event that interrupts the student's academic progress. In the case of death of a family member, a certificate of death and an affidavit attesting to the relationship of the deceased to the student and the residence of the deceased must be provided. In the case of serious illness/injury, a physician's affidavit is required. Students who cannot document proof of extenuating circumstances cannot apply for a waiver of the suspension period.
- A letter of appeal and documentation must be submitted to the Academic Appeals Committee in the Office of Retention as soon as possible but no later than ten (10) days prior to the first day of class.
- Any student whose appeal is denied by the Academic Appeals committee has the right to appeal the suspension to the Office of the Vice Chancellor for Academic Affairs.
- The fourth suspension will result in permanent expulsion from the University. Permanent expulsion is not subject to appeal.

ACADEMIC AMNESTY

Southern University at New Orleans provides students who find their previous academic record an obstacle to resuming their college work an opportunity to request ACADEMIC AMNESTY. **Academic amnesty allows students, who perform unsuccessfully in the initial college experience, to apply for a fresh start at the undergraduate level. After a period of absence of at least five (5) calendar years from Southern University at New Orleans,** students may upon request apply to have their previous academic record voided. Students who have been permanently expelled from the University because of a fourth suspension must request and be granted Academic Amnesty prior to completing an application for readmission. Students who otherwise experienced academic difficulties and wish to have their previous record disregarded, must apply for Academic Amnesty within the first semester of re-enrollment. In either situation, a student must provide written evidence that the conditions which caused the poor academic performance have changed to the extent that there is now a reasonable expectation that the student will perform satisfactorily if amnesty is granted. **Academic amnesty may be awarded to a student only once and is applicable only to students enrolled and credits earned at Southern University at New Orleans.** If a student has been granted Academic Amnesty at another institution, Southern University at New Orleans will honor the Amnesty. The student will remain subject to University policies on probation and suspension and dismissal.

Under this policy, no courses previously taken, nor grades previously earned will be counted in the student's grade-point average, except for determining eligibility for holding certain offices and graduating with honors. However, the coursed and grades will remain on the student's academic record and transcript. All grades will be used for determining graduation with Latin honors. A student demonstrating competency in a given area may be allowed advanced standing (without credit) or a waiver of requirements just as any entering freshman, but the student will not be allowed credit by examination for courses lost in academic amnesty.

Students are cautioned that many undergraduate professional curricula and most graduate and professional schools compute the undergraduate grade-point average on all hours attempted when considering applications for admission. Academic Amnesty may be granted to a student only once, regardless of the universities attended. Once Academic Amnesty is granted, the decision is irreversible.

Academic Amnesty does not preclude federal guidelines for financial aid. Accumulated semester and award limits may include all semesters of enrollment at any college or university.

STUDENT CONDUCT

Administrative regulations governing the conduct of students enrolled at Southern University at New Orleans are contained in the Student Handbook. Included in this publication are rules and regulations governing student rights and responsibilities, disciplinary sanctions, penalties, violations, types of offenses and the Judicial System. A copy of the Student Handbook may be obtained from the Student Affairs Office.

REGISTRATION

All continuing, transfer, and re-entry students are expected to present themselves for registration in accordance with the plans of registration established for the current year and listed in the University Calendar at the beginning of this **Catalog**.

Students are referred to the chairs of departments and other faculty members for assistance in preparing their schedules. Each student, however, must assume the responsibility of studying his curriculum carefully and should register each semester according to its requirements. Continuing and upper-class transfer students are expected to participate in Pre-Advisement/Registration for the succeeding semester. Upper-class transfer students must have a completed application for admission on file in order to participate in Pre-Advisement/Registration.

No student will be registered until he/she has paid fees as assessed by the Comptroller's Office. No student will be permitted to remain in any class unless his/her name is shown on the instructor's roster or unless the instructor has received evidence of proper registration from the Registrar's Office. Registration after the final date provided in the University calendar requires special permission from the Vice Chancellor for Academic Affairs. A student, with the appropriate approval, may add courses for credit, make section changes, or drop courses within the period provided in the University calendar.

Changes in Registration/Student Schedule Adjustment

Students may add or drop courses or change from one section of a course to another with the proper approval as indicated in the semester calendar. All such changes must be filed in the Registrar's Office according to the dates as indicated in the academic calendar. A student will be held responsible for all courses appearing on the schedule unless changes have been made in accordance with the regulations. A student may not add courses for credit after the deadline stated in the academic calendar. Forms to facilitate changes in registration and/or adjustments in the student's schedule are available in the Registrar's Office.

Courses dropped by the 14th day (7th day for Summer) of instruction will not be included in the student's registration. If a course is dropped after the 14th day (7th day for Summer) of instruction, W (withdrawn) is recorded. If a student drops all courses, the student must withdraw/resign from the University, following the designated procedures.

Students may not drop a course by simply staying out of a class. Students are expected to obtain the signature of the instructor, advisor, department head and the registrar. Students are strongly urged to check schedule invoices and mid-term grade reports carefully and drop request the Office of the Registrar to clear from the record courses or grades that appear in error.

No student will be permitted a change in course of study or academic major after registering for that particular semester or summer session. When a student makes any change in status, classification, curriculum, division, etc., a Change of Program Form, obtainable from departmental offices, must be completed. The change will become effective the next semester or summer session in which the student is in attendance. A student is not officially dropped from a course until proper forms have been filed with the Registrar's Office.

Withdrawal/Resignation from the University

When a student leaves the University at any time during a semester or a summer session without completing a withdrawal card and without clearing University accounts, the student will receive an F grade in all courses. Further, the right to a statement of honorable dismissal be forfeited, thereby jeopardizing re-entrance to the University or transfer to another accredited institution.

Concurrent Registration

A student registered at SUNO may not receive degree credit at SUNO for any work taken concurrently at another college or university without proper written approval from the Vice Chancellor for Academic Affairs.

Cross Enrollment

An inter-institutional program exists between SUNO and the University of New Orleans and between SUNO and Delgado Community College. This enables a student registered full-time at SUNO to enroll in courses at UNO or Delgado, provided the courses are not being offered at SUNO that semester. In addition, the Vice Chancellor for Academic Affairs must give written approval. Students currently enrolled may not exceed eighteen semester hours during the regular semester and nine hours during the Summer session. **Summer only and transient students may not cross-enroll.**

Articulation Agreements

Southern University at New Orleans has articulation agreements with the University of New Orleans, Delgado Community College, Nunez Community College, and River Parishes Community Colleges. The purpose of these agreements is to serve students in the region in an efficient manner. Furthermore, these agreements underscore the importance of interactions between community colleges and universities and are in keeping with each institution's mission to the State of Louisiana.

CLASS ATTENDANCE REGULATIONS

Class attendance is regarded as an obligation as well as a privilege. All students are expected to attend, regularly and punctually, all classes in which they are enrolled. Failure to do so may seriously jeopardize a student's academic standing. Implicit in these regulations is the notion that students must assume a major responsibility for informing instructors of exceptions.

Each instructor will check the roll at each meeting and shall keep a permanent attendance record for each class. These records are subject to inspection by appropriate Dean, College or University officials.

A student who is not present when attendance is checked in a class is considered absent. Tardiness is treated as an absence unless an excuse is obtained from the instructor at the end of the period.

The initiative in obtaining an excuse rests with the student.

Faculty members are required to state in writing and explain to their students, at the beginning of each term, their expectations in regard to both attendance and make-up work.

Each instructor shall report to the Student Development Center all cases of absences from class, which, in the opinion of the instructor, jeopardize the student's chances of satisfactorily completing the course.

A student required to be absent from class because of illness or other unavoidable cause should promptly report the reasons to the instructor and, when required, present excuses. If the student has prior knowledge that he/she will miss certain classes, justification should be submitted to these instructors in advance of the absences. Instructors should make clear that excuses explain absences, but do not remove them.

Extended absences due to illness or other circumstances beyond the student's control should be reported to the Vice Chancellor for Student Affairs. Instructors will be notified of the circumstances surrounding the absence.

Excuses for participation in University-sponsored activities will be initiated by the sponsoring unit and approved by the College Dean and the Office of Academic Affairs.

Absences from a class which the student plans to drop carry the same penalty as any other absence. A student does not withdraw from a class by failing to attend.

Students are responsible for all class work missed, regardless of the reasons for the absence. Immediately upon the student's return to class, a conference should be arranged with the instructor to determine what action, on the student's part, is necessary to compensate for time lost and the material missed due to the absence.

When a student receives a total of four unexcused absences in a given class, the student may be given the grade of "F" at the instructor's discretion.

Since it is the student's responsibility to be aware of his/her attendance at all times, failure to receive a notice of unexcused absences does not alter his/her status.

Any student penalized for being absent an excessive number of times may appeal to the Vice Chancellor for Student Affairs.

ACADEMIC ADVISEMENT

Advisor's Responsibilities

All students are assigned an advisor when they are accepted for admission. Faculty advisors will make a conscientious effort to be available during the regular posted office hours and for special appointments, including allotted times during schedule-planning week. Within limited time and consent with other responsibilities, a faculty advisor will (1) help the student define and develop realistic goals, (2) identify special needs, (3) refer the student to available resources, (4) assist the student to plan a program consistent with his/her abilities and interests, (5) monitor progress toward educational/career goals, and (6) discuss linkage between academic preparation and world of work. Advisors may refer students to other University staff.

The advisor is responsible for approving the student's proposed course work and maintaining a complete up-to-date file on each advisee.

Advisee's Responsibilities

The responsibility for meeting all academic and graduation requirements, as stated in this catalog, rests ultimately with the student. Each advisee also has the responsibility of (1) clarifying personal values and goals, (2) gathering all relevant decision-making information, (3) becoming knowledgeable about policies, procedures, and requirements, and (4) accepting responsibility for personal decisions. Students are expected to contact their advisors at the following times: (1) pre-advisement/registration, (2) prior to any change in classes, (3) prior to declaring or changing a major, and (4) following any report of unsatisfactory performance or attendance. In case of changes in the University graduation or curriculum requirements, a full-time student who attends without interruption may choose to satisfy either the requirements as they existed at the time of entrance or the new requirements. A student who withdraws from the University for one or more semesters must apply for readmission. A readmitted student is governed in this matter by the rules for readmission. A part-time student may apply to the Vice Chancellor for Academic Affairs for permission to be graduated under the original requirements.

THE FACULTY ADVISOR MAY NOT BE HELD RESPONSIBLE FOR ANY ACTION TAKEN BY THE STUDENT CONTRARY TO THE ADVISOR'S RECOMMENDATION.



General Education and University Requirements

The challenges of living in a multicultural, highly technological and information-based society are numerous. In order to prepare students for this society, Southern University at New Orleans provides a core curriculum which meets and exceeds the requirements of the Louisiana Board of Regents.

The Board of Regents requires that all public colleges and universities provide students with general courses that will equip them with broad-based common educational experiences. Each student should attain the following goals:

- communicate effectively in oral and written English;
- read with comprehension;
- reason abstractly and think critically;
- understand numerical data and statistics;
- understand the scientific method;
- be familiar with key technological and informational applications;
- learn independently;
- recognize and appreciate cultural diversity;
- understand the nature and value of the fine and performing arts;
- develop a personal value system while retaining a tolerance for others; and
- understand the American political and economic system

Through the core curriculum, students at Southern University at New Orleans are introduced to the principal branches of learning, among which are English, natural sciences, humanities, social sciences, and fine arts. It also includes a foundation in computer literacy. This core is especially vital in providing students with knowledge of, and practice in, skills essential to successful academic performance.

The intent of the general education requirement, therefore, is to assist in accomplishing the overall goals and objectives of the University. The content of various core components is governed by the statement of purpose for general education in undergraduate programs of the state's public colleges and universities. The University is also committed to providing fundamental knowledge and skills and a broad cultural education. The curriculum provides courses which all students must complete successfully, and which should be substantially completed during the freshman and sophomore years.

General Education Requirements*

English Composition	6 Hours	(2 Courses)
Mathematics/Analytical Reasoning	6 Hours	(2 Courses)
Natural Sciences	9 Hours	(3 Courses: 2 courses in a biological/physical science area sequence + 1 in the other area.)
Humanities	9 Hours	(3 Courses; 1 in Literature)
Social Sciences	6 Hours	(2 Courses; 1 ≥ sophomore level)
Fine Arts	3 Hours	(1 Course)

* Note: Developmental courses do *not* qualify for General Education or degree credit.

Component	Required Hours
English Composition	6
<p>Courses designed to develop communicative skills sufficient to ensure access to information and ideas in the University's curriculum, as well as, in the society at large, and to introduce students to critical thinking and interpretation. This requirement may be satisfied by successful completion of:</p>	
<p>English 111, 112</p>	
Mathematics	6
<p>Courses designed to develop mathematical skills that help students understand numerical data and heighten their awareness of the role that abstraction, inference, and precision play in reasoning. This requirement may be satisfied by successful completion of:</p>	
<p>Mathematics 151 and 232 or 250, 161¹, 162</p>	
Natural Sciences	9
<p>Courses designed to introduce the goals, methods, and results of the natural sciences and to develop an appreciation for the rationales, protocols, and benefits of them. This requirement must include coursework in both biological and chemical or physical sciences. It may be satisfied by the completion of a two course sequence in biological or physical science and one in the other science plus one laboratory:</p>	
<p>Biology 105 and 106, 124 and 125 Chemistry 101 or 111, 112 Geology 131 Physical Science 101 or Physics 101, 103, 150 or Physics 211, 222</p>	
Arts	3
<p>Courses designed to develop an appreciation for creative expressions and to expose students to a range of intellectual, cultural, and aesthetic experiences. This requirement may be satisfied by successful completion of:</p>	
<p>Art 101 Music 101 Dance Theater</p>	

¹Required for all College of Science majors and Elementary Education majors.

Humanities

9

Courses designed to help students reason critically about ethical dimensions of society; develop basic knowledge of cultures other than those found in the United States; introduce students to ideas and events that have formed the intellectual foundations that influence daily life; and develop skills in cogent oral expression. At least one three-hour course must be in the area of literature. This requirement may be satisfied by successful completion of:

History 210 or 220 required for all majors
 English 203 or 260
 Foreign Languages 101, 102, 211, 222
 Literature beyond English 260
 History 103, 104, 351, 352
 Humanities 310, 311, 312, 314
 Philosophy 211, 212, 222
 Religious Studies
 Speech 210 or 211 for Education majors

Social and Behavioral Sciences

6

Courses designed to introduce the study of human behavior, and social, political, and economic institutions, and help students understand the significance of the individual in terms of perceptual abilities, cognitive awareness and motivation. This requirement may be satisfied by successful completion of (Choose 2; Include 1 at Sophomore Level):

Criminal Justice 110
 Economics 200, 211, 212, 222
 Geography 110 or 410
 Political Science 110
 Psychology 210
 Sociology 210
 Social Work 100
 Substance Abuse 215

TOTAL**39**

NOTE: NO COURSE IN THE CORE/GENERAL EDUCATION REQUIREMENT CAN BE USED TO SATISFY ANY OTHER REQUIREMENT, SUCH AS MAJOR/MINOR/ELECTIVE, EXCEPT WHERE MANDATED BY AN OUTSIDE AGENCY.

Students may obtain equivalent credit for required or suggested course work in accordance with policies and procedures in other colleges or universities, e.g., for advanced-placement (AP) tests of the College Board or the College-Level Examination Program (CLEP).

Degrees and Graduation Requirements

DEGREES OFFERED

Associate of Arts (A.A.)

Substance Abuse

Bachelor of Arts (B.A.)

Child Development and Family Studies	Psychology
English	Public Administration
History	

Bachelor of General Studies (B.G.S.)

Bachelor of Science (B.S.)

Addictive Behaviors Counseling & Prevention	Elementary Education
Biology	Forensic Science
Business Administration	Health Information Management Systems
Computer Information System	Mathematics
Criminal Justice	

Bachelor of Social Work (B.S.W.)

Masters

Criminal Justice (M.A.)
 Computer Information Systems (M.S.)
 Museum Studies (M.A.)
 Social Work (M.S.W.)

CERTIFICATION ONLY PROGRAM

Early Childhood Education Grades PK -3
 Elementary Education Grades 1-5
 Secondary Grades 6-12 – Biology
 Secondary Grades 6-12 – English
 Secondary Grades 6-12 – Mathematics
 Secondary Grades 6-12 – Social Studies
 All-Level Grades K-12 Art Education
 All-Level Grades K-12, Health and Physical Education

DEGREES WITH DISTINCTION

Latin Honors

Baccalaureate degrees will be conferred with the following distinctions and cumulative grade point averages:

CUM LAUDE	3.20 - 3.49
MAGNA CUM LAUDE	3.50 - 3.79
SUMMA CUM LAUDE	3.80 or above

Grades for all courses pursued/attempted, including courses repeated to raise a grade, will be used in determining eligibility for graduating with honors. Suspended grades and grades deleted by "Academic Amnesty" will be used in computing honors. No grade of "F" should appear on the transcript if the student is to receive Latin honors.

Transfer students are eligible for Latin Honors provided they satisfy the following criteria:

No grade of F should appear either on the transferred transcript or the Southern University at New Orleans transcript.

The average is to be computed on all hours pursued just as if they were earned at Southern University at New Orleans.

All work pursued at other campuses within the Southern University System will be evaluated as if pursued at Southern University at New Orleans.

Other Honors

A student with a cumulative GPA of 3.25 or above, regardless of grades, who is ineligible for Latin Honors, will be recognized as graduating "WITH HONORS" at commencement. ALL grades for all courses pursued/attempted, including courses repeated to raise a grade, and suspended grades deleted by "Academic Amnesty" and/or otherwise suspended, will be used in computing the cumulative grade-point average.

REQUIREMENTS FOR GRADUATION

Catalog

The catalog that determines the curricular requirements for an undergraduate degree is the catalog in effect at the time of entry. Each candidate for a degree must fulfill the requirements of the curriculum in which the degree is expected. A minimum of a C average in courses taken in the major and minor fields must be earned. A student is permitted to graduate according to the **Catalog** for the year in which the major was selected, provided there has been no break in the student's matriculation. **Note:** *Candidates in teacher education must earn a grade of C or above in each general education course. This requirement is part of the assessment for proficiency in the respective teaching area.*

Transferring from one university/college to another is not regarded as an interruption of enrollment; however, the interval between withdrawal from the previous university/college, if any, and enrollment at Southern University at New Orleans, is the controlling factor. A break of one or more semesters will require the student to meet requirements in effect at latest re-entry to the University. Exception to this regulation will occur when external agencies add additional requirements that all graduates must meet, e.g. the Board of Regents, the State Legislature, etc., or BESE Board of Education certificate.

Under no circumstances may a **Catalog** more than ten (10) years old be used. Students, whose enrollment here or elsewhere, is interrupted (either voluntarily or involuntarily) for at least two consecutive semesters, will be subject to the catalog in effect at the time of re-entry. Students who are unable to complete a degree program within ten years after entering the University are expected to follow the **Catalog** in effect during their eleventh year of attendance (or the **Catalog** in effect the year of graduation).

Students who wish to pursue an additional degree and/or alternative certification on a non-degree basis after completing the first degree may follow the same **Catalog** if (a) no more than ten years have elapsed and (b) there has not been a break from the University of more than one semester.

A student wishing to graduate under a **Catalog** different from that specified by University policy may submit a request (appeal) in writing to the Office of Academic Affairs. This appeal should be endorsed by the advisor and department head. Only exceptional cases with extenuating circumstances will be considered.

The student is responsible for obtaining in writing from the academic advisor with approval of the department chair, college dean, and Vice Chancellor for Academic Affairs, any waiver or other deviation from the approved curriculum and from requisites for the degree sought.

Credit Hours and Quality Points

Requirements for a degree include both quantitative (credits) and qualitative (quality points) standards. The total number of credits and quality points may vary with several curricula. The minimum for the baccalaureate degree is 120 semester hours and 220 quality points. The minimum for the associate degree is 62 semester hours and 124 quality points. A cumulative grade point average of at least 2.0 must be attained.

Residence Requirement

A student who expects to become a candidate for a degree at Southern University at New Orleans must (1) spend at least two semesters (or four summer sessions) at the University; (2) earn at least thirty-one semester hours of credit and sixty-two quality points in the courses pursued and (3) complete the senior year and at least 25% of the total credits required for graduation in residence as a major in the academic college/program from which degree is sought. (Work completed through credit examination or military experience may not be used to satisfy these requirements). In the case of a student transferring from another college/program within the University, with the concurrence of the student's former dean/department head, the requirements for residence in the academic college/program from which a degree is sought may be waived.

Undergraduate Minors

A minor is that part of a degree program consisting of a specified group of courses in a particular discipline or field. The minor consist of 18 credit hours required in an undergraduate curriculum. Please consult your departmental/academic advisor to determine whether a minor is required in your particular field and the specific courses needed to fulfill this requirement.

Test Requirements

All students must pass the Writing Proficiency Examination and fulfill other departmental exit examinations prior to graduation. Special examinations may be required by individual programs, and students must be notified through the prescribed curriculum in such cases.

Community Service Learning (CSL)

Southern University at New Orleans requires that all undergraduate students complete sixty (60) hours of community service as a requirement of graduation. Community Service work must be completed to obtain clearance to participate in graduation ceremonies. Community Service must be completed at an approved non-profit organization or a pre-approved location by the Community Service Coordinator. Students cannot receive pay of any sort for the service performed. **Students who have met the work hour requirements of internship/practicum courses - as required by their departments/colleges - will be deemed to have met the University's community service work hour requirements.**

Important information about Community Service Learning hours:

- Site approval must be obtained from the CSL Coordinator
- CSL application must be completed prior to the commencement of service learning hours
- The CSL Coordinator is available to assist students with site placement

CSL HOURS ARE WAIVED IF THE STUDENT MEETS THE FOLLOWING CRITERIA:

- The student is twenty-five (25) years or older when enrolling as a first-time freshmen and has earned a high school equivalency certificate
- The student is an international student
- The student has a certificate verifying that the disability would jeopardize the welfare of the student and or the host organization.

Multiple Majors

Students who are academically gifted and who have the time are afforded the opportunity to achieve breadth as well as depth in their education experience and to better prepare themselves for a career or graduate studies by pursuing two or more distinct majors simultaneously. A student pursuing a double major will receive a diploma for each degree earned, and certification of the majors will be indicated on the student's transcript.

A student pursuing multiple majors must meet the requirements for each major as set by the University.

The student must have completed a minimum of 30 semester hours of credit at Southern University at New Orleans, must have a minimum cumulative GPA of 3.0, and must receive favorable recommendations from the academic advisors in both areas and be approved by both chairpersons and both deans.

To pursue two majors simultaneously, students must petition the department chairperson(s) and dean(s) of the college(s) of the appropriate curricula. An approved course of study must be planned in consultation with both academic advisors and shall be presented to both chairpersons and deans for approval. A copy of this approved course of study shall be transmitted to the Office of Records.

Unless otherwise indicated in a particular program, a student may use the same courses to meet specified requirements for the double majors. Prior approval must be obtained from each department chair and dean.

A second (or additional) major will be indicated on the diploma and transcript only if requirements are completed prior to graduation.

Requirements for a Second Baccalaureate Degree

Students who have a baccalaureate degree from SUNO or any other accredited college or university may earn a second baccalaureate degree provided the following conditions are met:

1. Complete a minimum of thirty-one (31) semester hours above the requirements for the first degree.
2. Complete all subject requirements for the second degree.
3. Meet all quality point average and grade requirements applicable to the second degree.

Changes in Degree Requirements

The University reserves the right to add or delete course offerings in any curricula when such actions are deemed necessary to strengthen the curricula and better prepare students for the world of work or for admission to graduate and professional schools.

Students must meet the curricula requirements for a degree outlined in the Southern University at New Orleans catalog. Students are responsible for knowing degree requirements. Under normal conditions a student should follow the catalog used for enrollment at the time of the initial registration at SUNO. If a student drops out of school for one year and returns, the student must follow the curriculum as indicated in the catalog current at the time of re-enrollment.

Commencement

Candidates for certificates or degrees are required to participate in the exercises of the commencement season. No degree will be conferred unless the student is present to receive it or has secured written permission from the Vice Chancellor for Academic Affairs to graduate in absentia. Commencement exercises will be held as stated in the academic calendar. **Participation in commencement exercises is restricted to students who have satisfied all academic requirements for degrees and financial requirements prior to the time of commencement.**

In the event that a grievance, which appeals a decision on whether the student is eligible to graduate and earn a degree, filed by a candidate for graduation is in progress and the grievance cannot be resolved before commencement, individual cases will be reviewed by the Office of Academic Affairs to determine whether the student will be allowed to participate in commencement exercises. **Participation in commencement, if allowed, will not constitute the certification that is required to issue to the student an earned degree. The grievance shall continue until such time as a final decision is rendered or the grievance is withdrawn.**

Procedures for Obtaining a Diploma

During the semester prior to the one in which graduation is anticipated, candidates must request of their department their academic records for compliance with degree requirements. (Each college establishes its own degree requirements, which are listed in that college's section of this catalog.) A formal application for a degree (available in departmental offices) must be completed with an advisor and approved by the appropriate department chair and college dean. Each candidate must be recommended for graduation by the department.

Candidates must:

- state their name on the application as they wish to have it appear on the diploma and in the commencement program;
- pay the non-refundable graduation fee and submit the application to the Office of Records for review by the deadline/date indicated in the semester calendar;
- clear all financial indebtedness to the University prior to commencement;
- complete one of the curricula as outlined in the **Catalog**. The University requires a minimum of 120 hours with a cumulative average of 2.0; earn at least thirty-one hours in residence and a passing score on the Writing Proficiency Examination;
- fulfill departmental and college exit requirements;
- complete the senior year in residence;
- be present for commencement exercises. Unless given permission to graduate in abstention by the Office of Academic Affairs.

The Office of E-Learning

Shelia Wood, M.S., **Director**

Staff: Venable, Cindy, B.S., **eLearning Administrator**

Office: Information Technology Center, Room 104

Lab: Information Technology Center 101, Meeting Room 1

Hours: 8:00 a.m. - 5:00 p.m., M-F

Phone: (504) 286-5166

Fax: (504) 286-5163

E-LEARNING COURSES

Increased access to higher education has been a defining characteristic of SUNO and an integral part of its mission. E-Learning courses are emerging as a key component of the University's academic program, providing additional flexibility in course scheduling. Two main instructional delivery formats are used: compressed video and Internet-based courses. Students access compressed video courses through cable broadcast or through non-broadcast viewing on campus or at off campus sites. The University, however, is moving toward greater use of Internet-based courses as the primary E-Learning format. This trend reflects student demand and interest. Current information regarding E-Learning courses is published in the class schedule each semester. In addition, the University is infusing the benefits of information technology in all classes through the increased use of electronic library and research resources, increased faculty-student contact through e-mail, and instructional delivery utilizing technology. Finally, the University has formed an E-Learning committee to assist in coordinating and planning E-Learning courses to ensure that the courses maintain the same academic rigor as traditional courses.

The Office of E-Learning currently employs a Director of E-Learning, who reports directly to the Office of Academic Affairs. The Office of E-Learning also employs the eLearning Administrator, who is responsible for maintaining the Learning Management System (LMS), with duties that include the training of students in the use of learning management system and faculty in course design, for the use within the learning system.

Evening and Weekend Division

David S. Adegboye, Ph.D., **Vice Chancellor for Academic and Evening & Weekend Affairs/Accreditation Liaison**

Director, Vacant

Office: Office of Academic Affairs, Emmett Bashful Administration Bldg., Room 158
Phone: (504) 286-5381

GENERAL INFORMATION

The Evening and Weekend Division is an administrative unit of the University that facilitates the smooth running of all evening and weekend courses offered each semester, including both on-site and online courses. Non-traditional students (Adult Learners) who work during the day are especially invited to take advantage of the re-instatement of the Evening and Weekend Division.

Course offerings will initially focus on required General Education courses, and the Division will work with academic departments to expand course offerings to include upper level courses in each degree program as needed.

The University's mission states, inter-alia, "*Southern University at New Orleans, a public, historically black university, empowers and promotes the upward mobility of diverse populations of traditional and nontraditional students through quality academic programs and service to achieve excellence in higher education*". The mission aligns well with current higher education funding policies of the State of Louisiana which gives credits to institutions that support Adult Learners' pursuit of higher education. To fulfill the mission, the Division will:

- Facilitate course offerings in all academic departments and programs as needed;
- Assist departments in identifying qualified and dedicated faculty for evening and weekend classes;
- Strengthen and expand opportunities for continuing education and lifelong learning;
- Adapt to the changing needs of student and society especially in the application of technology to learning;
- Seek to create a learning environment that promotes and achieves collaborative learning, intellectual inquiry, and community involvement;
- Collaborate with the Registrar and the Director of Facilities Management regarding room and space usage for evening and weekend classes;
- Work with Campus Police to ensure safety for conducive learning environment and ensure that Campus Emergency procedures are available and followed.

Responsibility for curriculum guidance and academic advising rests with the various colleges and departments, with coordination and assistance from the Evening and Weekend Division staff. The University strives to offer courses in sufficient quantity and appropriate sequence to enable Evening and Weekend Division students to complete their program. Evening and Weekend Division classes are normally taught by the University's regular faculty, but the program's strength is based also on employing outstanding professors and instructors from universities and businesses throughout the New Orleans area.

Students enrolled in evening and weekend classes have access to academic support services such as computer labs, writing labs, the library and research facilities, math lab, and foreign language lab and are governed by the academic policies and procedures outlined in the University catalog like other students.

Direct all inquiries to:

Administrative Assistant for the Office of Academic Affairs
(504) 286-5381 - 8:00 a.m. to 5:00 p.m. – Monday thru Friday

Administrative Assistant, University Library
(504) 286-5227 – After 5:00 p.m.



Honors Program

Wesley T. Bishop, J.D., **Acting Director**

Office: Administration Building Room 137

Phone: (504) 286-5325

Email: wbishop@suno.edu

Honors Program Committee: Wesley T. Bishop, J.D.; Donna Grant, Ph.D.; Carl Johnson, Ph.D.; Frank Martin, Ph.D.; John Penny, Ph.D.

The Honors Program provides enriched educational opportunities to the most academically talented, promising, and motivated undergraduate students at Southern University at New Orleans. Administered by the director of the Honors Program and the Honors Program Committee, this program offers students the opportunity to cultivate the habits of critical thinking, independent analysis and creative expression through small classes and independent study under the guidance of recognized teacher-scholars. The program also encourages learning communities and a setting in which students who share similar enthusiasm for learning are brought together in intellectual fellowship and provides public recognition for superior academic achievement.

The qualifications for students desiring to enter the Honors Program are as follows:

Entering Freshmen

1. Minimum ACT Composite score of 21 or SAT equivalent
2. High School cumulative average of **B** or better
3. Two letters of recommendation

Students Currently Enrolled In the University and Transfer Students

1. Minimum overall grade point average of 3.25 in work undertaken at the university or college level.
2. Continuing freshman, sophomore standing, juniors and seniors who meet ACT and GPA criteria may apply and be admitted to the Honors Program (a transfer student who previously participated in a honors program at another university may receive credit for honors work completed).
3. Two letters of recommendation (One from an advisor and one from an instructor who has taught the student).

CRITERIA FOR RETENTION IN THE PROGRAM

All Honors Program students must maintain a 3.25 cumulative GPA and make progress toward fulfilling the requirements of the Honors Program and their disciplinary major. All Honors Program student grades will be audited each term. Those at risk of falling below the threshold will be notified in writing and are required to meet with their Honors' Program Academic Advisor.

PROBATION

Honors Program students falling below the specified 3.25 cumulative GPA *must*:

1. Meet with an Honors Program Academic Advisor to discuss their academic schedule and a plan for improvement.
2. Receive a term GPA (minimum of 12 credits) above the threshold in the following term.
3. Obtain a cumulative GPA above the 3.25 threshold at the end of two terms of course work subsequent to the term in which they fell below.

If the cumulative GPA remains below the threshold, the student may be removed from the Program. However, a student has the right to appeal their circumstances following the University's Appeal process.

REENTRY

Students may apply for readmission when their cumulative GPA is above the 3.25 threshold.

SELECTED COURSES FOR THE HONORS PROGRAM

Course Designators

Honors sections of existing courses are offered using the departmental designator with an "H" suffix (e.g., ENGL 111H, MATH161H, etc.). The Honors curriculum requires students to complete between 20 and 25 credits of Honors sections of current Southern University at New Orleans' courses. These will be small sections of existing Southern University at New Orleans offerings tailored to Honor Program Students. Courses will be selected to offer both horizontal (disciplinary) and vertical (100-400 level) breadth.

Parameters:

1. Enrollment will be limited to 20 students for lower-division, 15 students in the upper-division courses.
2. Courses must meet prerequisites for subsequent courses, as determined by curricular and administrative units.
3. Courses will offer not merely more of the same material as their non-Honors counterparts, but instead should show greater breadth, integration, different approaches, etc. *Experimentation with new teaching techniques is encouraged.* Honors courses provide enrichment opportunities to students and faculty.

4. The educational approach will be flexible enough to accommodate different learning styles appropriate to a diverse student audience. Interactive learning should be considered the norm but heavier workloads are not.

GENERAL EDUCATION PROGRAM (15 hours minimum)**FRESHMEN EXPERIENCE**

Course #	Title	Hrs. Credit
JRDV 111	Survival Skills	1

ENGLISH

ENGL 111	English I (Composition I)	3
ENGL 112	English II (Composition II)	3

MATHEMATICS

MATH 151	College Algebra	3
MATH 161	Pre-Calculus*	3
MATH 162	Trigonometry*	3
MATH 232	Finite Math	3

NATURAL SCIENCES

BIOL 105	Introduction to Biology I	3
BIOL 105L	Introduction to Biology I Lab	1
BIOL 106	Introduction to Biology II	3
BIOL 106L	Introduction to Biology II Lab	1
BIOL 124	General Biology I*	3
BIOL 124L	General Biology I Lab*	2
BIOL 125	General Biology II*	3
BIOL 125L	General Biology II Lab*	2
CHEM 101	Introductory Chemistry	3
CHEM 101L	Introductory Chemistry Lab	1
CHEM 111	General Chemistry I*	3
CHEM 111L	General Chemistry I Lab*	2

FINE ARTS

FIAR 101	Introduction to Art	3
MUSC 101	Introduction to Music	3

HUMANITIES

Course #	Title	Hrs. Credit
HIST 210	U.S. History Before 1865	3
HIST 220	U.S. History Since 1865	3

* Science Majors

SOCIAL SCIENCES

CRMJ 110	Introduction to Criminal Justice	3
ECON 211	Survey of Economic Principles	3
ECON 222	Economic Principles II (Macroeconomics)	3
POLI 110	American Government	3
PSYC 210	Introduction to Psychology	3
SOCL 210	Introduction to Sociology	3
SOWK 110	Introduction to Social Welfare	3

COMPUTER LITERACY

MGIS 164	Introduction to Information Processing	3
----------	--	---

MAJOR AND/OR CONCENTRATION (12 hours minimum)

Academic Area must submit a proposal		12
--------------------------------------	--	----

HONORS COLLOQUIUM/SERVICE LEARNING (2 hours required)

Scholar will submit a proposal		2
or		
SOWK 4810	Field Seminar I (Guided study under supervision of mentor)	0

Early Start Program

The Early Start program aims to introduce students to the idea of college and to develop in them the confidence to go to college through exposure to college-level work. Structured as a collaborative program between Southern University at New Orleans and various school districts in the greater metropolitan area, the Early Start program is an innovative program that provides high school students with a supported transition from high school to college and career. The program strives to develop in every student a tool kit of personal qualities and academic skills needed for success in school and career.

PURPOSE OF PROGRAM

The Early Start Program is designed to offer college credit courses to 11th and 12th grade students who meet the requirements as mandated by the Louisiana Board of Regents. Students who are on track completed all required high school courses, passed LEAP and GEE, and have demonstrated the maturity necessary to matriculate in a university setting will be recommended by their counselors and approved by the principals for admission into the program. The Early Start Program offers an alternative for students who have two or more electives to complete their school day.

REQUIREMENTS FOR PARTICIPATION

I. General Criteria

1. Student must be currently enrolled in the 11th or 12th grade at a Louisiana public* high school.
2. Student must be on track for completing the Regents/TOPS high school core.
3. Student must have taken either the PLAN or ACT assessment and those scores are on file at the high school.
4. Student must be in good standing as defined by the high school.
5. Student must have permission from the high school and their parent/guardian to participate.
6. Student must be enrolled in a course for which both college and high school credit is available.
7. To continue enrollment in subsequent semesters/terms through this funding opportunity, student must have successfully completed prior Early Start Program courses. If the student resigns or withdraws from a course, the student must receive permission from both the high

* Private/parochial high school students are eligible to participate in dual enrollment courses; however, those students will not be funded by the state through the Dual Enrollment Program.

school and this University to continue enrollment in subsequent semesters/terms.

II. Eligibility criteria to enroll in a College Level, Degree Credit Course

1. College Level, Degree Credit Course: A course in an academic subject that generates postsecondary institutional credit and appears on the current Board of Regents' Statewide General Education Course Articulation Matrix.
2. Student must have a PLAN or ACT Composite score of at least 18.
3. To enroll in an entry level, college level English course, student must (1) have a PLAN or ACT English sub-score of at least 18 or (2) meet the postsecondary institution's pre-requisite requirements.
4. To enroll in an entry level, college level Mathematics course, student must (1) have a PLAN or ACT mathematics sub-score of at least 19 or (2) meet the postsecondary institution's pre-requisite requirements.

III. Eligibility criteria to enroll in an Enrichment/Developmental Course

1. Student must be in 12th grade. Enrichment/Developmental Course: An English or mathematics course that generates postsecondary institutional credit, but not degree credit, and is designed to prepare the student for college-level instruction.
2. Student must have a PLAN Composite score of at least 14 or ACT Composite score of at least 15.
3. Student must have a PLAN or ACT English sub-score of at least 14 to enroll in an English developmental course.
4. Student must have a PLAN or ACT Mathematics sub-score of at least 14 to enroll in a mathematics developmental course.

PROCESS FOR ADMISSION

Interested students should contact their high school counselors for information regarding the process for admission to the Early Start Program at Southern University at New Orleans. Counselors will review student records to determine eligibility based on the criteria mandated by the grant's procedures as defined by the Board of Regents. Eligibility requirements will be made available to all high schools within the Greater Metropolitan Area.

Once eligibility has been confirmed by counselors, students will be provided official documents which require signatures of parent or legal guardian indicating approval. The sequence of steps is as follows:

All documents will be submitted to high school counselors.

The Director of Recruitment and Admissions will obtain completed official forms from counselor.

Counselor and Director of Recruitment and Admissions, along with the student will determine course(s) in which student may enroll.

The Director of Recruitment and Admissions will submit to the Early Start Liaison, completed applications to be entered into the system.

The Director of Recruitment and Admissions will forward completed Early Start applications to the Registrar.

The Registrar or other designee as determined by the Vice-Chancellor of Academic Affairs will enter courses for Early Start students in the University's student information system.



TRiO Programs

STUDENT SUPPORT SERVICES

Staff

Linda D. Frederick, LMFT – Director
David Bocage – Academic Coach
Pamela Bentley – Academic Coach
Shannon Jones - Academic Coach
Kendria Jones – Study Skills Coordinator
Akeva Johnson - Part Time Office Manager

Student Support Services (SSS) is a TRiO program funded by the United States Department of Education and is designed to increase academic performances, retention, and graduation rates of eligible students. The Student Support Services TRiO Program serves low-income, first generation college students, and/or students with disabilities. Students must have an academic need, meaning that the student needs one or more of the services offered by the grant. The program is funded to service 300 SUNO students.

Participants receive instruction in “College Survival Skills,” which is a course designed to assist students as they matriculate through college. Subjects covered in this course include, time management, note taking skills, study skills, resume writing, career development, financial literacy, financial aid and scholarship information, and much more. Each student is assigned to a particular Student Support Services Academic Coach, who will serve a mentor and academic advisor.

Students are expected to adhere to the following:

- Attend classes on a regular basis
- Attend tutoring sessions
- Attend sponsored cultural events
- Attend scheduled counseling sessions
- Get pre-advised by SSS Academic Coach
- Complete FAFSA with Academic Coach
- Attend financial and economic literacy workshops
- Attend graduate school workshops
- Be academically successful and graduate

Who is eligible to receive services from the Student Support Services Program at Southern University at New Orleans?

- Citizens, nationals of the United States or individuals who meet the residency requirements for Federal student financial assistance
- Students enrolled at Southern University at New Orleans or students who are accepted for enrollment for the next academic term at Southern University at New Orleans
- Students who have a need for academic support, as determined by Southern University at New Orleans, in order to pursue a postsecondary degree
- Students who are (1) A low-income individual; (2) A first generation college student; and/or an (3) individual with disabilities

Comprehensive services that will ultimately lead to graduation include:

- Academic Advising
- Course Selection
- Instruction in the SSS College Survival Skills course
- Group/Personal Counseling
- Math & Study Skills Tutoring
- Structured Early Alert Detection for students
- Career Assessment/Counseling
- Assistance in applying to graduate school
- Financial and Economic Literacy
- Assistance in completing and applying for FAFSA
- Cultural Enrichment Activities
- Peer Mentoring

Academic need is determined by:

- Low ACT/SAT scores
- Low high school grades
- Low admissions test scores
- High School equivalency
- Lack of educational/career goals
- Lack of academic preparedness for college level course work
- Need for academic support to improve grades in various courses

EDUCATIONAL TALENT SEARCH

Staff

Ruth W. Johnson, Director

Shrylin Davis, Ed. D., Assistant to the Director/Education Specialist

Brian A. Smith, Educational Specialist

Amelia B. Sellers, Educational Specialist

Program Description

The Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. The program publicizes the availability of financial aid and assists participants with the postsecondary application process. Talent Search also encourages persons who have not completed educational programs at the secondary or postsecondary level to enter or reenter and complete postsecondary education. The goal of Talent Search is to increase the number of youths from disadvantaged backgrounds to complete high school, enroll in, and complete their postsecondary education.

Types Services

Services by Education Specialists (ES) at the following target high schools: McDonogh 35, Lake Area and Landry Walker. ES deliver services to eligible participants at the target schools as well as on the campus of Southern University at New Orleans. Tours of colleges and businesses designed to expose participants to postsecondary opportunities are provided throughout the year; cultural activities are delivered along with college tours. Programs and activities are made available for students who are of limited English proficiency as well as for students from groups that are traditionally underrepresented in postsecondary education, such as, students with disabilities; homeless youths; students in foster care or who are aging out of the foster care system or other disconnected students.

Additional Information

- Academic, financial, career, or personal counseling including advice on entry or re-entry to secondary or postsecondary programs
- Education and counseling services
- Referral to other academic and health services
- Career exploration
- Tutorial services
- Information on postsecondary education
- Exposure to college campuses
- Financial literacy
- Assistance in completing college admissions and financial aid applications
- Assistance in preparing for college entrance exams
- Mentoring programs
- College/Cultural tours
- Workshops for families of participants

UPWARD BOUND

Staff

Wesley T. Bishop, Acting Director

Ava Foy, Program Coordinator

Morkeith Phillips, Academic Advisor/Intervention Specialist

Program Description

Southern University at New Orleans operates an Upward Bound Program to serve ninety (90) eligible youths from the Louisiana Recovery School District of Orleans Parish in New Orleans, Louisiana. Selection of program participants will follow all federal guidelines, regulations and requirements. The target high schools from which participants will be selected are: Algiers Tech, George Washington Carver, Joseph S. Clark, and Landry/Walker. Eligible participants will also be selected who live in the target areas and attend other schools within the district.

The program works in conjunction with the university, target school district, target schools, agencies, and the community. established objectives are as followed; (1) academic performance minimum 2.5 GPA; (2) academic performance on standardized test; (3) secondary school retention; (4) complete a rigorous secondary program of study; (5) postsecondary enrollment; and (6) postsecondary completion.



Curricula

College of Arts and Sciences

Evelyn B. Harrell, Ph.D., LCSW, LAC , **Dean**

Office: Lake Campus Multipurpose Complex, F432

Phone: (504) 286-5234

Email: EHarrell@suno.edu

The College of Arts and Sciences brings together a single faculty body from three (3) departments namely: Arts and Humanities, Social Sciences, and Natural Sciences; the undergraduate programs of General Studies and Health Information Management Systems; and the graduate programs of Criminal Justice and Museum Studies. The Department of Arts and Humanities houses the following degree programs: English and History. In addition, general academic courses in Communication, Fine Arts, Music, Philosophy, Spanish, Humanities, and French are offered through the Department of Fine Arts and Humanities.

The Department of Social Sciences offers programs in Addictive Behaviors Counseling and Prevention, Criminal Justice (graduate and undergraduate), and Psychology, all of which are degree-granting programs. Courses in political science and sociology are offered as general education courses and as a minor.

The Department of Natural Sciences houses programs in Biology, Forensic Science, and Mathematics as degree granting programs. Additionally general academic courses are offered in Chemistry, Physics, and Physical Science.

The General Studies Program, which offers a Bachelor of General Studies degree, was established at Southern University at New Orleans in the academic year 2002-2003. The Program is designed especially to provide students with an enhanced comprehensive broad-based liberal education with the flexibility to adapt and combine courses from established traditional curricula. The Program adds depth and new dimensions to existing programs as well as enables Southern University at New Orleans (SUNO) to continue pursuing its mission of serving the educational needs of both students and the community. To this end, the General Students now offers a course in Museology as a complement to the graduate Museum Studies Program. The goals and requirements for graduation are stated in the program's curriculum.

In Fall, 2007 the Board of Regents approved a proposal to establish a B.S. program in Health Information Management System (HIMS). The purpose of the program is to educate students in planning, collecting, storing, retrieving, and communicating health care data through a combination of course-work in healthcare, technology, and business which will prepare students to become health-care administrators, analysts, and providers of modern healthcare delivery techniques. The program prepares students for the Registered Health Information Administrator (RHIA) Examination. The HIMS Program was initially accredited on February 7th, 2013 by the American Health Information Management Association (AHIMA).

Intrinsically, the programs in the College provide knowledge and related educational experiences that form the intellectual core of academic achievement at Southern University at New Orleans. The major aim of the College is to offer students at the University with diverse opportunities for a meaningful

education in the liberal arts and natural sciences by establishing a variety of majors in the academic disciplines in collaboration with other Colleges of the University. Institutionally, the College links the theoretical and practical across an array of extraordinary range of academic programs and activities which emphasize the mastery of language along with the other liberal and scientific studies. By doing so, the students are provided the opportunity to expand their educational and cultural horizons.

The individual departments in the College share identical goals specified in each department's/program's curriculum. Students who contemplate majoring in a program of the College are advised to consult the appropriate department/program chair/director as soon as possible, so that a comprehensive plan of study is worked out toward his/her course of studies. A description of a degree requirement is found with each department's/program's course offerings. The change from one program to the other must be approved by the department chair/program director and the dean of the College. Thus, a liberal arts and science education at Southern University at New Orleans will help students become resourceful thinkers who have an understanding of themselves and the world around them.

The goals of the College of Arts and Sciences are as follows:

1. To facilitate the implementation of the mission and basic goals of the University.
2. To expand the frontiers of knowledge of the Arts, Humanities, Social Sciences, Natural Sciences, General Studies, and Health Information Systems.
3. To emphasize the significance of the arts and science education in an age of indomitable technological advancement.
4. To provide areas of concentrated study for students who contemplate careers as professionals in the liberal arts and science.
5. To give students a well-balanced training in the application of the scientific method, and techniques to solve contemporary problems.
6. To develop the versatility necessary for personal adaptation in a highly complex society.
7. To develop knowledge and communication skills which are essential to advancement in any vocational field.
8. To increase understanding of the contemporary world by focusing on diversity, tolerance, multiculturalism, and international interdependence.
9. To promote democracy and citizenship by developing abilities for critical thinking, understanding, and solving pressing social, political and economic issues.
10. To prepare students for admission to schools of medicine, dentistry, pharmacy, engineering, law, and other graduate schools.

REQUIREMENTS FOR GRADUATION

1. The completion of an approved program of studies of not less than 120 semester hours with a cumulative average of 2.00 or better.
2. The completion of a minimum number of semester hours as specified in the major field, with a grade of C or better in all courses, and a minimum of eighteen (18) semester hours in a minor field.
3. The completion of 39 hours of General Education courses and 21 hours of electives in other areas of interest in support of the student's career goal.
4. The completion of 60 hours in community services.
5. Take and pass English 112, which includes a writing component, with a grade of C or better. Students who transfer from other universities and submit documentation of having passed a Writing Proficiency Examination will be given credit for the examination.



ARTS & HUMANITIES

Norbert Davidson, M.F.A., **Interim Chair**

Office: Lake Campus Multipurpose Complex, F409

Phone: (504) 286-5024 or 286-5154

Email: ndavidso@suno.edu

The Department of Arts & Humanities consists of seven disciplines – English, Communication, Fine Arts, Foreign Languages, music, Philosophy, and African-American Studies – and offers the Bachelor of Arts degree in English and History. Students who study Arts and Humanities are equipped with the skills and knowledge that can be applied to nearly any career pursuit. Arts and Humanities disciplines are marked by the traits of intellectual curiosity, analytical thinking, multi-cultural understanding, as well as strong written and verbal communication. A humanities education helps to advance a student's long-term personal goals and provides a strong foundation for any number of career choices.

ENGLISH

Professor: Xiongya Gao, Ph.D.; **Associate Professors:** Chester St. H. Mills; Ph.D.; Robert Azzarello; Ph.D.; Norbert Davidson, M.F.A; **Assistant Professors:** Douglas Marshall, Ph.D.; Sarah Jackson, Ph.D.; **Instructor:** Adam Falik, M.F.A.

The English Program offers the Bachelor of Arts degree in English, and provides a course of study that offers a rigorous basis for intellectual growth that helps to prepare students for varied careers in an increasingly demanding workplace. The program also prepares students for further academic study through a curriculum that encourages independent thinking, attentive analysis, as well as critical and creative communication skills. Students majoring in English must achieve at least a grade of "C" in ENGL 111, ENGL 112 and ENGL 203. (Students attaining a grade of "C" or better in ENGL 112 receive credit for the mandated Writing Proficiency Exam). The English major consists of thirty-six credit (36) hours, of which twenty-four (24) credit hours consist of required courses. The required courses are distributed as follows:

ENGL 231 and ENGL 232

ENGL 255 or 256

ENGL 351 and 352

ENGL 365

ENGL 470

ENGL 462

Twelve (12) credit hours must be chosen from English curriculum courses as electives

Students majoring in English must also complete coursework as follows:

9 credits of a foreign language

15 credits in Humanities or Philosophy

18 credits in a Minor

The English program also offers a minor in English, a minor in Creative Writing, and a minor in Communication under the auspices of the program. The details on the respective minors are stated below.

The minor in English consists of a minimum of eighteen (18) credit hours. The required courses for the English minor are distributed as follows:

ENGL 231 and ENGL 232
ENGL 255 or 256
ENGL 351 and 352
ENGL 470

The minor in Communication consists of a minimum of eighteen (18) credit hours. It provides a course of study that emphasizes both rigorous conceptual understanding of communication and practical uses of a variety of communication which prepares students technically, professionally, and personally to successfully navigate the changing global workplace. The minor promotes understanding of group, personal, interpersonal, organizational, and mediated communication. The minor in Communication further prepares students for continuing academic study through a curriculum that embraces current issues and seminal concepts while encouraging critical evaluation of messages, adaptation and analysis of audiences, and exploring oral, written, and mediated communication.

The **required** courses include: COMM 110 and COMM 210.

Additional course offerings include: COMM 220; COMM 230; COMM 240; COMM 310; COMM 320; COMM 330; COMM 340.

*COMM 110 is a required pre-requisite for COMM 230; 240, 320, 330, and 340.

*COMM 210 is a required pre-requisite for COMM220

*COMM 210 and 220 are required pre-requisites for COMM 310

The minor in Creative Writing consists of a minimum eighteen (18) credit hours. It provides a course of study that encompasses both a broad range of genres and a unique emphasis on marginalized texts, performative texts, and digital media. This includes special attention to feminist, African-American and hybrid texts, studies of spoken word and the poetics of identity and the digital-literary landscape. The minor is designed to promote creative thinking and self-expression in students who love to read and write through an intensive cycle of reading, writing, and response. The minor in Creative Writing will further advance the student's ability to personalize and synthesize information across disciplines and to select and manipulate modes of writing in order to communicate their stories and ideas effectively in a range of rhetorical situations. In this way, the minor prepares students for further study in the Humanities as well as for careers in a number of fields, including editing, publishing, journalism, advertising, and law.

The **required** courses include: ENGL 203 and ENGL 240

Additional course offerings include: ENGL 242; ENGL 360; ENGL 362; ENGL 363; ENGL 364.

*ENGL 203 is prerequisite for ENGL 240

*ENGL 240 is a prerequisite for ENGL 362, ENGL 363 and ENGL 364

*ENGL 112 is a prerequisite for ENGL 242

*ENGL 242 is a prerequisite for ENGL 360

Curriculum in English

FRESHMAN YEAR

Courses	Hrs. Credit	Courses	Hrs. Credit
BIOL 105 & 105L (Intro. to Biology)	4	ENGL 112 (English Composition II).....	3
ENGL 111 (English Composition I)	3	MATH 232 (Finite) or 250 (Elem. Statistics)	3
MATH 151 (College Algebra)	3	CMIS 164 (Intro. to Information Processing)	3
MUSC 101 or FIAR 101	3	BIOL 106 (Intro. to Biology)	3
JRDV 111 (College Survival Skills)	1	PSYC 210 (General Psychology)	3
JRDV 111A (Freshman Assembly).....	0		
	-----		-----
	14		15

SOPHOMORE YEAR

ENGL 203 (Writing About Literature)	3	ENGL 231 (Survey of British Literature 1)	3
Chem./Phys. Sci. Lecture	3	ENGL 255 or 256	3
Foreign Language 101	3	PHIL 211 (Intro to Philosophy).....	3
HIST 103 or 104 (History of Civilization) .	3	Foreign Language 102.....	3
POLI 110 (American Government).....	3	SOCL 210 (Intro to Sociology).....	3
		Courses in Minor area	3
	-----		-----
	15		18

JUNIOR YEAR

ENGL 232 (Survey of British Literature II)	3	ENGL 352 (American Literature II)	3
ENGL 351 (American Literature I).....	3	ENGL 365 (Intro. to Literary Theory)	3
PHIL 212 (Introduction to Logic)	3	English Elective.....	3
Electives in Minor Area	6	Course in Minor Area.....	3
		Foreign Language 211	3
	-----		-----
	15		15

SENIOR YEAR

ENGL 470 (Shakespeare)	3	ENGL 462(Introduction to Modern Linguistics) 3	
English Elective	3	English Elective.....	3
English Elective	3	HIST 210 or 220	3
HUMA 311 (Humanities I)	3	HUMA 315 (African American Humanities)	3
Course in Minor Area	3	Course in Minor Area.....	3
	-----		-----
	15		15

Total: 122 Credit Hours

ENGLISH COURSE DESCRIPTIONS**ENGL 093 DEVELOPMENTAL ENGLISH**

3 credit hours

Developmental English is designed to improve the student's basic writing skills and concepts through an integrated reading and writing approach. The course offers an intensive review of basic grammar, sentence structure and paragraphing. It also introduces the parts of the essay and the essay writing process.

ENGL 111 ENGLISH COMPOSITION I

3 credit hours

[LCCN: CENL 1013]

This course is focused on improving basic writing skills and concepts through an integrated reading and writing approach. Emphasis is placed on the writing process and introducing students to the basic rhetorical modes (patterns of development), as well as an intensive review of grammar, and the writing of short compositions.

ENGL 112 ENGLISH COMPOSITION II

3 credit hours

[LCCN: CENL 1023]

The course concentrates on the various forms of persuasion, especially the argumentative essay, and the critical analysis of those forms. Skills in written and oral communication are developed through a cycle of reading, discussion, and the composition of persuasive and argumentative essays. The techniques of writing and documenting the research paper are studied.

ENGL 203 INTRODUCTION to LITERATURE

3 credit hours

[LCCN: CENL 2323]

This course is designed to introduce the student to literary genres (the short story, poetry, and drama). It also aims to teach students how to write responsive, reflective and analytical essays about literature. Students will be introduced to the various elements of fiction, poetry, and drama. Structural patterns will be introduced that will help students develop the basics of literary analysis

ENGL 231 SURVEY of BRITISH LITERATURE I

3 credit hours

[LCCN: CENL 2103]

This course is an historical study of major works of British literature from its beginnings in the Middle Ages through the Restoration and the 18th Century. Readings in the course range from "Beowulf," and "The Canterbury Tales," through works by Sir Thomas Malory, Sir Thomas More, Edmund Spenser, Christopher Marlowe, Sir Walter Scott, John Donne and Andrew Marvell. (Prerequisite: ENGL 203)

ENGL 232 SURVEY of BRITISH LITERATURE II

3 credit hours

[LCCN: CENL 2113]

This course is a continuation of English 231 with readings of major works of British Literature from 1789 to the present, including texts by Blake, Byron, Wordsworth, Keats, Shelly, Tennyson, Browning, Arnold, Carlyle, Hardy, Conrad, Yeats, Woolfe, Joyce and Eliot. (Prerequisite: ENGL 203)

ENGL 240 INTRODUCTION to CREATIVE WRITING

3 credit hours

This course emphasizes the basic craft of writing poetry, short stories and drama. It also introduces students to workshop procedures. Course work includes writing exercises in the different genres and the completion of a final portfolio, as well as analysis of the students' and published work. (Prerequisite: ENGL 203)

ENGL 242 INTRODUCTION to JOURNALISM

3 credit hours

This course is an introduction to the practice of journalism, including the skills and methods essential to accurate and informed news reporting and writing. It is intended to acquaint students with the history and practice of journalism, with particular attention paid to the methods of writing news stories. (Prerequisite: ENGL 112)

ENGL 250 DIVERSE AMERICAN VOICES

3 credit hours

[LCCN: CENL 2173]

This course will focus on literary works drawn from multi-ethnic American writers. The student will be introduced to the mosaic of American literature in order to develop an appreciation of multicultural American writers. (Prerequisites: ENGL 111 & 112)

ENGL 255 AFRICAN-AMERICAN LITERATURE I

3 credit hours

[LCCN: CENL 2403]

This course is a thematic and cultural study of the literature of the African-American experience from the Colonial period to the Harlem Renaissance. Among the authors examined are Olandah Equiano, Phillis Wheatley, David Walker, William Wells Brown, Fredrick Douglass, Booker T. Washington, W.E.B. Dubois, Ida Wells-Barnett, James Weldon Johnson and Paul Lawrence Dunbar. (Prerequisite: ENGL 203)

ENGL 256 AFRICAN-AMERICAN LITERATURE II

3 credit hours

[LCCN: CENL 2403]

This course is a thematic and cultural study of the literature dealing with the African-American experience from the end of the Harlem Renaissance to the present. The works covered in this course include those of Claude McKay, Zora Neale Hurston, Jean Toomer, Langston Hughes, Melvin B. Tolson, Richard Wright, Ralph Ellison, James Baldwin, Amiri Baraka, Maya Angelou, Ishmael Reed, Toni Cade Bambara and Toni Morrison. (Prerequisite: ENGL 203)

ENGL 260 PROFESSIONAL and TECHNICAL WRITING

3 credit hours

This is a practicum in general technical and professional writing. Students will write memoranda, reports, resumes, letters of application, grant proposals, etc., and will be introduced to applicable computer research techniques. (Prerequisite: ENGL 112)

ENGL 270 GLOBAL LITERATURE

3 credit hours

Utilizing film, this course explores literature from various regions of the globe. Included in the rotating course of study, changing from term to term according to student/professor interests, will be the works of Latin American, Asian, African and Eastern European authors. (Prerequisite: ENGL 203)

ENGL 351 AMERICAN LITERATURE I

3 credit hours

[LCCN: CENL 2153]

This course emphasizes a study of major works and backgrounds of American literature from the Colonial period to the Civil War. Readings in the course include texts by William Bradford, John Winthrop, Anne Bradstreet, Edward Taylor, William Byrd, Jonathan Edwards, Jean de Crèvecoeur, Thomas Jefferson, Phillis Wheatley and Washington Irving. (Prerequisite: ENGL 203)

ENGL 352 AMERICAN LITERATURE II

3 credit hours

[LCCN: CENL 2163]

This course is a continuation of American Literature I, and it highlights major works and backgrounds of American literature from the Civil War to the present. Readings in the course include texts by James Fenimore Cooper, Edgar Allen Poe, Nathaniel Hawthorne, Herman Melville, Frederick Douglass, Mark Twain and Theodore Deriser. (Prerequisite: English 203)

ENGL 360 FEATURE WRITING

3 credit hours

This course provides for the study and writing of various types of human interest feature and news feature stories, including magazine articles and newspaper features. It acquaints students with that area of journalistic writing that does not strive for objectivity but which blends information, description, subjective material, advocacy and storytelling technique to gain impact. (Prerequisite: ENGL 242)

ENGL 362 THE PRACTICE OF POETRY

3 credit hours

[LCCN: CENL 2313]

This course introduces the student to the fundamentals of poetry writing, including meter, figurative language, tone, and structure. Course work will include the reading and discussion of contemporary poetry, participation in writing workshops, and the completion of a portfolio of revised writing. (Prerequisite: ENGL 112 and ENGL 240)

ENGL 363 THE CRAFT and ART of FICTION

3 credit hours

[LCCN: CENL 2303]

This course introduces the student to principles and practices of writing short fiction. Course work includes the reading and discussion of published fiction, exercises on character, conflict, point of view, tone, plot, setting, scene, and narration, all culminating in a complete short story, participation in writing workshops, and critiques of student and published fiction. (Prerequisite: ENGL 112 and ENGL 240)

ENGL 364 THE ELEMENTS of DRAMATIC WRITING

3 credit hours

[LCCN: CENL 2313]

This course examines the film medium through the prism of its major theories and defining it in the context of its two tendencies and as language, as well as historical, psychological, ideological, philosophical, feminist, and genre schools of criticism through the screen of exemplary films. (Prerequisite: ENGL 112 and ENGL 203)

ENGL 365 INTRODUCTION to LITERARY THEORY

3 credit hours

This course introduces students to the various schools of contemporary literary theory. The students will be exposed to selections from a number of primary texts associated with the literary theories examined. (Prerequisite: ENGL 203)

ENGL 370 CARIBBEAN LITERATURE

3 credit hours

This is a mixed genre course examining the works of several Caribbean authors and exploring the historical and socio-political context so as to foster an aesthetic appreciation for their poetics. The texts of the following authors may be considered: Michael Anthony, Erna Brodber, Wilson Harris, Hubert Harrison, C. L. R. James, Jamaica Kincaid, George Lamming, Earl Lovelace, Shani Mootoo, V. S. Naipaul, Lakshmi Persaud, Caryl Phillips, Jean Rhys, Leone Ross, Samuel Selvon, Derek Walcott, Edwidge Danticat, Junot Diaz. (Prerequisite: ENGL 203)

ENGL 372 NEW ORLEANS in LITERATURE

3 credit hours

This course will explore the body of literature written by New Orleans writers and literature about New Orleans culture and folklore. Texts and authors will vary from semester to semester, according to the preference of the instructor, but can include the stories of George Washington Cable, Kate Chopin, the Voodoo section of Zora Neale Hurston's *Mules and Men*, Walker Percy, John Kennedy O'Toole's *Confederacy of Dunces*, Michael Ondaatje's *Coming Through Slaughter* as well as the work in French and in translation of Creole writers, such as Langston Hughes' translation of New Orleans Creole poets' work. The course will be supplemented with visits to the locales described in the texts studied. (Prerequisite: ENGL 203)

ENGL 374 ADVANCED EXPOSITORY WRITING

3 credit hours

This advanced writing course is interdisciplinary and designed to enable students in the social sciences, business, the natural sciences and education to prepare for academic and professional writing in their specific areas of study. The students will closely examine professional journals in their career areas and strive to write similar articles for submission. Students will focus on rhetorical objectives, writing style, and source citation appropriate to their particular fields of study. (Prerequisite: ENGL 112)

ENGL 375 PRISON LITERATURE

3 credit hours

The prison literature course will serve students interested in criminal justice, prison reform, psychology and counseling, or adult education. Students will consider works of fiction, poetry, and memoir written by authors from around the world who are, or have been at one time, incarcerated. Readings will include the writings of John Henry Abbot, George Jackson, Assata Shakur, Peri Thomas, Etheridge Knight, Eldridge Cleaver, Jimmy Santiago Baca, Leonard Peltier, Nawal el Saadaw and Philip Berrigan. (Prerequisite: ENGL 203)

ENGL 401 EIGHTEENTH CENTURY ENGLISH LITERATURE

3 credit hours

This course emphasizes the representative works of Dryden, Swift, Addison, Steele, Pope, Gray, and Thompson. (Prerequisite: ENGL 203)

ENGL 411 ENGLISH ROMANTICISM

3 credit hours

This course is designed to introduce the student to the poetry and prose of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. (Prerequisite: English 203)

ENGL 420 THE BRITISH NOVEL

3 credit hours

This course is designed to acquaint the student with the British novel of the nineteenth and twentieth centuries. Students will be introduced to the works of various authors including Sir Walter Scott, George Eliot, Thomas Hardy, and Virginia Woolf, James Joyce, Evelyn Waugh, Elizabeth Bowen, E. M. Forster, and D. M. Thomas (Prerequisite: English 203)

ENGL 425 WOMEN in LITERATURE

3 credit hours

[LCCN: CENL 2413]

This course introduces students to writing by and about women. It describes and critically examines the tradition of women's writing, deconstructs the pervasive images of women in literature, and analyzes the way in which women define their experiences in terms of literature. Readings in the course include texts by Linda Pastan, Alice Cary, Linda Benson, Christine Rossetti, Mary Daly, Jane Augustine, Tillie Olsen, Ntozake Shange and Maya Angelou. (Prerequisite: ENGL 203)

ENGL 430 THE AMERICAN NOVEL

3 credit hours

This course is a study of the major influences on the American novel through selected American novelists of the 19th century and early 20th century such writers as James Fenimore Cooper, Henry James, John Steinbeck, William Faulkner and Toni Morrison. (Prerequisite: English 203).

ENGL 440 MODERN DRAMA

3 credit hours

The course introduces students to the major representative dramatists of the modern theatre, from Georg Bücher to the present. Emphasis will be placed on an analysis of the plays in both their literary and theatrical contexts, as well as the social and historical forces that influenced their creation. (Prerequisite: ENGL 203)

ENGL 445 FILM THEORY and ANALYSIS

3 credit hours

This course examines the film medium through the prism of its major theories and defines it in the context of its two tendencies, as well as through the lenses of historical, psychological, ideological, philosophical, feminist, and genre criticism. (Prerequisite: English 203)

ENGL 450 PRIMARY DOCUMENT RESEARCH

3 credit hours

This course will coordinate with research centers in New Orleans to engage students in the study of primary source texts and the production of original research projects. Research texts will be studied as literature and written about as literature. (Prerequisite: ENGL 203)

ENGL 462 INTRODUCTION TO MODERN LINGUISTICS

3 credit hours

This course is an introduction to modern linguistics, including a descriptive approach to the study of modern English grammar. Students will explore various sub-areas of linguistics, such as phonetics, phonology, morphology, syntax, historical linguistics, sociolinguistics, pragmatics, and language acquisition.

ENGL 470 SHAKESPEARE

3 credit hours

The course is an intensive reading and analysis of selected texts of William Shakespeare's histories, comedies, tragedies and romances. Emphasis will be placed on an examination of the plays in both their literary and theatrical contexts, as well as the culture and backgrounds of Elizabethan England. (Prerequisite: ENGL 203)

ENGL 480 SPECIAL TOPICS

3 credit hours

This course consists of readings, discussions, research and reports on any number of topics under the direction of a member of the English faculty. The topic may vary from semester to semester. (Prerequisite: consent of the department)

ENGL 492 MEDIEVAL LITERATURE

3 credit hours

This is a course in the study of representative works of Old English and Medieval writers, exclusive of Chaucer. Special emphasis will be given to the works of Langland, Gower and selected French writers in translation. (Prerequisite: ENGL 231)

COMMUNICATION COURSE DESCRIPTIONS

COMM 110 – Introduction to Human Communication

3 credit hours

An introduction to the study of human communication as a social and cultural construct through and examination of practices and theories. This is a broad-based overview to the field of Communication through communication theory, public speaking, rhetoric, organizational communication, interpersonal communication, small group, intercultural media studies. This course is a required pre-requisite for all other Communication courses except COMM 210 AND COMM 220.

COMM 210 FUNDAMENTALS OF PUBLIC SPEAKING

3 credit hours

This course is a study and application of the basic principles of effective extemporaneous speaking, methods of informing, interesting and motivating an audience with emphasis upon selection, organization, and development of ideas. Students deliver, listen to and criticize expository and persuasive speeches. This course substitutes for Education 211. This course is a required prerequisite for all other Communication courses except COMM 110.

COMM 220 ADVANCED PUBLIC SPEAKING

3 credit hours

This course adds to the fundamental skills in public speaking taught in COMM 210, exploring elements of persuasion while building on the foundational skills of organization and research. It explores elements of persuasion in oral communication while emphasizing the ethical nature of persuasion. Students will continue building their extemporaneous presentation skills through assigned course presentations. Advanced study in the art of public speaking and refinement of skills taught in the basic public speaking course. (Required prerequisite: COMM 210)

COMM 230 Interpersonal Communication

3 credit hours

This course focuses on understanding interpersonal communication as a dynamic and complex system of interactions and crafting skills of interpersonal speaking. It introduces students to various aspects of the communication process occurring in one-to-one relationships. The course stresses the importance of understanding and applying communication theory in everyday communication situations. Introduces students to the approaches, variables, and topics that influence social interaction and emphasizes enhancing personal and professional relationships. Content includes: listening behavior, dyadic interaction, conflict management, nonverbal communications, intercultural communication, and their impacts on our relationships. (Required prerequisites: COMM 110 and COMM 210)

COMM 240 Communication and Gender

3 credit hours

Explores gendered patterns of socialization, interaction, and language. Goes beyond essentializing female and male modes of communicating to consider ways in which masculinity, femininity, ethnicity, class, age, sexuality, and disability intersect in interpersonal, family, organizational, and public communication, as well as in feminist and men's movements. (Required prerequisites: COMM 110 and COMM 210)

COMM 310 Debate and Argumentation

3 credit hours

This is an interactive course exploring persuasive and logical communication with an emphasis on argumentation and debate, handling questions and answers, and critically analyzing policy and current events. Advanced study in the art of public speaking and refinement of skills taught in the basic and advanced public speaking courses.

COMM 320 Persuasion and Social Activism

3 credit hours

Explores current theories and research related to the issues of persuasion, social influence, and social activism in our society today. This course specifically examines theories and variables affecting how persuasion occurs, persuasion strategies, and foundational principles of persuasion. This course is designed to help students become critical consumers of knowledge and more effective persuasive speakers/writers. Required prerequisites: COMM 110 AND COMM 210.

COMM 330 Communication, Social Media, Popular Culture

3 credit hours

This is a hybrid course which explores digital communication, social media and popular culture. It examines modes of persuasion which are reflected in a variety of dimensions of popular culture. The focus of the course is on persuasive appeals employed in forms of social media, popular culture, and methods of evaluating potential persuasion and impact. It stresses the importance of communication theory application in everyday transactions. HYBRID COURSE. Required prerequisites: COMM 110 and COMM 210.

COMM 340 organizational Communication

3 credit hours

Organizational Communication will offer a detailed exploration of human communication within corporations, governments, non-profit organizations, religious groups, social movements, and other organizational contexts. The course emphasizes key approaches in communication in organizational setting: classical, human relations, human resources, systems, cultural, and critical approaches. Concepts of socialization, decision-making, conflict, stress, burnout, and cultural diversity will also be a core focus of this course. Required prerequisites: COMM 110 and COMM 210.



FINE ARTS, MUSIC & PHILOSOPHY
(B.A. degree in Fine Arts has been terminated effective Spring, 2006)

Professor: Cynthia Ramirez, M.F.A.; **Assistant Professors:** Warren Jones, Ph.D.; Gary Oaks, M.F.A.; Michael Torregano, Ph.D.

Information on the Fine Arts major and minor is being retained for purposes of future reference. The Fine Arts program offers a curriculum with courses in Painting, Sculpture and Graphic Design. The department is instrumental in the training of the students in Art Education and music Education. The College of Education offers a curriculum leading to an Art Education and Music Education degree. Introductory level courses in Philosophy – PHIL 211, PHIL 212, and PHIL 222 – are offered to satisfy general education requirements of other degree granting disciplines. The courses in Humanities are broadly interdisciplinary. They are intended to provide the advanced student with an integrated approach to knowing and understanding his/her cultural heritage and its present forms of expression.

In the pre-Katrina era students who majored in Art were required to take a minimum of sixty-four (64) hours in the department, in addition to general University requirements in other disciplines. Drawing 101 and Design 101 must be taken in the Freshmen year. All Art majors were also required to minor in Art. A student who minored in Art must take a minimum of eighteen (18) semester hours. We are retaining the information on the major and minor in Fine Arts for purposes of reference in anticipation of a Fine Arts program in the distant future. For more information, consult a Fine Arts advisor.

Requirements for all Fine Arts majors: 110, 120, 199, 211, 212, 222, 245, 270, 291, 299, 363, 399, 490, 492S. In Art History, 351 and 352 are required, as is at least one course from the following: 353, 354, 450, and 489.

Additional courses required for the area of concentration:

Painting: 360, 271, 471, 472 and 6 credit hours of Art electives.

Sculpture: 392, 481, 482, and 493 and 6 credit hours of Art electives.

Graphic Design

Students who elect a concentration in Art in the General Studies degree program must complete thirty semester hours in Art. The following Art course content will satisfy the requirements for the Art concentration in General Studies:

FIAR 110, FIAR 222, FIAR 371, FIAR 291, FIAR 351

FIAR 120, FIAR 212, FIAR 471, FIAR 392, FIAR 352

FIAR 101 is not a part of the concentration, but is a part of the General Education requirements of the University. It is also offered online.

Curriculum in Art

FRESHMAN YEAR

Course Credit	Course Credit	Hrs.	Hrs.
JRDV 111 (College Survival Skills)	1	FIAR 199 (Art Forum)	1
ENGL 111 (English Composition I)	3	ENGL 112 (English Composition II)	3
HIST 210 or 220	3	MATH 232 or 250	3
MATH 151 (College Algebra)	3	CMIS 164 (Intro. to Info. Processing)	3
BIOL 105 & 105L (Intro. to Biology)	4	BIOL 106 (Intro. to Biology)	3
FIAR 101 or MUSC 101	3		
	----		----
	17		13

SOPHOMORE YEAR

FIAR 245 (Basic Photography)	3	Foreign Language 102	3
FIAR 351 (Art History I)	3	Social Science Electives	6
Foreign Language 101	3	FIAR 120 (Design I)	3
Chemical or Physical Science 101	3	FIAR 352 (Art History II)	3
FIAR 110 (Basic Drawing)	3	FIAR 299 (Art Forum)	1
	----		----
	15		16

JUNIOR YEAR

FIAR 222 (Design II)	3	FIAR 211 (Figure Drawing)	3
FIAR 212 (Intermediate Drawing)	3	FIAR 353, 354, 450, or 489	3
Foreign Language 211	3	Foreign Language 222	3
FIAR (353, 354, 450, or 489)	3	FIAR 291 (Sculpture)	3
FIAR 270 (Materials & Tech. of Painting)	3	FIAR 399 (Art Forum).....	1
	----		----
	15		13

SENIOR YEAR

FIAR 363 (Printmaking)	3	FIAR 490 (Studio Problems)	3
FIAR 492S (Seminar for Majors)	1	Concentration (Art)	6
Philosophy or Humanities	3	Philosophy or Humanities	3
Concentration (Art)	6	Art Elective	3
Art Elective	3		
	----		----
	16		15

Total: 120 Credit Hours

ART COURSE DESCRIPTIONS

FIAR 101 INTRODUCTION TO ART

3 credit hours

This course is a study of the periods and styles of art and artists and the relationship of the aesthetic experience to man's need to express his ideas, needs and aspirations. It includes study of the elements of design to develop a foundation for aesthetic judgment.

FIAR 110 BASIC DRAWING

3 credit hours (studio)

A beginning course in drawing with work in various graphic media working from still life, landscape and the figure. Emphasis is given to problems in composition, proportion, line, texture, and form. (Prerequisite: none)

FIAR 120 DESIGN I, (formerly Basic Design)

3 credit hours (studio)

A study and analysis of the elements and principles of design with emphasis on the development of two-dimensional design. (Prerequisite: none)

FIAR 199 ART FORUM

1 credit hour

This course is designed for art majors to discuss major trends and issues in the visual arts. The course includes criticism, methods, and materials in art. (Prerequisite: none)

FIAR 211 FIGURE DRAWING

3 credit hours (studio)

This course includes studies of the human figure with emphasis on form and structure. Rapid and extended studies of the figure are done in a variety of media. (Prerequisite: 110)

FIAR 212 INTERMEDIATE DRAWING

3 credit hours (studio)

This course provides the student with advanced problems in a variety of media with concentration on life drawing. Emphasis is given to composition and the development of a personal approach to drawing. (Prerequisite: 110)

FIAR 222 DESIGN II, (formerly Advanced Design)

3 credit hours (studio)

This course is a study of problems in the analysis and application of principles of composition in three dimensional design. (Prerequisite: 120)

FIAR 241 GRAPHIC DESIGN I, (formerly Commercial Art)

3 credit hours (studio)

This course is designed to develop skills and techniques in the performance of advertising and design with emphasis on development of two dimensional commercial art. (Prerequisites: 110, 120, and 212)

FIAR 245 BASIC PHOTOGRAPHY

3 credit hours

This course is a study of the basic principles of black and white photography as an art form and the technical skills designed to use it with perception and creativity. Laboratory fee \$50.00.

FIAR 246 INTERMEDIATE PHOTOGRAPHY

3 credit hours

This course is a continued study of black and white photography, camera and darkroom techniques, and a continuation of development of technical skills using photography with perception and creativity. Laboratory fee \$50.00. (Prerequisite: FIAR 245)

- FIAR 270 MATERIALS AND TECHNIQUES OF PAINTING** 3 credit hours (studio)
This is a study of traditional and contemporary materials used in painting. Technical problems are examined as well as methods of application from the old masters to contemporary masters.
(Prerequisites: 110, 120, and 212)
- FIAR 291 SCULPTURE I**, (formerly Basic Sculpture) 3 credit hours
This course provides the student experience in the principles of basic form organization through the use of sculpture materials such as clay, plaster, wax, and metals. (Prerequisites: 110, 120, and 212)
- FIAR 299 ART FORUM** 1 credit hour
Continuation of Art 199.
- FIAR 331 METHODS & MATERIALS OF TEACHING ART IN ELEMENTARY SCHOOLS** 3 credit hours
This course enables the student to examine the role of the visual arts in the education of the child. Studio activities include first-hand experience with materials and methods which have application in the elementary classroom. The practical aspects of program planning and classroom management are considered. Laboratory fee \$10.00.
- FIAR 340 SILK SCREEN** 3 credit hours (studio)
This is a study of techniques in silk screen printing with application in commercial art and as a medium for printmaking. (Prerequisites: 110, 120, and 212)
- FIAR 342 GRAPHIC DESIGN II** (formerly Commercial Art) 3 credit hours (studio)
This course includes study of advanced problems, techniques, and media in the development of two and three-dimensional designs. (Prerequisites: FIAR 110, 120, 212, and 241)
- FIAR 351 ART HISTORY I: ANCIENT TO MEDIEVAL** 3 credit hours
This course is a survey of architecture, sculpture, painting and crafts from pre-historic periods through the medieval period.
- FIAR 352 ART HISTORY II: RENAISSANCE TO MODERN** 3 credit hours
This course is a survey of architecture, painting, sculpture and the crafts from the Renaissance to the Modern period.
- FIAR 353 ART HISTORY III: CONTEMPORARY ART** 3 credit hours
This course is a survey of the development of visual art in the contemporary world, including personalities and trends in material, mediums, and techniques.
- FIAR 354 AFRICAN ART** 3 credit hours
This is a study of African art in historical perspective as well as in cultural context, with attention to mediums, stylistic considerations, museum collections, contemporary African art, and opportunities for further study.
- FIAR 360 WATERCOLOR** 3 credit hours (studio)
A study of the techniques of water color, using limited pigments with water as the major vehicle to achieve spontaneous and transparent effects. (Prerequisite: Basic 110)

FIAR 363 PRINTMAKING I: RELIEF PRINT

3 credit hours (studio)

This course deals primarily with the techniques of relief printing, including woodcut, line-cut, wood engraving and relief experimental methods. It also provides an exploration of expressive possibilities of the various methods. (Prerequisites: FIAR 110, 120, and 212)

FIAR 364 PRINTMAKING II: Intaglio Print

3 credit hours (studio)

This course deals primarily with the intaglio techniques: etching, engraving, soft ground, aquatint, lift ground and dry point. Emphasis is given to craftsmanship and the expressive possibilities of intaglio printing. (Prerequisites: FIAR 110, 120, 212, and 291)

FIAR 371 PAINTING I

3 credit hours

This course is a study of the basic means of composition in color with primary emphasis on pictorial element related to painting. A variety of technical methods with Polymer emulsions or oils are explored. (Prerequisites: FIAR 110, and or 212 and 120)

FIAR 392 SCULPTURE II

3 credit hours (studio)

This course is a continuation of the principles and methods of form exploration initiated in Sculpture I. Emphasis is on refinement of technique and composition. Traditional and non-traditional approaches to sculpture are taken.

FIAR 399 ART FORUM

1 credit hour

Continuation of FIAR 299.

FIAR 431 METHODS & MATERIALS OF TEACHING ART IN SECONDARY SCHOOLS

3 credit hours

Studio activities include experience with methods and materials which are applicable to the secondary level. Practical aspects of program planning and classroom management are considered.

FIAR 432 VIDEO PRODUCTION

3 credit hours

This course is designed to acquaint students with the possibilities of video in an interdisciplinary context. Students will engage in "hands on" video production in studio and remote settings, learning effective and creative methods of communicating with this medium and the protocols and terminology necessary to become "Video Literate." (No prerequisites or camera required)

FIAR 450 AFRICAN AMERICAN ART

3 credit hours

This course is a survey of the development of African American art and its contribution to the plastic art in the United States.

FIAR 462 WATER COLOR

3 credit hours (studio)

This course includes advanced work with transparent watercolors in still life, the figure, and landscape. Field trips will be taken. Optional independent work may be done in fashion rendering and illustration. (Prerequisites: 110, 120, 211 and/or 212, 360)

FIAR 471 PAINTING II

3 credit hours (studio)

This course provides the student further studio experience with emphasis on plastic relationships and individual development. Further development of technical methods in synthetic media and oils will be undertaken. Compositions from human figures are emphasized. (Prerequisites: FIAR 110, 120, 212, and 371)

FIAR 472 PAINTING III

3 credit hours (studio)

This course is designed to encourage the development of painters with emphasis on individual expression disciplined by a knowledge composition and plastic relationships. Experimentation with various media and techniques is encouraged. (Prerequisites: FIAR 110 and 120)

FIAR 481 CERAMICS I

3 credit hours (studio)

This is an introductory course in pottery forming methods (coil, slab, casting and throwing). Also studied are various methods of surface treatment, such as slip painting, incised line, graffiti, and glazing. Stacking and firing the kiln are included. (Prerequisites: FIAR 101 and 120)

FIAR 482 CERAMICS II

3 credit hours (studio)

This is a continuation to an advanced level of ceramics. This course includes advanced forming methods and surface treatment with continued examination of ceramics as an art form. (Prerequisites: FIAR 101, 120, and 481)

FIAR 489 ZAIRE ART SEMINAR

3 credit hours

In this seminar, students will study the history, cultural context and aesthetics of Zaire Art. They will get hands on curatorial experience with SUNO's Zaire Art Collection. (Prerequisite: permission of instructor)

FIAR 490 STUDIO PROBLEMS

2-6 credit hours (studio)

In this course, special problems are assigned from the student's area of concentration. The student is given the opportunity to develop independent projects or research studies under close supervision of a faculty member.

FIAR 492S SEMINAR FOR MAJORS (Formerly Art Forum 499)

1 credit hour

This course focuses on the requirements for graduation in Fine Arts and provides instruction in career and graduate school planning.

FIAR 493 SCULPTURE III

3 credit hours (studio)

This course is the continued development of sculptural composition and advanced work in a variety of media. Experimental and non-traditional approaches are explored.

MUSIC COURSE DESCRIPTIONS**MUSC 100B UNIVERSITY BAND**

1 credit hour

MUSC 100C UNIVERSITY CHOIR

1 credit hour

MUSC 101 SURVEY OF MUSIC

3 credit hours

This is a general study of music from a historical and aesthetic standpoint. The course is concerned with music as it relates to man in a cultural context and is designed for non-musicians.

MUSC 102 PIANO

2 credit hours

This course presents the basic techniques of piano performance.

MUSC 112 APPLIED MUSIC 2 credit hours
Intensive training in Vocal Music.

MUSC 120 APPLIED MUSIC 2 credit hours
This course provides intensive training on the student's chosen instrument of specialization.

MUSC 122 APPLIED MUSIC 2 credit hours
This course is a continuation of MUSC 120.

MUSC 244 THE MUSIC OF AFRICANS/AFRICAN AMERICANS 3 credit hours
The purpose is to afford students a real understanding of the nature and scope of the history of African and African-American music and its impact on Western music generally and twentieth century specifically.

PHILOSOPHY COURSE DESCRIPTIONS

PHIL 211 INTRODUCTION TO PHILOSOPHY 3 credit hours
This course is a survey of the major problems in the fields of philosophy with emphasis on historically important philosophers and their solutions to such problems.

PHIL 212 INTRODUCTION TO LOGIC 3 credit hour
This is an inquiry into the nature of thinking and the means by which it is made logical and coherent. The course deals mainly with the methods and principles that have been developed for distinguishing valid from invalid inferences in deductive and inductive arguments.

PHIL 222 INTRODUCTION TO ETHICS 3 credit hours
This is a study of the nature of ethical judgments, standards, and values along with an historical survey of ethical theories.

PHIL 311 CONTEMPORARY PHILOSOPHY 3 credit hours
This is an inquiry into contemporary philosophical problem with special attention to their bearing on science, politics, religion, and art (Prerequisite: One course in philosophy).

FOREIGN LANGUAGES

(B. A. degree in Foreign Languages has been terminated effective Spring, 2006)

Assistant Professor: Anderson Tate, Ph.D.

The Foreign Languages program currently offers general education courses in Spanish. The purpose of the program is to offer professional training in Spanish, and to service those departments that have a foreign language requirement. French courses that may satisfy general education requirements in certain disciplines may be offered beginning Spring 2010.

Educational Goals:

- To introduce students to languages other than English and to the cultural areas where these languages are spoken.
- To offer a program of courses that will prepare students to teach Spanish or French in the schools.
- To prepare students who desire a liberal arts education in Spanish.

Information on the Spanish major and minor is being retained for purposes of future reference. A Spanish major in the College of Arts and Social Sciences must complete thirty-six (36) hours including Spanish 101 and 102 for a B.A. degree.

A minor in Spanish consists of eighteen (18) hours including 101 and 102. Spanish 211, 222, 350, and 360 are required to meet the minor requirements.

Entrance requirements for all students in a foreign language program include a C average in the four basic courses: 101, 102, 211, 222. Students must demonstrate an interest in Hispanic culture and a commitment to travel abroad. The exit requirements for Spanish majors consist of: a minimum 2.0 average for all major courses and passing a written departmental test.

It is recommended that all students in the elementary courses attend the Language Laboratory and/or the Learning Resource Center as directed by the instructor and prescribed by the Department. Any foreign language requirement must be satisfied in the same language and courses must be taken in sequential order and only one course per semester, 101,102, 211, and 222/223. This means that 101 must be completed before taking 102, 102 before taking 211, and 211 before taking 222 or 223.

In some cases students can be allowed to take SPAN 211 and SPAN 222 the same semester. SPAN 211 is usually offered in the Fall, and 222/223 in the Spring. Students who minor or major in Spanish can take SPAN 222 and SPAN 350 or 360 concurrently. Students may test out of SPAN 101, 102 and 211 upon recommendation of a Foreign Language instructor or the Chair of the Department. Courses beyond 222 are designed for majors and minors. Enrollment in these courses is by departmental approval only. Students whose native language is Spanish must satisfy their foreign language requirement in a language other than their own, or take courses above 300 level in their native language. This must be done only after consultation with the Foreign Language department Chair and the College of Arts and Sciences Dean.

Curriculum in Foreign Languages

FRESHMAN YEAR

Course	Hrs.	Credit Course	Hrs.	Credit
JRDV 111 (College Survival Skills)	1	ENGL112 (English Composition II)		3
English 111 (English Composition I)	3	MATH 232 (Finite) or 250 (Statistics).....		3
HIST 103 or 104	3	CMIS164 (Intro. Information Processing)..		3
MATH 151 (College Algebra)	3	BIOL 106 (Intro. to Biology)		3
BIOL 105 (Intro. to Biology)	3	SPAN 101 (Elementary Spanish).....		3
Social & Behavioral Sciences Elective ...	3	JRDV 111A (Freshman Assembly)		0
	----			----
	16			15

SOPHOMORE YEAR

ENGL 203 (Writing About Literature)	3	English (Elective)		3
SPAN 102 (Elementary Spanish).....	3	Fine Arts (Elective)		3
Elective (Minor).....	3	HIST 210 or 220		3
CHEM 101 & 101L (General Chemistry) ..	4	SPAN 211 (Intermediate Spanish)		3
Social & Behavioral Sciences Elective	3	Elective (Minor).....		3
	----			----
	16			15

JUNIOR YEAR

SPAN 222 or 223	3	SPAN 350 or 360		3
SPAN 350 or 360	3	SPAN 371 (Survey of Spanish Literature I) ...		3
Political Science (Elective)	3	FREN 102 (Elementary French)		3
FREN 101 (Elementary French)	3	Elective (Minor).....		3
Elective (Minor).....	3	Political Science (Elective)		3
	----			----
	15			15

SENIOR YEAR

SPAN 372 (Survey of Spanish Lit. II)....	3	Electives (Major)		6
Electives (Major)	6	Elective (Minor).....		3
Elective (Minor).....	3	History (Elective 300 Level)		3
Fine Arts (Elective)	3	Fine Arts (Elective)		3
	----			----
	15			15

Total: 122 Credit Hours

CURRICULA Spanish Minor

Spanish 101 Spanish 222/223
Spanish 102 Spanish 350
Spanish 211 Spanish 360

SPANISH COURSE DESCRIPTIONS

SPAN 101. ELEMENTARY SPANISH 3 credit hours
[LCCN: CSPN 1013, 1014]

This course is an introduction to the basic conversational and grammatical elements of the Spanish language. Frequent use of the Language Laboratory is required.

SPAN 102. ELEMENTARY SPANISH 3 credit hours
[LCCN: CSPN 1023, 1024]

This is a continuation of fundamental Spanish with great emphasis on the spoken language. (Prerequisite: SPAN 101)

SPAN 103. INTENSIVE ELEMENTARY SPANISH 6 credit hours

This course is an accelerated introduction to the basic conversational and grammatical elements of the Spanish language.

SPAN 200. SPANISH FOR THE PRIMARY GRADES 3 credit hours

This is a special methods and materials course for teaching Spanish to children. It is particularly designed for elementary education majors.

SPAN 211. INTERMEDIATE SPANISH 3 credit hours
[LCCN: CSPN 2013, 2014]

This course is a review of the basic structures of the Spanish language. (Prerequisite: SPAN 102)

SPAN 222. HISPANIC CIVILIZATION 3 credit hours

This course provides an historical examination of the cultural heritage of Spain and Spanish America. (Prerequisite: SPAN 211)

SPAN 223. INTERNATIONAL TRAVEL 3 credit hours

This course includes a series of lectures and required readings prior to the trip. Students will visit a Spanish speaking country for a period of no less than eight days with educational tours included. A submission of a final report from the students is required. Students may substitute SPAN 223 for 222. (Prerequisites: SPAN 101, 102, and 211)

SPAN 240. COMMERCIAL SPANISH 3 credit hours

This course provides the student practical exercises in oral and written Spanish for business majors. (Prerequisites: SPAN 101 and 102)

SPAN 304. THE SPANISH CULTURE AS IT RELATES TO NEW ORLEANS' PAST AND PRESENT

3 credit hours

This course consists of a series of lectures, language learning sessions, language lab drills and audiovisual presentations on the Spanish culture in New Orleans and Louisiana. Interaction with the Spanish community is also included. (For Education majors. This course does not satisfy any other Foreign Language requirement.)

SPAN 350. SPANISH CONVERSATION

3 credit hours

This course provides the student systematic exercises in speaking Spanish with attention to vocabulary building and spontaneity of expression. (Minors and majors only).

SPAN 360. SPANISH COMPOSITION

3 credit hours

This course provides the student systematic exercises in writing Spanish with attention to meaningful differences of style and tone. (Minors and majors only)

SPAN 371. SURVEY OF SPANISH LITERATURE I

3 credit hours

Sequential study of selected texts representative of the important epochs and movements of Spanish literature from the Middle Ages to the 17th Century.

SPAN 372. SURVEY OF SPANISH LITERATURE II

3 credit hours

Sequential study of selected texts representative of the important epochs and movements of Spanish literature from the 18th century to the 21st Century.

SPAN 400. SPANISH LINGUISTICS

3 credit hours

This is a comparative study of the phonetics, morphology, syntax, and semantics of Spanish and English.

SPAN 410. ADVANCED SPANISH GRAMMAR

3 credit hours

This is an intensive review of Spanish grammar with stress upon its idiomatic difficulties.

SPAN 420. SPANISH LITERATURE OF THE GOLDEN AGE

3 credit hours

This is a study of selected works by representative authors of the Golden Age.

SPAN 421. SURVEY OF SPANISH AMERICAN LITERATURE I

3 credit hours

This course presents a sequential study of selected texts representative of the important epochs and movements of Spanish American literature from the Discovery Period through the Romantic Period.

SPAN 422. SURVEY OF SPANISH AMERICAN LITERATURE II

3 credit hours

Sequential study of selected texts representative of the important epochs and movements of Spanish American literature from Modernism to the 20th Century.

SPAN 430. 20th CENTURY SPANISH LITERATURE

3 credit hours

Study of the main trends of contemporary Spanish literature as exemplified in selected writings.

SPAN 440. CONTEMPORARY SPANISH LITERATURE

3 credit hours

Selected readings of outstanding 20th and 21st Century writers of Spanish America.

SPAN 450. SPECIAL TOPICS

3-6 credit hours

Detailed investigations of particular problems in the study of Spanish. (Only for Spanish majors)

FRENCH COURSE DESCRIPTIONS

FREN 101 ELEMENTARY FRENCH

3 credit hours

[LCCN: CFRN 1013, 1014]

This is an introduction to the fundamentals of the French language with oral drills and comprehension exercises. Frequent use of the language laboratory is required.

FREN 102 ELEMENTARY FRENCH

3 credit hours

[LCCN: CFRN 1023, 1024]

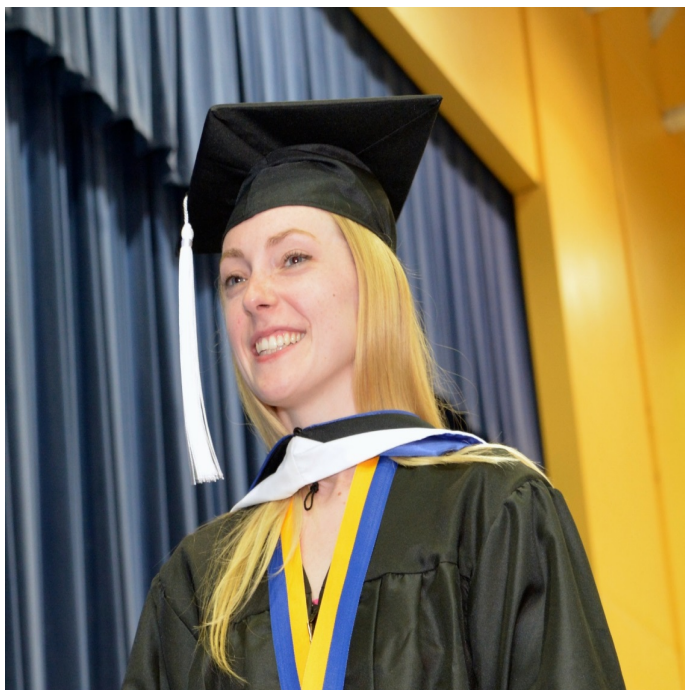
This is a continuation of the basic French with great emphasis on the spoken language. Practice in composition and graded reading are emphasized. (Prerequisite: French 101)

FREN 211 INTERMEDIATE FRENCH

3 credit hours

[LCCN: CFRN 2013, 2014]

The course provides a review of the basic structures of the French language. (Prerequisite: French 102)



HISTORY

Associate Professor: Lenus Jack, Jr., Ph.D.; Clyde Robertson, Ph.D.; **Assistant Professor:** Connie Dorsey Abdul-Salaam, M.A.; **Instructor:** Matthew Higgins, M.A.

The principal objective of the History program is to provide the university student with a broad liberal arts background in order to become an active contributor to modern society. In addition, the program provides training for potential high school teachers who want to focus on the social sciences. Most majors go on to graduate or professional schools.

Major: A major in history must take, in addition to HIST 103, 104, 210, and 220, a minimum of twenty-four (24) hours of which at least twelve (12) must be in United States History above the 220 level and nine (9) in non-United States History above the 200 level. Majors must also take HIST 351/352, 410 and 470. In addition, all majors must write a senior exit paper.

Minor: A minor requires eighteen (18) hours of which six (6) must be in courses above the 300 level. HIST 103, 104, 210, and 220 are also required of minors. A grade of C or better is required in all history courses taken by majors and minors.

Students may elect for a History concentration in the General Studies program. To satisfy the requirement of a History concentration, students must take thirty semester hours in the area. The following History course content will satisfy the requirements for the History concentration in General Studies.

HIST 103*, HIST 104*, HIST 210*, HIST 220*, HIST 351*, HIST 352*, HIST 312, HIST 375*, HIST 401*, HIST 402, HIST 410, HIST 470

Students may take HIST 103 or 104 and HIST 210 or 220.

*Also offered online.

Curriculum in History

FRESHMAN YEAR

Course	Hrs. Credit	Course	Hrs. Credit
JRDV 111 (College Survival Skills).....	1	ENGL 112 (English Composition II).....	3
ENGL 111 (English Composition I).....	3	MATH 232 (Finite) or 250 (Elem. Statistics)	3
HIST 103 or 104 (History of Civilization) .	3	HIST 104 (History of Civilization since 1500)	3
MATH 151 (College Algebra).....	3	BIOL, CHEM, or Physical Science Elective	3
BIOL 105 & 105L (Intro. to Biology)	4	GEOG 110 (Survey of Regional Geography)	3
FIAR or MUSC101.....	3	POLI 110 (American Government).....	3
	----		---
	17		18

SOPHOMORE YEAR

Chemistry or Physical Science Elective	3	HIST 220 (U.S. History since 1865)	3
ENGL 203 (Writing About Literature)	3	Foreign Language 102.....	3
CMIS 164 (Intro. to Information Processing)3		SOCL 210 (Intro. to Sociology).....	3
HIST 210 (U.S. History to 1865).....	3	Course in Minor Area.....	3
Foreign Language 101	3	English (Literature)	3
	----	History Elective (300 or above)	3
	15		---
			18

JUNIOR YEAR

Foreign Language 211	3	Course in Minor Area.....	6
Philosophy or Humanities.....	3	Course in Minor Area.....	3
HIST 410 (Historical Research and Criticism)3		Electives (History 300 or above).....	6
Courses in Minor Area.....	6		---
	----		15
	15		

SENIOR YEAR

HIST Elective	3	HIST 470.....	3
African Amer. History Elective (300 or above)	3	Free Electives	6
Computer Science Elective (300 or above).....	3	Elective (History 300 or above)	3
Course in Minor Area	3		---
	----		12
	12		

Total: 122 Credit Hours

Curriculum in History Concentration in African American Studies

The general aim of this program is to enhance the student's knowledge of the rich cultural heritage and history of African Americans and to enable students to understand and appreciate the position of African Americans in the community, nation, and world. History 210, 220, 351 and 352, 410 and 470 are required of students enrolled in this program. An additional fifteen (15) hours must be taken within the History curriculum to satisfy requirements for the baccalaureate degree. To complete the program, a student must take a minimum of twenty-seven (27) hours in interdisciplinary courses relating to African American Studies. Possible courses and the departments in which they are offered are: Sociology 220 and 471; English 255 and 256; Political Science 310; French 440 and Humanities 314.

FRESHMAN YEAR

Course Credit	Course Credit	Hrs.	Hrs.
JRDV 111 (College Survival Skills)	1	ENGL 112 (English Composition II)	3
ENGL 111 (English Composition I)	3	MATH 232 (Finite) or 250 (Statistics)	3
HIST 103 or 104	3	CMIS 164 (Intro. Information Processing) ...	3
MATH 151 (College Algebra)	3	Science	3
Science	3	GEOG 110 (Geography)	3
FIAR or MUSC 101	3	HIST 210 (U.S. History to 1865)	3
	-----		-----
	16		18

SOPHOMORE YEAR

ENGL 203 (Writing About Literature) ..	3	ENGL 255/256	3
Foreign Language 101	3	Foreign Language 102	3
POLI 110 (American Government)	3	SOCL 210 (Intro. to Sociology)	3
HIST 220 (U.S. History since 1865)	3	Computer Science Elective	3
CHEM or Physical Science Lecture & Lab.	4	HIST 351 (African American History)	3
	-----		-----
	16		15

JUNIOR YEAR

HIST 352 (Afr. Amer. History since 1865)	3	Philosophy, Humanities, or Social Science	3
Foreign Language 211	3	African American Electives	9
African American Electives (300 or above).....	6	History Elective (300 or above).....	3
History Electives (300 or above).....	6		
	-----		-----
	18		15

SENIOR YEAR

HIST 410 (Historical Research and Criticism).....	3	HIST 470 (Eyes on the Prize)	3
African American Electives	9	History Electives	6
		African American Elective	3
	-----		-----
	12		12

Total: 122 Credit Hours

CENTER FOR AFRICAN AND AFRICAN AMERICAN STUDIES
Interdisciplinary Minor in African American Studies

Dr. Clyde Robertson, **Director**
 Ms. Linda M. Hill, Curator/Archivist
 Office: Adm. Building 209
 Telephone: (504) 286-5006
 Fax: (504) 286-5005

Description

African American Studies concentration in the General Studies program provides an interdisciplinary study of the Black experience in Africa and the Americas. The concentration is designed to bring together students from diverse backgrounds and curricula who share a common interest in exploring aspects of the Black Experience in ways that relate to their own major field of study. To satisfy this requirement, students must complete thirty semester hours in the area. The following African-American Studies course content will satisfy the requirements for the African-American Studies concentration in General Studies.

Required Courses (18 credit hours): HUMA 314*, HUMA 315*, HIST 351, HIST 352, HIST 354, HUMA 210.

*Also offered online.

Elective Courses – Category A (6 credit hours): ENGL 255, ENGL 256, ENGL 257, ENGL 258, EDGN 276, MUSC 244, SOCL 221, HUMA 315, GEO 111, SOWK 270.

Elective Courses – Category B (6 credit hours): FIAR 354, FIAR 450, FIAR 489, FREN 440, HIST 306, HIST 351, HIST 352, HIST 354, HIST 355, HIST 356, HIST 359, HIST 375, HIST 405, HIST 409, HIST 411, HIST 412, HIST 416, HIST 470, HIST 475, HUMA 451, HUMA 453, PHIL 314, POLI 310, POLI 390, POLI 430, POLI 432, PSYC 344, SOCL 340, SOCL 346.

HISTORY COURSE DESCRIPTIONS

HIST 103 HISTORY OF CIVILIZATION TO 1500

3 credit hours

This course is a study of the political, economic, social, cultural, religious and intellectual history of the world from ancient times to 1500.

HIST 104 HISTORY OF CIVILIZATION SINCE 1500

3 credit hours

In this course, special attention is given to the changing institutions, emergence of nationalism, rise and fall of colonialism, international rivalry and world politics leading to World War I and its aftermath.

HIST 210 THE UNITED STATES TO 1865

3 credit hours

This course is a general survey of the political, constitutional, economic and social development of the United States from the Colonial Period to 1865.

HIST 220 THE UNITED STATES SINCE 1865

3 credit hours

This course is a general survey of the political, constitutional, economic and social development of the United States from the Era of Reconstruction to the present.

HIST 300 LATIN AMERICAN CIVILIZATION (Colonial Period)

3 credit hours

This is a survey of the colonial era with emphasis on pre-Columbian civilizations and the changing trends in the social, economic and political life of Spanish and Portuguese America.

HIST 301 LATIN AMERICAN CIVILIZATION (Since Independence)

3 credit hours

This is a survey of the economic, social, and political development of the Latin American countries in the nineteenth and twentieth centuries.

HIST 302 HISTORY OF MEXICO

3 credit hours

This course is a political, social, and economic survey of Mexican history with emphasis on the Nineteenth and Twentieth Centuries.

HIST 306 READINGS IN CARIBBEAN HISTORY

3 credit hours

This reading course is designed to examine the history of the Caribbean since 1500. The course also provides an opportunity to read the literature on the impact of Old and New World forces on the people and politics of the Caribbean, the West, and its institutions.

HIST 308 MODERN EUROPE FROM RENAISSANCE TO THE ENLIGHTENMENT

3 credit hours

This course will examine the Renaissance, the Reformation, the religious and Dynastic Wars of the sixteenth and seventeenth centuries, the Rise of Absolutist Monarchies and European nation-States, the coming of the Intellectual and Scientific Revolutions, and the Enlightenment.

HIST 310 THE EMERGENCE OF THE CONTEMPORARY WORLD (1789-1815)

3 credit hours

The course will focus on the development of Western Civilization, accentuating the French Revolution and Napoleonic Europe.

**HIST 311 EUROPE IN THE AGE OF LIBERALISM AND NATIONALISM
(1815-1870)**

3 credit hours

In this course, attention is given to the industrialization of Europe and its impact upon the various social classes, the Revolution of 1848, the re-organization of Europe in the 1860s and the resurgence of Imperialism.

HIST 312 EUROPE IN THE AGE OF IMPERIALISM (1870-1914)

3 credit hours

This course is a study of the transformation of European society through the Industrial Revolution with emphasis on peasantry, capital and labor, growth of socialism and nationalism as mass movements, imperialism and systems of alliances.

HIST 330 AMERICAN COLONIAL HISTORY

3 credit hours

This is a study of the colonial period of American history from the Age of Discovery through the American Revolution, with emphasis on the motives and methods of colonization, development of early American institutions, and the relations of the colonies to the British Empire.

HIST 332 THE UNITED STATES IN THE TWENTIETH CENTURY

3 credit hours

This course is designed to examine the social, economic, and political forces operating in the United States since 1900, and their impact on the people of the United States and its institutions.

HIST 341 DIPLOMATIC HISTORY OF THE UNITED STATES TO 1865

3 credit hours

This course is a study of the evolution of United States foreign policy from the American Revolution to the Civil War. Special emphasis is given to the early policy of neutrality, hemispheric exclusiveness and diplomacy during the Civil War.

HIST 342 DIPLOMATIC HISTORY OF THE UNITED STATES SINCE 1865

3 credit hours

This is a study of United States foreign policy since 1865 with emphasis on the Pan-American movement, the emergence of the United States as a world power, the World Wars, isolationism, and the cold War.

HIST 351 AFRICAN AMERICAN HISTORY

3 credit hours

This is a study of the African American background to Reconstruction with emphasis on the effects of its interaction with other groups upon American thought, institutions, and practices.

HIST 352 AFRICAN AMERICAN HISTORY SINCE 1865

3 credit hours

This course is a study of the various problems of African Americans as they exercised their rights from the Era of Reconstruction to the present. Emphasis will be placed on their changing status and contributions to American society.

HIST 354 HISTORY OF AFRICA TO 1800

3 credit hours

This is a study of African - social, political, economic and cultural developments and the tenacity of African institutions to 1800.

HIST 355 HISTORY OF WEST AFRICA

3 credit hours

This course will examine West Africa from ancient to modern times. Major emphasis will be on the dynamics of trade and politics on the West African coast, and the European imperial connection until the time of independence.

HIST 356 HISTORY OF EAST AFRICA

3 credit hours

This course surveys East Africa and the evolution of man, the migrations, and development of political, social and cultural institutions, foreign intervention, the Arab slave trade, European colonization, and the emergence of African nationalism and independence movements.

HIST 359 GREAT EMPIRES OF AFRICA

3 credit hours

This course surveys the European myths in connection with the origins of the states, the evolution of states in Africa, the forest states of West Africa, the States of Western Sudan, Central Africa, and the Swahili states of East Africa.

HIST 363 THE CIVIL WAR AND RECONSTRUCTION

3 credit hours

This course is an examination of the nature of the sectional controversy leading to the Civil War and the political, military and diplomatic aspects of the war and Reconstruction.

HIST 370 THE SOUTH IN UNITED STATES HISTORY

3 credit hours

This course is a survey of the development of those southern institutions and ideas that have distinguished this region from the rest of the nation.

HIST 371 WOMEN IN AMERICAN HISTORY

3 credit hours

This course is a study of the history of American women from the colonial era to the present. While there are significant dates that are essential to an understanding of the progress of American women, the major emphasis will be on progress and changes over time.

HIST 375 HISTORY OF AFRICA SINCE 1800

3 credit hours

This course examines the political social, economic and cultural developments in Africa since 1800 - colonialism, the struggle for independence, and the post-independence era.

HIST 390 TOPICS IN PRE-MODERN TIMES

3 credit hours

This is a course comprising a pre-selected topic of ancient or pre-modern history, chosen according to the interests of the students. (Prerequisite: HIST 103)

HIST 398 HISTORY OF ASIA: ANCIENT AND MEDIEVAL

3 credit hours

This course constitutes a survey of the history of Asia from the beginning until the end of the medieval era. Political, economic, intellectual and religious developments juxtaposed to the continuing exchange of ideas in the Asian hemisphere will be the major focus.

HIST 400 THE FAR EAST IN MODERN TIMES

3 credit hours

This course deals with a brief survey of the early development of China, Japan, India and Southeast Asia, with considerable attention given to the interaction of these areas with the West in the nineteenth and twentieth centuries.

HIST 401 HISTORY OF LOUISIANA

3 credit hours

This course is a general survey of Louisiana history from the earliest times to the present, enabling the student to better appreciate the role played by Louisiana in the development of the nation.

HIST 402 CONTEMPORARY HISTORY SINCE 1914

3 credit hours

This course is an analysis of the political developments and international relations between Europe, the United States, and the Near and Far East since the outbreak of World War I.

- HIST 403 RENAISSANCE AND REFORMATION** 3 credit hours
This course is an in-depth study of the economic, social, political and intellectual influences of the transitional period between Medieval and Modern Europe.
- HIST 405 AFRICAN SOCIAL HISTORY** 3 credit hours
This is a study of selected themes of African social history, which includes urbanization, class formation, cultural change, social movements and protests, migration, and labor movements.
- HIST 407 HISTORY OF SOUTHERN AFRICA** 3 credit hours
This course is a study of the African peoples of South Africa, namely the San, Khoi, Xhosa, Zulus etc. their political, social and economic organization. The conquest of Chaka, the Zulu King and the Mfecane until the arrival of the Dutch invaders in 1652, relations between the invaders and Africans.
- HIST 409 ANCIENT AFRICAN HISTORY** 3 credit hours
This course explores the African origins of humanity, emphasizing ancient African societies and civilizations, especially those of Ethiopia, Egypt, and West Africa.
- HIST 410 HISTORICAL RESEARCH AND CRITICISM** 3 credit hours
This course is designed to survey the major kinds of historical source materials and to introduce the student to the problems of historical research and writing. A research paper examining a topic specific in history is required of each student. Students must start their senior exit paper in this class. (Prerequisite: Junior or Senior Standing - Offered in both Fall and Spring Terms.)
- HIST 411 AFRICAN AMERICAN RELIGIOUS HISTORY** 3 credit hours
This course is an examination of the religious life of African Americans from the period of slavery to the present.
- HIST 412 AFRICA AND THE SLAVE TRADE** 3 credit hours
This course focuses on the social, economic, political, and cultural impact of the slave trade on African society.
- HIST 416 ISLAM IN TROPICAL AFRICA** 3 credit hours
This course is a study of Islam in tropical Africa, and its political, social, economic and cultural influence on the African people.
- HIST 435 CONSTITUTIONAL HISTORY OF THE UNITED STATES** 3 credit hours
This course is an examination of the critical constitutional questions in the historical development of the United States; the institution of slavery, the sectional crisis leading to the Civil War; the growth of urban America; and the changing character of religion, commerce, due process and minority rights. (Prerequisite: HIST 210 or 220)
- HIST 460 SEMINAR IN MODERN EUROPEAN HISTORY** 3 credit hours
This course deals with historiography and philosophy of history in the context of the 18th, 19th and 20th Century history of the academic profession in the Western world. The purpose of the course is to afford history majors perspective on their chosen discipline, and to acquaint students in related fields with historiography as a methodological research tool. Extensive reading, written book reviews and oral presentations are required of each student. (Prerequisite: Junior or Senior History major or consent of instructor.)

HIST 470 SEMINAR IN AFRICAN AMERICAN HISTORY 3 credit hours
 This course is an investigation and interpretation of the major intellectual developments and programs which have emerged from the African American experience in the United States. A research paper examining some phase of African American History is required of each student. (Prerequisite: HIST 410 or consent of instructor.)

HIST 475 SEMINAR IN COLONIAL CARIBBEAN ECONOMIC AND CULTURAL HISTORY 3 credit hours
 This course is designed to examine the historical, cultural and economic forces indigenous to the Caribbean colonies since 1500. The course also provides an opportunity to study the impact of Old and New World forces on the people and politics of the Caribbean, the West, and its institutions.

HIST 498/499 INDEPENDENT STUDY, READINGS AND RESEARCH 3 credit hours
 This course includes independent reading and research designed to meet the needs and interests of the student who selects a topic and submits a written proposal with the approval of the instructor. Regular conferences between the student and instructor are required as are oral and written reports and a term paper.

GEOGRAPHY COURSE DESCRIPTIONS

GEOG 110 SURVEY OF REGIONAL GEOGRAPHY 3 credit hours
 This course is an introduction to the basic physical and cultural understanding of major geographic regions of the world.

GEOG 111 GEOGRAPHY OF AFRICA 3 credit hours
 Earth Science is the interdisciplinary study of materials, energy and resources in four areas: (a) the solid earth and its interior, (b) the atmosphere, (c) the hydrosphere, and (d) the earth's environment in space and time. This course deals with the first two.

GEOG 410 GEOGRAPHY OF LOUISIANA 3 credit hours
 This course is an examination of the natural and cultural elements and regions of Louisiana.

HUMANITIES COURSE DESCRIPTIONS

HUMA 210 INTRODUCTION TO AFRICAN AND AFRICAN AMERICAN STUDIES 3 credit hours
 This course is a critical investigation into the role of creative expression through an analytic study of the arts.

HUMA 311 HUMANITIES/ARTS 3 credit hours
 This course provides a critical investigation into the role of creative expression through an analytic study of the arts.

HUMA 312 HUMANITIES/IDEAS 3 credit hours
 This is a study of contemporary views of man as reflected in his ideas and their traditional background.

HUMA 314 AFRICAN HUMANITIES

3 credit hours

This is a study of the African contribution to the world of arts and ideas.

HUMA 315 AFRICAN-AMERICAN HUMANITIES

3 credit hours

This course offers the history of African Americans' involvement in and contributions to American stage, television, and film, from minstrel shows to the present.

HUMA 453 AFRICA AND THE BLACK DIASPORA

3 credit hours

This course gives a general introduction to the parallelism and differences in the literature, thought, and cultural worlds of both contemporary Africa and the Africa descended communities.



DEPARTMENT OF NATURAL SCIENCES

Dr. Alvin Bopp, **Chair**

Office: Brown Building, Room 304

Phone: (504) 286-5025

Email: abopp@suno.edu

Department Office: New Science 321

Department Phone: (504) 286-5245

The Department of Natural Sciences (DNS) consists of six units, namely Biology, Chemistry, Forensic Sciences, Mathematics, Physics, and Southern University at New Orleans – University of New Orleans (SUNO-UNO) Dual Engineering. It serves to provide instruction for students planning to acquire degrees in these specific content areas, as well as offering support courses in the above named subjects to satisfy criteria for graduation in other disciplines. Among these six units, the department offers three Bachelor of Science (BS) degree programs in the areas of Biology, Forensic Science, and Mathematics.

The individual units in the Department share the following goals: (1) to enable students, through fulfillment of the University requirements, to understand more fully the nature of the universe and the world around them; (2) to provide areas of concentrated study for students who contemplate careers as professionals in the sciences; (3) give students a well-balanced training in the application of scientific method, techniques, and mathematics to solve contemporary problems and well prepared to meet challenges in life; and (4) to prepare students for admission to schools of medicine, dentistry, pharmacy, forensic science, and engineering, as well as graduate and professional schools in the areas of Science, Technology, Engineering, and Mathematics (STEM).

Students who contemplate majoring in a unit of the Department are advised to consult with the Department Chair to schedule a meeting with one of the unit's faculty before the end of the freshman year. In this meeting, a comprehensive plan of study should be worked out to go into effect with the attainment of sophomore standing. Description of a degree requirement is found with each unit's course offerings (students must request for and properly update a **course audit form** which together with unofficial transcript copies are recommended to be carried by students in all meetings with Chair and assigned academic advisor). Variations of these programs must be approved by the Department Chair and the Dean of the College of Arts and Sciences.

The starting levels of credit courses for students who are interested in majoring in mathematics and sciences are as follows:

Biology 124, 125

Forensic Science 201, 210

Mathematics 161, 162

Students who take courses with lower numbers will not be able to use those courses to satisfy their degree requirements. All courses in major must be passed with a grade of "C" or better.

Admission Policies and Procedures

Students will be admitted to the Department of Natural Sciences when they satisfy all University requirements. Students cannot receive the baccalaureate degree in the Department unless they are admitted and remain students in good standing.

1. A student will be admitted to a baccalaureate degree program in the Department when the following criteria are satisfied:
 - a. The student successfully completes at least 30 hours of course credits (excluding developmental courses).
 - b. The student possesses a 2.0 GPA.
 - c. The student applies for admission to the Department and requests the academic unit in which he/she is currently enrolled to forward all records to the Department.
2. Transfer students must meet the same admission standards as resident students. Transfer credit for courses comparable to those offered by the University and or as listed in Statewide Common Course Articulation Matrix will be accepted, when approved by the Registrar. However, credit will not be transferred for courses for which the student has earned a grade below "C."



BIOLOGY

Professors: David S. Adegboye, Ph.D., Murty S. Kambhampati, Ph.D., Lisa Mims-Devezin, Ph.D., Joseph Olubadewo, Ph.D.; and Illya Tietzel, Ph.D.; **Associate Professors:** Ibrahim Ekaidi, M.D., and Bashir Atteia, Ph.D.; **Assistant Professors:** Christian Clement, Ph.D., Merhan Khedr, M.D., and John-Clifford Obih, Ph.D.

The Biology Unit is committed to recruiting, training, and educating students to meet the challenges of the 21st century in the biological, environmental, and biomedical sciences. The Unit supports the mission of the University to create and maintain an environment conducive to learning and growth. It continues to implement programs and procedures that will facilitate the retention and nurturing of biology majors during their matriculation at SUNO.

The University awards the Bachelor of Science degree with a major in Biology. The Biology Unit has an open-door policy for entry as Biology major. After completion of the sophomore year, the student must have at least a 2.5 GPA in the science courses and a 2.0 overall GPA. **All Biology majors must earn a "C" or better in all Natural Science courses as listed in the Biology curriculum.** Continuous repetition of classes and repeated withdrawal (W) from classes are strongly discouraged. It is strongly recommended that the students follow the outlined curriculum in biology in sequence as they matriculate in the Unit by following timely advisement by an assigned advisor.

The Bachelor of Science degree, with a major in Biology, is awarded when a student satisfies a minimum of 37 credit hours in Biology courses, including the equivalent laboratory courses, above 124/124L and 125/125L, and the General Education and University Requirements. The hours in Biology include: Biology 100, 204/204L or 205/205L, 217/217L, 302/302L, 324/324L, 494, 495, 496 (Senior Comprehensive - 0 credit hours), sixteen (16) hours of Biology electives, and eight (8) hours of science electives including Calculus II (lecture and lab). Science electives could be biology, chemistry, mathematics, physics and/or forensic science courses numbered 200, or above, to satisfy the curriculum.

A minor in Biology is earned by completing eighteen (18) credit hours above Biology 124/124L and 125/125L.

BIOLOGY CURRICULUM

FRESHMAN YEAR

Course	Hrs. Credit	Course	Hrs. Credit
ENGL 111 (English Composition I)	3	ENGL 112 (English Composition II).....	3
BIOL 124 & 124L (General Biology I)	4	BIOL 125 & 125L (General Biology II)	4
MATH 161 (Pre-Calculus)	3	MATH 162 (Trigonometry)	3
BIOL 100 (Biology Seminar)	1	MGIS 164 (Intro. to Info. Processing)	3
JRDV 111 (College Survival Skills)	1		
JRDV 111A (Freshman Assembly)	0		
	-----		-----
	12		13

SOPHOMORE YEAR

ENGL 203 (Writing About Literature)	3	HIST 210 or 220 (U.S. History)	3
CHEM 111 & 111L (General Chemistry I).	4	CHEM 112 & 112L (General Chemistry II)	4
BIOL 204 & 204L (Botany)		BIOL 217 & 217L (General Micro Biology)	4
or BIOL 205 & 205L (Zoology)	4	MATH 290 (Calculus I)	4
MATH 250 (Elementary Statistics).....	3		
FIAR 101 OR MUSC 101 (Art or Music)	3		
	-----		-----
	17		15

JUNIOR YEAR

BIOL 302 & 302L (Genetics).....	4	CHEM 242 & 242L (Organic Chemistry II)	4
CHEM 241& 241L (Organic Chemistry I)..	4	PHYS 222 & 222L (General Physics II)....	4
PHYS 211 & 211L (General Physics I)	4	PHIL 212 (Introduction to Logic)	3
MATH 291/L (Calculus II)	4	SOCL 210 (Intro. to Sociology).....	
.....		Foreign Language 101*	3
	-----		-----
	16		17

SENIOR YEAR

BIOL 324 & 324L (Cell Biology)	4	Biology Elective.....	4
Biology Elective	4	Biology Elective.....	4
Biology Elective.....	4	PSYC 210	3
BIOL 494 (Senior Seminar).....	2	Science Elective**.....	4
BIOL 496 (Senior Comprehensive).....	0	BIOL 495 Senior Seminar.....	2
	-----		-----
	14		17

Total: 121 Credit Hours

** Students who have taken a foreign language (French, German, Spanish) in High School may test out of the 100 level foreign language courses and take three hours of a 200 level foreign language course.*

*** A combination of any STEM courses including Forensic Science for a total of four credit hours fulfills the requirement.*

BIOLOGY COURSE DESCRIPTIONS

NOTE: It is strongly recommended that in courses having both lecture and lab components, students take the lecture and laboratory courses concurrently. Students who enroll in a lab class only must show prior credit for the lecture component.

BIOL 100 BIOLOGY SEMINAR

1 credit hour

The course will provide training in the presentation and discussion of current biological problems, time management, study skills, preparation for standardized testing (orientation for GRE, MCAT and PCAT testing). Invited guests will speak on trends in biological and biomedical sciences, and the requirements for graduate and professional schools. The course is designed for freshmen and sophomore students and offered each semester.

BIOL 105 GENERAL BIOLOGY I (Non-Science Majors)

3 credit hours

[LCCN: CBIO 1013, General Biology I] Broad biological principles for non-science majors: scientific method; biological molecules, cell structure and function; genetics and evolution. The course will be offered in the fall, spring, and summer of each year.

BIOL 105L GENERAL BIOLOGY I LABORATORY (Non-Science Majors)

1 credit hour

[LCCN: CBIO 1011, General Biology I Lab] Laboratory designed to supplement General Biology I for non-science majors. Students must enroll simultaneously in 105 lecture or show prior credit for it.

BIOL 106 GENERAL BIOLOGY II (Non-Science Majors)

3 credit hours

[LCCN: CBIO 1023, General Biology II] Broad biological principles for non-science majors: evolution and biological diversity. Topics may vary with an emphasis on the plant kingdom and the human organ systems. The course will be offered in the fall, spring, and summer of each year.

BIOL 106L GENERAL BIOLOGY II LABORATORY (Non-Science Majors)

1 credit hour

[LCCN: CBIO 1021, General Biology II Lab] Laboratory designed to supplement General Biology II for non-science majors. Students must enroll simultaneously in BIOL 106 lecture or show prior credit for it.

BIOL 124 GENERAL BIOLOGY I (Science Majors)

3 credit hours

[LCCN: CBIO 1033, General Biology I (Science Majors)] Scientific method; general concepts and principles of biological molecules, cell structure and function; cell cycle, tissues, respiration, photosynthesis and a survey of four kingdoms of life, including Monera, Protista, and Fungi; introduction to genetics. The course concludes with an emphasis on the basic principles of genetics. The course will be offered in the fall, spring, and summer of each year.

BIOL 124L GENERAL BIOLOGY I LABORATORY (Science Majors)

1 credit hour

[LCCN: CBIO 1031, General Biology I Lab (Science Majors)] Laboratory activities are coordinated with the lecture series. Laboratory designed to supplement General Biology I for science majors. Students must enroll simultaneously in 124 lecture or show prior credit for it.

BIOL 125 GENERAL BIOLOGY II (Science Majors)

3 credit hours

[LCCN: CBIO 1043, General Biology II (Science Majors)] General concepts and principles of ecology, evolution, and biological diversity. This course offers a comparative study of the Plantae and Animalia. The course concludes with the study of the mammalian organ systems (introduction to anatomy and physiology). The course will be offered in the fall, spring, and summer of each year.

BIOL 125L GENERAL BIOLOGY II LABORATORY (Science Majors) 1 credit hour
[LCCN: CBIO 1041, General Biology II Lab (Science Majors)] Laboratory designed to supplement General Biology II for science majors. Students must enroll simultaneously in BIOL 125 lecture or show prior credit for it.

BIOL 202 ENVIRONMENTAL SCIENCE AWARENESS 3 credit hours
This course is designed to provide students in all majors an introduction to environmental science. Alternatively, this course fulfills a basic laboratory science requirement for all majors. Topics to be covered include natural resources, conservation and management, pollution, global environmental problems, environmental law and policies, the living environment and applications of mathematics, physics, chemistry and biology towards solving environmental problems. (Prerequisite: None). Offered in the fall and spring of each year.

BIOL 202L ENVIRONMENTAL SCIENCE AWARENESS LABORATORY 1 credit hour
This laboratory is designed to reinforce the theoretical concepts taught in BIOL 202. Laboratory exercises include basic experiments in Environmental Science and one or two related field trips. (Prerequisite: BIOL 202 or concurrent registration in BIOL 202).

BIOL 204 BOTANY 3 credit hours
[LCCN: CBIO 2313, Botany I] This course includes a study of Classification, structure, and function of plants. The lecture series covers representative life forms including bacteria, algae, slime molds, fungi, liverworts, and seedless and seed bearing vascular plants (classification, structure and function of plants). (Prerequisites: BIOL 124 and 125). The course will be offered in the fall of each year.

BIOL 204L BOTANY LABORATORY 1 credit hour
[LCCN: CBIO 2311, Botany I Lab] Laboratory designed to supplement General Botany I. Students are encouraged to collect specimens belonging to Monera, Fungi, and Plantae kingdoms and observe the morphological, anatomical and reproductive features. (Prerequisite: BIOL 124L). This course is offered in the fall of each year.

BIOL 205 ZOOLOGY 3 credit hours
[LCCN: CBIO 2603, Introduction to Zoology] This course is designed to provide an in-depth investigation into the diversity of animal life from protozoans to chordates on classification, structure and function of animals. This is in respect to morphology, physiology, phylogeny, taxonomy and ecology. (Prerequisites: BIOL 124 and 125). The course will be offered in the spring of each year.

BIOL 205L ZOOLOGY LABORATORY 1 credit hour
[LCCN: CBIO 2601, Introduction to Zoology Lab] Laboratory designed to supplement Introduction to Zoology. This course provides hands-on activities involving diverse animal life forms from protozoans to chordates in correlation with the lecture series. (Prerequisites: BIOL 124L and 125L).

BIOL 216 MORPHOLOGY OF VASCULAR PLANTS 3 credit hours
This course is a study of morphological, physiological, and taxonomical relationships of the higher cryptograms and the angiosperms. Details of growth, development, life history, and evolutionary relationship of representative forms are covered. (Prerequisite: BIOL 124). Offered every other year.

BIOL 216L MORPHOLOGY OF VASCULAR PLANTS LABORATORY 1 credit hour
This is a laboratory course on cryptograms and the angiosperms to complement the lecture series. (Prerequisite: BIOL 124L).

BIOL 217 GENERAL MICROBIOLOGY (Science Majors) 3 credit hours
[LCCN: **CBIO 2123, General Microbiology (Science Majors)**] General concepts of microbiology including microbe structure and function, genetics, metabolism & diversity, host-microbe interactions, pathogens and immunology. This course also includes; characterization of non-bacteria microorganisms; the isolation, cultivation, physiology, and control of bacteria. (Prerequisites: BIOL 124 and 125). Offered in the fall and spring of each year.

BIOL 217L GENERAL MICROBIOLOGY LABORATORY (Science Majors) 1 credit hour
[LCCN: **CBIO 2121, General Microbiology Lab (Science Majors)**] Laboratory designed to supplement General Microbiology for science majors via a hands-on approach to the basic understanding of microorganisms, in particular their safe handling, cultivation, and identification. (Prerequisites: BIOL 124L and 125L). Offered in the fall and spring of each year.

BIOL 220 PATHOGENIC MICROBIOLOGY AND IMMUNOLOGY 3 credit hours
(Nursing/Allied Health Majors)
[LCCN: **CBIO 2113, Microbiology for Nursing & Allied Health**] This course is an in-depth study of principles of microbiology and microbial diversity with emphasis on health and disease; pathogenic microorganisms including bacteria, chlamydia, rickettsia, mycoplasmas, fungi, viral agents, and prions, and their interactions with the host. The host defense system will be discussed in detail. (Prerequisite: BIOL 217). Offered in the fall of each year.

BIOL 220L PATHOGENIC MICROBIOLOGY AND IMMUNOLOGY LABORATORY 1 credit hour
(Nursing/Allied Health Majors)
[LCCN: **CBIO 2111, Microbiology Lab for Nursing/Allied Health**] Laboratory exercises designed to supplement Microbiology for Nursing & Allied Health focusing on isolation, characterization and identification of microorganisms, the demonstration of some virulence factors, and on immunological techniques applicable to disease diagnosis. (Prerequisite: BIOL 217L). Offered in the fall of each year.

BIOL 221 IMMUNOLOGY AND SEROLOGY 3 credit hours
This course is a study of cellular and humoral mechanisms of immunity, nature of antigen-antibody interactions, biosynthesis of antibodies, hyper-sensitivities, and basic concepts of immunological disorders. (Prerequisite: BIOL 217). Offered every other year.

BIOL 221L IMMUNOLOGY AND SEROLOGY LABORATORY 1 credit hour
Laboratory exercises involving antigen-antibody reactions and cellular immunity techniques are coordinated with basic principles in the lecture. (Prerequisite: BIOL 217L). Offered every other year. This course is designed to acquaint students with phylogenetical and anatomical changes in selected vertebrate animals. The study of the animal organ systems and their related organs will be detailed by dissection and an overview of their developmental processes. (Prerequisites: BIOL 124 and 125). Offered every other year.

BIOL 231 DEVELOPMENTAL ANATOMY 3 credit hours
This course is designed to acquaint students with phylogenetical and anatomical changes in selected vertebrate animals. The study of the animal organ systems and their related organs will be detailed by dissection and an overview of their developmental processes. (Prerequisites: BIOL 124 and 125). Offered every other year.

BIOL 231L DEVELOPMENTAL ANATOMY LABORATORY

1 credit hour

The laboratory sessions will permit students to extend experiences gained during the formal lecture periods via hands-on dissection activities and observations. (Prerequisites: BIOL 124L and 125L). Offered every other year.

BIOL 270 DEVELOPMENTAL BIOLOGY

3 credit hours

This course includes a study of the comparative developmental processes in vertebrate embryos with special emphasis on the frog and chick. Studies in the frog begin with cleavage and continue through the tadpole stage, and in the chick from cleavage through the ninety-sixth hour of incubation. (Prerequisites: BIOL 124 and 125). Offered in the spring of each year.

BIOL 270L DEVELOPMENTAL BIOLOGY LABORATORY

1 credit hour

This course includes a study of patterns of cleavage of both frog and chick eggs. The process of early development in frog and chick embryos will be made by studying microscopic slides of serial sections (both transverse and sagittal) of frog and chick embryos. (Prerequisites: BIOL 124L and 125L). Offered in the spring of each year.

BIOL 273 HUMAN ANATOMY AND PHYSIOLOGY I

3 credit hours

[LCCN: CBIO 2213, Human Anatomy & Physiology I] This course is a study of human structures and functions of cells, tissues, integumentary, skeletal, muscular, and nervous systems. (Prerequisites: BIOL 106 and 106L, or BIOL 125 and 125L). Offered in the fall and spring of each year.

BIOL 273L HUMAN ANATOMY AND PHYSIOLOGY I LABORATORY

1 credit hour

[LCCN: CBIO 2211, Human Anatomy & Physiology I Lab] Laboratory designed to supplement Human Anatomy and Physiology I. Laboratory exercises include histological and macroscopic anatomy with emphasis on functional aspects of cells, tissues, integumentary, skeletal, muscular, and nervous systems and are carried out along with comprehensive dissection. This course is to be taken in conjunction with Biology 273. (Prerequisite: BIOL 106L or 125L). Offered in the fall and spring of each year.

BIOL 274 HUMAN ANATOMY AND PHYSIOLOGY II

3 credit hours

[LCCN: CBIO 2223, Human Anatomy & Physiology II] This course is a continuation of Human Anatomy and Physiology I and focuses on endocrine, circulatory, respiratory, lymphatic, digestive, excretory, and reproductive systems; and homeostasis. (Prerequisite: BIOL 273). Offered in the fall and spring of each year.

BIOL 274L HUMAN ANATOMY AND PHYSIOLOGY II LABORATORY

1 credit hour

[LCCN: CBIO 2221, Human Anatomy & Physiology II Lab] Laboratory designed to supplement Human Anatomy and Physiology II. Laboratory exercises include histological and macroscopic anatomy, with emphasis on functional aspects of systems. Laboratory exercises include animal dissection. (Prerequisite: BIOL 273L). Offered in the fall and spring of each year.

BIOL 279 INTRODUCTION TO MARINE SCIENCE

3 credit hours

This course is an introduction to physical, chemical, geological and biological processes in the oceans and coastal environments and their interactions. Interrelationship of man and the marine **BIOL 301** environment is included. (Prerequisites: BIOL 124 and 125).

BIOL 279L INTRODUCTION TO MARINE SCIENCE LABORATORY

1 credit hour

Laboratory activities will cover water analysis for physicochemical factors; phytoplankton and zooplankton identification and morphological studies; and interrelationships between abiotic and biotic factors in the marine ecosystems. (Prerequisites: BIOL 124L and 125L).

BIOL 301 ANIMAL PHYSIOLOGY

3 credit hours

This is a study of physiological processes with emphasis on the human organ systems and how they relate to the functions of other animal systems in maintaining homeostasis. The course will focus on body fluid compartments, membrane potentials, action potentials, acid-base physiology, renal, endocrine, reproductive, respiratory and cardiovascular physiology. (Prerequisites: BIOL 124 and 125). Offered every other year.

BIOL 301L ANIMAL PHYSIOLOGY LABORATORY

1 credit hour

This course supplements and reinforces lecture concepts and provides hands-on experience in the study and analysis of physiological processes. (Prerequisites: BIOL 124L and 125L). Offered every other year.

BIOL 302 GENETICS

3 credit hours

[LCCN: CBIO 3523, Genetics (UPPER LEVEL)] This course covers topics on Mendelian, evolutionary, and molecular genetics; cellular division; gene mapping; DNA structure; recombinant DNA techniques; control of gene expression and quantitative and population genetics. (Prerequisites: BIOL 124, BIOL 125, and CHEM 111). Offered in the fall and spring of each year.

BIOL 302L GENETICS LABORATORY

1 credit hour

[LCCN: CBIO 3521, Genetics Lab (UPPER LEVEL)] Laboratory exercises will reinforce and supplement materials learned in the lecture, and will include DNA fingerprinting, Polymerase Chain Reaction (PCR) for DNA and RNA, fly cross, and other exercises in genetics. (Prerequisites: BIOL 124L, 125L and CHEM 111L). Offered in the fall and spring of each year.

BIOL 304 INTRODUCTION TO PHARMACOLOGY

3 credit hours

This course is an introduction to the systematic study of the reactions of living organisms to chemicals and chemical modulation of physiological functions, especially in disease states and pharmaco-dynamics at the molecular and macromolecular levels. (Prerequisites: BIOL 124 and 125; CHEM 111 and 112). Offered in the spring of each year.

BIOL 304L INTRODUCTION TO PHARMACOLOGY LABORATORY

1 credit hour

Laboratory activities involve the simulation of chemical reactions and their physiological functions in living organisms. (Prerequisites: BIOL 124L and 125L; CHEM 111L and 112L). Offered in the spring of each year.

BIOL 306 BIOCHEMISTRY I

3 credit hours

[LCCN: CBIO 3403, Biochemistry I (UPPER LEVEL)] This course is a study of biochemical principles, structure and function of biological macromolecules in the living cell, enzymology, metabolism, energy, and biosynthetic processes. (Prerequisites: BIOL 124 and 125, and CHEM 241). Offered in the fall of each year.

BIOL 306L BIOCHEMISTRY LABORATORY

1 credit hour

[LCCN: CBIO 3401, Biochemistry I Lab (UPPER LEVEL)] Laboratory designed to supplement Biochemistry I. Laboratory activities emphasize reactions of organic compounds, energy, and biosynthetic processes. (Prerequisites: BIOL 124L and 125L; CHEM 241L). Offered in the fall of each year.

BIOL 310 INTRODUCTION TO BIOINFORMATICS

3 credit hours

This course is an introduction to bioinformatics. Topics include an overview, the emergence and building database infrastructure for bioinformatics, gene structure, computational techniques for sequence analysis, transcription and translation processes, protein structure prediction, and the application of bioinformatics to solving biological and environmental problems. (Prerequisites: CISP 164 and BIOL 302 and BIOL302L)

BIOL 310L INTRODUCTION TO BIOINFORMATICS LABORATORY

1 credit hour

Laboratory course to accompany BIOL 310. Laboratory reinforce bioinformatics concepts via software and laboratory exercises. (Prerequisites: CISP 164 and BIOL 302 and BIOL302L)

BIOL 314 SYSTEMATIC BOTANY

3 credit hours

This course includes the identification and classification of vascular plants with special emphasis on the angiosperms. (Prerequisites: BIOL 124 and 125). Offered once every other year.

BIOL 314L SYSTEMATIC BOTANY LABORATORY

1 credit hour

Laboratory exercises include the identification and classification of vascular plants with special emphasis on angiosperms, collection of plant samples through field trips, and preparation of herbarium. (Prerequisite: BIOL 124L). Offered once every other year.

BIOL 315 PLANT PHYSIOLOGY

3 credit hours

This is a study of the basic principles of plant physiology with emphasis on higher plants. Topics covered include growth and development, mineral nutrition, transport, water relations and metabolism. (Prerequisites: BIOL 124 and CHEM 241). Offered once every other year.

BIOL 315L PLANT PHYSIOLOGY LABORATORY

1 credit hour

This course provides laboratory activities on physiological reactions in plant tissues: plant stress, growth and development, and mineral nutrition. (Prerequisites: BIOL 124L; CHEM 241L). Offered once every other year.

BIOL 324 CELL BIOLOGY

3 credit hours

[LCCN: CBIO 4143, Cell Biology (UPPER LEVEL)] This is the study of the structure, function and organization of cells including, the membrane, organelles, and macromolecules found in cells of plants, animals and bacteria; and cell signaling. In addition, the course integrates the use of metric measurements, biological solutions and instrumentation in the study of cell biology. (Prerequisites: BIOL 124 and 125). Offered in the fall and spring of each year.

BIOL 324L CELL BIOLOGY LABORATORY

1 credit hour

[LCCN: CBIO 4141, Cell Biology Lab (UPPER LEVEL)] Laboratory designed to supplement Cell Biology. The course supplements and reinforces lecture concepts and provides hands-on experience in analysis of cellular activities. (Prerequisites: BIOL 124L and 125L). Offered in the fall and spring of each year.

BIOL 325 MOLECULAR BIOLOGY

3 credit hours

This course is a study of the mechanism and regulation of DNA, RNA, and protein biosynthesis in prokaryotes and eukaryotes. Basic principles of recombinant DNA technology and applications in biomedical fields are discussed. (Prerequisites: BIOL 217 and BIOL 324). Offered in the spring of each year.

BIOL 325L MOLECULAR BIOLOGY LABORATORY

1 credit hour

Laboratory exercises are coordinated with lectures, and provide hands-on experience in modern molecular biology techniques. (Prerequisites: BIOL 217L and 324L). Offered in the spring of each year.

BIOL 332 PRINCIPLES OF MYCOLOGY

3 credit hours

This is a general study of the classification, structure, function and ecology of fungi. The roles of fungi in medicine and in the pathology of plants are emphasized. (Prerequisite: BIOL 124). Offered every other year.

BIOL 332L PRINCIPLES OF MYCOLOGY LABORATORY

1 credit hour

Laboratory exercises involve the identification, classification, cultures, and relationships between fungi and biogeochemical cycles (Prerequisite: BIOL 124L). Offered every other year.

BIOL 341 PRINCIPLES OF ECOLOGY

3 credit hours

[LCCN: CECO 4123, Principles of Ecology (UPPER LEVEL)] This course is a study of the concepts of ecosystems, populations, biogeochemical cycles, biogeography, communities of organisms, overpopulation and pollution problems. (Prerequisites: BIOL 124, 125 and MATH 250). Offered in the fall of each year.

BIOL 341L PRINCIPLES OF ECOLOGY LABORATORY

1 credit hour

[LCCN: CECO 4121, Principles of Ecology Lab (UPPER LEVEL)] Principles of general ecology including the concepts of ecosystems, populations, biogeochemical cycles, biogeography, communities of organisms, overpopulation and pollution problems are studied. Exercises include field trips to study local flora and fauna and their relationships to the environment. (Prerequisites: BIOL 124L and 125L). Offered in the fall of each year.

BIOL 342 ENVIRONMENTAL BIOTECHNOLOGY

3 credit hours

Students will investigate the basic elements of environmental biotechnology (EB) and discover career opportunities in the biotechnology industries. Students will demonstrate a mastery of terminology, basic understanding of bioremediation, remedies for environmental pollution, research methodologies, the role of genetics in environmental science, proteins, enzymes, nucleic acids, and bacterial culture as well as descriptions of gene expression, gene manipulation, DNA cloning and applications in genetics, environmental science, and industry. Students will evaluate the impact of environmental biotechnology on human society, agriculture and the global environment (Prerequisites: BIOL 124 & 124L, BIOL 125 & 125L, five credits of inorganic chemistry.) Offered in the spring of each year.

BIOL 342L ENVIRONMENTAL BIOTECHNOLOGY LAB

1 credit hour

Laboratory exercises will reinforce the interdisciplinary concepts that are covered in the lecture series (gel electrophoresis, extraction of DNA, comparison of DNA in samples collected from different environmental conditions, application of mathematical, chemical and physics principles and formulae to solve environmental problems). All lab activities are mandatory and will be graded. No make ups for lab activities and tests. (Prerequisites: BIOL 124 & 124L, BIOL 125 & 125L, five credits of inorganic chemistry.) Offered in the spring of each year.

BIOL 370 PRINCIPLES OF PARASITOLOGY

3 credit hours

This is the study of important protozoans, helminthes, arthropods and cyclostomes which parasitize man, domestic animals and wildlife. (Prerequisites: BIOL 124 and 125). Offered every other year.

BIOL 370L PRINCIPLES OF PARASITOLOGY LABORATORY

1 credit hour

Laboratory activities focus on identification, collection, and preservation of protozoans, helminths, arthropods, and cyclostomes which parasitize animals and humans. (Prerequisites: BIOL 124L and BIOL 125L). Offered every other year.

BIOL 404 MARINE ECOLOGY (LUMCON)

3 credit hours (graduate or undergraduate)

This course includes a study of relationships of marine and estuarine organisms to environmental factors, interactions among organisms, ecological processes of energy and materials flow, and the field studies of communities and ecosystems of the Louisiana coastal zone. Offered summer only for five weeks at a Louisiana Universities Marine Consortium (LUMCON) Coastal Laboratory. (Prerequisites: General Biology, Invertebrate or Vertebrate Zoology, Introductory Chemistry and permission of instructor).

BIOL 405 COASTAL MARINE GEOLOGY (LUMCON) 4 credit hours (graduate or undergraduate)

This course includes geomorphologic features of estuarine, coastal and continental shelf environments; erosional, depositional and geochemical processes; and field and laboratory methods. (Prerequisites: Physical and historical geology, chemistry or mineralogy).

BIOL 407 MARINE INVERTEBRATE ZOOLOGY

4 credit hours (undergraduate)

This course includes a general study of the classification, structure, function and ecology of marine and estuarine invertebrates, emphasizing those of the Louisiana Gulf Coast. (Prerequisites: BIOL 124 and 125) The graduate and undergraduate courses are also offered at LUMCON.

BIOL 408 MARINE VERTEBRATE ZOOLOGY (LUMCON)

4 credit hours (graduate and undergraduate)

This course is a general study of the marine chordates with particular emphasis on the fishes, including classification, structure, function and ecology. (Prerequisite: Sixteen semester hours of Zoology).

BIOL 409 SPECIAL PROBLEMS IN MARINE SCIENCE (LUMCON)

4 credit hours

This course includes directed undergraduate research and study at a coastal laboratory of the Louisiana Universities Marine Consortium. (By arrangement.)

BIOL 410 ADVANCES IN ECOLOGY

3 credit hours

This is the study of the concepts of pollution, recycling, population growth and its demands on renewable and non-renewable resources, food resources, alternative sources of energy and cost effective procedures in energy conservation through classroom instruction. (Prerequisite: BIOL 341). Offered once a year.

BIOL 410L ADVANCES IN ECOLOGY LABORATORY

1 credit hour

Laboratory activities reinforce and impact the lecture series through field trips and special surveys. (Prerequisite: BIOL 341L).

BIOL 494-495 SENIOR SEMINAR

2 credit hours (each)

This course involves presentation and discussion of current biological problems and research interests, independent library research, workshops on manuscript writing and proposal/grant writing, instrumentation in laboratories, and use of animals in research. Students are required to give oral and written critiques and summaries of scientific papers. The course is open to Biology and Biology Education majors. Offered once a year - 494 in the Fall Semester, and 495 in the Spring Semester.

BIOL 496 SENIOR COMPREHENSIVE

0 credit hours

All majors are required to pass a comprehensive examination. Students must register for the course IN THE SEMESTER PRIOR TO THE ONE IN WHICH THEY PLAN TO GRADUATE. The course will only be offered in the Fall and Spring semesters.

All majors are required to pass a comprehensive examination. Students must register for the course IN THE SEMESTER PRIOR TO THE ONE IN WHICH THEY PLAN TO GRADUATE. The course will only be offered in the Fall and Spring semesters.

CHEMISTRY

(Chemistry Program has Been Terminated Effective Spring 2006)

The B.S., Chemistry program has been terminated effective Spring 2006. No new students are being accepted in this program.

Professors: Alvin F. Bopp, Ph.D., and Carl P. Johnson, Ph.D.; **Assistant Professor:** Nebiat Sisay, Ph.D.

A minor in Chemistry shall consist of a minimum of twenty-five (24-25) credit hours in Chemistry. Class work shall consist of: Chemistry 111/111L, 112/112L, 241/241L, 242/242L, and 351/351L.

CHEMISTRY COURSE DESCRIPTIONS

CHEM 101 CHEMISTRY I (Non-Science Majors) 3 credit hours
[LCCN: CCEM 1103, Chemistry I (Non-Science Majors)] An introduction to nomenclature; atomic structure; chemical equations and stoichiometry; gas laws; bonding; quantitative problem solving; energy relationships, and solutions.

CHEM 101L CHEMISTRY I LABORATORY (Non-Science Majors) 1 credit hour
[LCCN: CCEM 1101, Chemistry I Lab (Non-Science Majors)] Safety; basic laboratory techniques (to include data collection and interpretation; introduction to laboratory reporting/record keeping) related to the topics in Chemistry I.

CHEM 111 CHEMISTRY I (Science Majors) 3 credit hours
[LCCN: CCEM 1123, Chemistry I (Science Majors)] Nomenclature. Atomic and molecular structure. Chemical equations and stoichiometry; gas laws; bonding. Quantitative problem solving. Introduction to periodicity, energy relationships, and solutions. (Co-requisite: Mathematics 161)

CHEM 111L CHEMISTRY I LABORATORY (Science Majors) 1 credit hour
[LCCN: CCEM 1121, Chemistry I Lab (Science Majors)] Safety; basic laboratory techniques (to include data collection and interpretation; introduction to laboratory reporting/record keeping) related to the topics in Chemistry I (Science Majors). Concurrent enrollment in or prior credit for Chemistry 111 is required. (Three hours of laboratory per week.)

CHEM 112 CHEMISTRY II (Science Majors) 3 credit hours
[LCCN: CCEM 1133, Chemistry II (Science Majors)] Intermolecular forces; thermodynamics; general and heterogeneous equilibrium; kinetics; solutions; acid/base equilibrium and properties; and electrochemistry. (Prerequisite: Chemistry 111)

CHEM 112L GENERAL CHEMISTRY II LABORATORY (Science Majors) 1 credit hour
[LCCN: CCEM 1131, Chemistry II Lab (Science Majors)] Safety; basic laboratory techniques related to the topics in Chemistry II (Science Majors). (Three hours of laboratory per week.)

- CHEM 241 ORGANIC CHEMISTRY I** 3 credit hours
[LCCN: CCEM 2213, Organic Chemistry I] Lectures include discussions on nomenclature, chemical reactions, synthesis, functional groups, structures/property relationships, stereochemistry, spectroscopy, and mechanistic theory. (Pre-professional; Science Majors) (Prerequisite: Chemistry 112)
- CHEM 241L ORGANIC CHEMISTRY I LABORATORY** 1 credit hour
[LCCN: CCEM 2211, Organic Chemistry I Lab] Safety; basic laboratory techniques related to the topics in Organic Chemistry I. with three hours of laboratory per week. (Prerequisites: Chemistry 112L and concurrent enrollment in or prior credit for Chemistry 241)
- CHEM 242 ORGANIC CHEMISTRY II** 3 credit hours
[LCCN: CCEM 2223, Organic Chemistry II] Continuation of topics in synthesis, mechanisms and properties of organic compounds. (Prerequisites: Chemistry 241 and 241L)
- CHEM 242L ORGANIC CHEMISTRY II LABORATORY** 1 credit hour
[LCCN: CCEM 2221, Organic Chemistry II Lab] Safety; basic laboratory techniques related to the topics in Organic Chemistry II. This course is a continuation of Chemistry 241. Topics included are synthesis, mechanisms and properties of organic compounds. Three hours of laboratory per week. (Prerequisite: Chemistry 241L and concurrent enrollment or prior credit in Chemistry 242)
- CHEM 251 INORGANIC CHEMISTRY** 3 credit hours
This course is a study of descriptive inorganic chemistry. It includes an introduction to nomenclature, structure (atomic, molecular and crystalline), the periodic table, chemistry of families of elements and special topics: acid-bases, chemistry of selected anions, coordination chemistry, organometallic compounds and hydrogen bonding. (Prerequisites: Chemistry 112 and 112L)
- CHEM 351 QUANTITATIVE ANALYSIS** 3 credit hours
[LCCN: CCEM 2303, Analytical Chemistry (Quantitative Analysis)] Introduction to techniques and practices of analytical chemistry. Topics will include: statistics, equilibrium, titration, spectroscopy, electrochemistry, chromatography. (Prerequisites: Chemistry 111, 112; Mathematics 161, 162)
- CHEM 351L QUANTITATIVE ANALYSIS LABORATORY** 1 credit hour
[LCCN: CCEM 2301, Analytical Chemistry Lab] Introduction to techniques and practices of analytical chemistry. Topics will include: statistics, equilibrium, titration, spectroscopy, electrochemistry, chromatography with three contact hours of laboratory per week. The course material is presented in a combined lecture and laboratory format. (Prerequisites: Chemistry 112, 112L, and concurrent enrollment or prior credit in Chemistry 351)
- CHEM 362 INSTRUMENTAL METHODS OF ANALYSIS** 3 credit hours
This course is a rigorous introduction to instrumental methods of analysis. Among the methods considered are spectrophotometry, electroanalysis and thermoanalysis. (Prerequisites: Chemistry 351 and Mathematics 291)
- CHEM 362L INSTRUMENTAL METHODS OF ANALYSIS LABORATORY** 1 credit hour
This course is an introduction to the laboratory practice of analysis by instrumental methods. Concurrent enrollment or prior credit for Chemistry 362 is required. Six hours of laboratory per week. (Prerequisites: Chemistry 351, 351L, and concurrent enrollment or prior credit in Chemistry 362.)

- CHEM 371 BIOCHEMISTRY I** 3 credit hours
[LCCN: CBIO 3403, Biochemistry I (UPPER LEVEL)] This is an introductory course in biochemistry designed for upper level students. It emphasizes the major biological systems and the structure(s), function and reactions of compounds of biological importance. (Prerequisites: BIOL 124 and 125, and CHEM 241). Offered once every other year.
- CHEM 371L BIOCHEMISTRY I LABORATORY** 1 credit hour
[LCCN: CBIO 3401, Biochemistry I Lab (UPPER LEVEL)] This is a course of experiments selected to include work on biophysical principles, and the chemical composition and properties of carbohydrates, lipids, proteins and enzymes. The latter part of the laboratory includes isolation and characterization of biological compounds and analysis of blood and urine. Three hours of laboratory per week. (Co-requisites: Chemistry 242, 242L).
- CHEM 372 BIOCHEMISTRY II** 3 credit hours
This course is a continuation of Chemistry 371. (Prerequisite: Chemistry 371)
- CHEM 372L BIOCHEMISTRY II LABORATORY** 1 credit hour
This course is a continuation of Chemistry 371L. Three hours of laboratory per week. (Prerequisites: Chemistry 371L and concurrent enrollment or prior credit for Chemistry 372)
- CHEM 411 PHYSICAL CHEMISTRY I** 3 credit hours
A rigorous introduction to the study of theoretical chemistry. Topics included are thermodynamics, states and properties of matter, kinetics, equilibrium and electrochemistry. (Prerequisites: Chemistry 242, Mathematics 291 and Physics 222)
- CHEM 411L PHYSICAL CHEMISTRY LABORATORY** 1 credit hour
This course is designed to accompany Chemistry 411 and 412. Concurrent enrollment or prior credit for Chemistry 412 is required. (Six hours of laboratory per week.)
- CHEM 412 PHYSICAL CHEMISTRY II** 3 credit hours
A rigorous introduction to the study of theoretical chemistry. Topics included are quantum mechanics, atomic and molecular structure, spectroscopy and statistical thermodynamics. (Prerequisites: Chemistry 242, Mathematics 291 and Physics 222)
- CHEM 425 ADVANCED ORGANIC CHEMISTRY** 3 credit hours
This course is an in-depth course designed to meet the needs of those who plan to do further study and/or research in organic chemistry. The lectures include aspects of physical organic chemistry as well as aspects of classical organic chemistry. Seminars and readings are assigned which require knowledge of the chemical literature. (Prerequisite: Chemistry 242; Co-requisite: Chemistry 411)
- CHEM 450 SPECIAL PROBLEMS AND SEMINAR** 1-4 credit hours
This course provides conference and laboratory experiences for the student. Supervised research projects, reporting and presentation of seminar are required activities.

CHEM 461 ADVANCED INORGANIC CHEMISTRY

3 credit hours

This course is an advanced treatment of the fundamentals of inorganic chemistry. Emphasis is placed on the physical aspects as well as the classical aspects of inorganic chemistry. Seminars and readings are assigned which require knowledge of the chemical literature. (Prerequisite: Chemistry 242; Co-requisite: Chemistry 411)

CHEM 482 CHEMICAL RESEARCH

1-4 credit hours

This course is an introduction to research and the supervised study of a current research problem. It may be taken at any level with the approval of the Department.



FORENSIC SCIENCE

Director/Assistant Professor: Pamela Marshall, Ph.D.; Paris F. Favorite, M.S.

The Bachelor of Science in Forensic Science degree requires the completion of 125 credit hours of core and forensic science coursework. The program has been developed in order to provide students with the types of skills and information that are necessary for success in forensic science. The program includes sequences in chemistry, physics, mathematics, and biology. SUNO also offers a number of specialized courses specifically related to forensic science. The forensic science courses are designed for students to receive both classroom instruction and hands-on experience in the laboratory. Students will take courses in forensic biology, forensic DNA, forensic microscopy, evidence collection and processing, witness testimony, and more. Students are required to enroll in a forensic internship in their junior or senior year. A senior comprehensive exam is also required for the degree.

All Forensic Science majors must earn a “C” or better in all Natural Science courses as listed in the Forensic Science curriculum. Continuous repetition of classes and repeated withdrawal (W) from classes are strongly discouraged. It is strongly recommended that the students follow the outlined curriculum in Forensic Science in sequence as they matriculate in the program by following timely advisement by an assigned advisor.

The minor in Forensic Science is designed for students who wish to learn the basic concepts of forensic science and how to apply them to other fields of knowledge. A minor in Forensic Science is earned by completing eighteen (18) credit hours: FRSC 201, FRSC 210, FRSC 220, FRSC 305, FRSC 430/L, and a 4-hour FRSC elective. No grade below C is acceptable in the minor subject. A minimum grade point average of 2.0 is required to complete the minor.

FORENSIC SCIENCE CURRICULUM

FRESHMAN YEAR

Course	Hrs. Credit	Course	Hrs. Credit
ENGL 111 (English Composition I)	3	ENGL 112 (English Composition II).....	3
BIOL 124/124L (General Biology I).....	4	BIOL 125/125L (General Biology II)	4
MATH 161 (Pre-Calculus).....	3	MATH 162 (Trigonometry).....	3
FIAR or MUSC 101.....	3	CISP 164 (Intro. to Info. Processing).....	3
FRSC 201 (Forensic Sci. Seminar)	1	SOCL 210 (Introduction to Sociology).....	3
JRDV 111 (College Survival Skills).....	1		
JRDV 111A (Freshman Assembly).....	0		
	-----		-----
	15		16

SOPHMORE YEAR

FRSC 210 (Intro. to Forensic Sci.).....	3	ENGL 203 (Writing About Literature)	3
CHEM 111/111L (General Chemistry I)....	4	CHEM 112/112L (Gen. Chemistry II)	4
SUBA 215 (Intro. To Alcohol and		MATH 290/290L (Calculus I)	4
Drug abuse).....	3	FRSC 230/230L (Forensic Biology).....	4
MATH 250 (Elementary Statistics).....	3		
FRSC 220 (Introduction to Law).....	3		
	-----		-----
	16		15

JUNIOR YEAR

MATH 291/291L (Calculus II)	4	CHEM 242/242L (Organic Chemistry II)..	4
CHEM 241/241L (Organic Chemistry I)....	4	PHYS 222/222L (General Physics II).....	4
PHYS 211/211L (General Physics I)	4	FRSC 310 (Witness Testimony).....	3
FRSC 240/240L (Forensic DNA Analysis. 3		FRSC 320 (Evidence Collection and	
		Processing).....	3
		BIOL 324L (Cell Biology Lab).....	1
	-----		-----
	15		15

SENIOR YEAR

HIST 210 or 220 (U.S. History).....	3	Elective*	4
FRSC 410/410L (Drugs and Toxicology) .	4	FRSC 440 (Professional	
FRSC 420 (Forensic Science Internship)..	3	Practice in Forensic Science)	3
FRSC 430/430L (Forensic Microscopy)	4	CHEM 450 (Special Problems & Seminars)	4
FRSC 460 (Senior Comprehensive)	0	PHIL 222 (Introduction of Ethics)	3
	-----		-----
	14		14

Total: 125 Credit Hours

***Electives – Choose any 2 of the following:**

- Biochemistry (**BIOL 306/306L**); • Molecular biology (**BIOL 325/325L**); • Genetics (**BIOL 302/302L**); • Inorganic chemistry (**CHEM 251**); • Analytical/quantitative chemistry (**CHEM 351/351L**); • Instrumental analysis (**CHEM 362/362L**); • Cell biology (**BIOL 324/324L**); • Pharmacology (**BIOL 304/304L**); • Microbiology (**BIOL 217/217L**)

FORENSIC SCIENCE COURSE DESCRIPTIONS**FRSC 201 FORENSIC SCIENCE SEMINAR**

1 credit hour

This course involves presentation and discussion of general and special issues in forensic science; extension and application of background knowledge to unusual topics and cases. The course is offered every fall and spring semester.

FRSC 210 INTRODUCTION TO FORENSIC SCIENCE

3 credit hours

This course is an introductory look at the various fields of study and how they are used in modern law enforcement; a brief history of forensic science in Europe and the United States; use of Geology, Anthropology, Dentistry, Pathology, and Psychiatry in Investigation. The course is offered each semester.

FRSC 220 INTRODUCTION TO LAW

3 credit hours

This course includes examination of criminal liability, crimes against person, property and society; the criminal process; constitutional and legal problems associated with criminal procedures; and the due process of law. The course is offered every fall and spring semester.

FRSC 230 FORENSIC BIOLOGY

3 credit hours

This course provides a comprehensive study of the structure and function of the immune system, and in particular, antigen-antibody reactions with applications to forensic science. Presentation of the general principles and methodologies used in forensic biology and feasibility for DNA analysis are key aspects of this course. Identification, analysis and interpretation of biological evidence, including blood, semen, saliva, urine, and fecal material in forensic contexts. The course is offered every fall semester. (Prerequisites: FRSC 210, BIOL 124/124L, and BIOL 125/125L)

FRSC 230L FORENSIC BIOLOGY LABORATORY

1 credit hour

This laboratory will provide hands-on experience performing forensic serological testing of all body fluids commonly encountered in crime scenes, including blood, semen, and saliva. Laboratory exercises enhance lecture component. The course is offered every fall semester. (Prerequisites: FRSC 210, BIOL 124/124L, and BIOL 125/125L)

FRSC 240 FORENSIC DNA ANALYSIS

3 credit hours

This course provides a study of DNA analysis when applied to criminal forensics. The course will cover basics of DNA structure and function, development of DNA profiling methods, current DNA typing techniques, forensic DNA and paternity related issues. Interpretation of analytical data and limitations of DNA typing will be discussed. Statistical basis for matching and CODIS database will be explored. New developments in the field of forensic DNA analysis will also be examined. The course is offered every spring semester. (Prerequisites: FRSC 230, 230L)

FRSC 240L FORENSIC DNA ANALYSIS LABORATORY

1 credit hour

This laboratory will expose students to the various components of forensic DNA analysis including methods for extraction, quantitation, amplification, and capillary electrophoresis. The course will also provide students with hands-on experience operating instrumentation commonly used in forensic DNA laboratories. Laboratory exercises enhance lecture component. The course is offered every spring semester. (Prerequisites: FRSC 230, 230L)

FRSC 301 EVIDENCE COLLECTION AND PROCESSING

3 credit hours

Theory and Practice in evidence protection and collection: biological and medical evidence and controls to be collected, injuries to be photographed, legal and scientific requirements of packaging and storage, writing medical report and assisting the coroner, rules of evidence and expert witness. Laboratory exercises and report enhance lecture. (Prerequisites: FRSC 210, FRSC 220)

FRSC 301L EVIDENCE COLLECTION AND PROCESSING LABORATORY

1 credit hour

This laboratory course is intended to introduce students to the methods and techniques used at crime scenes and in a criminalistics laboratory to document, collect, and analyze all types of physical evidence. Emphasis will be placed on the skills needed to recognize and characterize physical evidence, including trace evidence, firearms and toolmark evidence, controlled substances, fingerprints, fire debris, questioned documents, biological evidence, and physical pattern evidence. Laboratory exercises with mock evidence will allow hands on instruction.

FRSC 305 WITNESS TESTIMONY

3 credit hours

Consideration of place of experts in dispute resolution, cases that require expert testimony, pre-trial preparations, rules of evidence, admissibility issues, articles and exhibits, courtroom demeanor, participation at criminal mock trials and offer expert testimony.

FRSC 410 FORENSIC DRUGS AND TOXICOLOGY

3 credit hours

This is a study of the chemistry, biochemical activity, isolation and identification of drugs of forensic interest in biological materials. Aspects of drug chemistry relevant to understanding of the properties, physiological effects, and techniques used for the separation, analysis, and identification of drugs will be discussed. Emphasis on controlled substances. The course also introduces techniques and instrumentation used for the chemical separation and analysis of drugs in both solid dosage and toxicological samples.

FRSC 410L FORENSIC DRUGS AND TOXICOLOGY LABORATORY 1 credit hour

Laboratory study of the chemistry, biochemical activity, isolation and identification of drugs of forensic interest in biological materials with an emphasis on controlled substances. Laboratory exercises will introduce techniques and instrumentation used for the chemical separation and analysis of drugs in both solid dosage and toxicological samples. Relevant laboratory exercises enhance lecture component.

FRSC 420 FORENSIC SCIENCE INTERNSHIP

3 credit hours

A 10-week internship at a local, state or federal crime laboratory is required for this degree. The internship provides the student with a real-life crime laboratory atmosphere and also provides the crime laboratory with the ability to recruit the student for future employment into the laboratory.

FRSC 430 FORENSIC MICROSCOPY

3 credit hours

Light microscopy of trace evidence including, contrast, resolving power and illumination; interference, phase and fluorescence microscopy; microscopy with polarized light, birefringence and crystal structure; dispersion staining; photomicrography; fibers, minerals and residues. Lecture with lab exercises. (Prerequisite: FRSC 210)

FRSC 430L FORENSIC MICROSCOPY LABORATORY

1 credit hour

Light microscopy of trace evidence including, contrast, resolving power and illumination; interference, phase and fluorescence microscopy; microscopy with polarized light, birefringence and crystal structure; dispersion staining; photomicrography; fibers, minerals and residues. Laboratory exercises will enhance lecture component.

FRSC 440 PROFESSIONAL PRACTICE IN FORENSIC SCIENCE

3 credit hours

This course emphasizes professional practices and expectations for the forensic scientist. Professional organizations, certification, ethics, QA/QC, accreditation, technical writing, data treatment and interpretation, and standards of ASCLD/LAB and FBI are discussed.

FRSC 460 FORENSIC SCIENCE SENIOR COMPREHENSIVE

0 credit hours

All majors are required to pass a comprehensive examination.

Students must register for the course **IN THE SEMESTER PRIOR TO THE ONE IN WHICH THEY PLAN TO GRADUATE.**



MATHEMATICS

Professors: Joe Omojola, Ph.D., Tchavar Marinov, Ph.D., and Cynthia Singleton, Ph.D.; **Associate Professors:** Rachid Belmasrou, Ph.D., Zhen Chen, Ph. D., Panagiota Heath, Ph.D., Heon Kim, Ph.D., and Delin Tan, Ph.D.; **Instructors:** Phyllis Okwan, Ph.D., and Kimyata Dilworth, Ph.D.

The Unit of Mathematics offers undergraduate courses leading to the Bachelor of Science degree in mathematics. This degree will enable graduates to secure employment or pursue advanced studies in mathematics and related disciplines. Additionally, the unit prepares students for entry into engineering through the Pre-Engineering curriculum and offers opportunity for students to double major in Mathematics without duplicating the general education requirement. The Mathematics unit also offers additional courses to provide specialized training for pre-service school teachers.

Since mathematics forms the foundation of any scientific, statistical, or technical activity, students who successfully complete a course of study in this major will have tremendous opportunities for graduate study, research, or employment in a technical field. Students majoring in mathematics who maintain significantly above average grades can obtain fellowship offers for graduate study leading to advanced degrees in mathematics, applied mathematics, bio-statistics, actuarial science, biometrics, bio-informatics, mathematics education, and engineering.

Mathematics Degree/Minor Requirements

A student must complete a minimum of 120 semester hours and maintain a "C" or better in all science courses taken to fulfill the major requirements for the bachelors' degree. In addition, all majors must pass a written comprehensive examination. The minimum passing score on the comprehensive examination is 70.

Mathematics required courses are Math 100, 250, 290, 291, 292, 296, 330, 350, 390, 392, 395, 400, 460, and 499 (40 CHs.).

Mathematics electives are 340, 397, 401, 402, 403, 450, 455, & 470 (3 CHs.).

Mathematics requirements (40 CHs.) + Mathematics electives (3 CHs.) = Total 43 CHs.

Mathematics *minor* consists of Math 290, 291, 330, 350, and 390 (17 CHs.)

- It is recommended that mathematics majors take more than the minimum 40 hours required, particularly, if the student intends to attend graduate school.
- The advisor and the Department Chair must approve all electives.
- All students must satisfy the General Education and University requirements as stated in this catalog.

- All mathematics students must have a minor in another discipline and must satisfy that discipline's minor requirements. However, Mathematics majors are strongly encouraged to have a minor in Physics because Physics courses provide Mathematics majors the necessary exposure to additional mathematical training that is needed for professional development and to pursue graduate studies especially in applied mathematics.

MATHEMATICS CURRICULUM

FRESHMAN YEAR

Course	Hrs. Credit	Course	Hrs. Credit
JRDV 111 (College Survival Skills).....	1	CISP 164 (Intro. to Information Processing)3	
JRDV 111A (Freshman Assembly).....	0	MATH 100 (Intro. to Mathematics)	1
ENGL 111 (English Composition I).....	3	ENGL 112 (English Composition II).....	3
MATH 161 (Pre-Calculus).....	3	MATH 162 (Trigonometry).....	3
BIOL 124 & 124L or CHEM 111 & 111L ...	4	Elective	3
FIAR or MUSC 101	3	POLI (American Government)	3
	-----		-----
	14		16

SOPHOMORE YEAR

ECON 211 (Economics Principles I).....	3	MATH 291/L (Calculus II)	4
MATH 290/L (Calculus I).....	4	MATH 296 (Fundamental of Math)	3
MATH 330 (Linear Algebra).....	3		
PHYS 211 & 211L (General Physics I)	4	PHYS 222 & 222L (General Physics II)....	4
CISP 200 (Structured Programming).....	3	ENGL 260 (Technical Writing)	3
	-----		-----
	17		14

JUNIOR YEAR

MATH 292 (Calculus III)	3	MATH 392 (Numerical Analysis)	3
MATH 390 (Differential Equations).....	3	Elective	3
MATH 350 (Mathematical Statistics).....	3	Elective	3
Elective	3	PHIL 222 (Introduction to Ethics).....	3
Foreign Language 1*.....	3	Foreign Language II.....	3
	-----		-----
	15		15

SENIOR YEAR

MATH 395 (Math Modeling)	3	MATH 400 (Math Seminar)	3
MATH 460 (Complex Variable).....	3	Math Elective.....	3
Elective	3	Elective	3
Elective	3	Elective	3
HIST 210 or 220 (U. S. History).....	3	MATH 499 (Comprehensives Exam).....	2
	-----		-----
	15		14
		Total: 120 Credit Hours	

** Students who have taken a foreign language (French, German, or Spanish) in High School may test out of the 100 level foreign language courses and take three hours of a 200 level foreign language course.*



The following curriculum specifies addition mathematics courses to be taken by students intending to satisfy the requirements for a double major in Mathematics.

CURRICULUM FOR MATHEMATICS AS A SECOND MAJOR

FRESHMAN YEAR

Course	Hrs. Credit	Course	Hrs. Credit
MATH 100 (Introduction to Math).....	1	MATH 162 (Trigonometry).....	3
MATH 161 (Pre-calculus).....	3	MATH 250 (Elementary Statistics).....	3
	----		----
	4		6

SOPHOMORE YEAR

MATH 290 (Calculus I).....	4	MATH 291 (Calculus II)	4
MATH 330 (Linear Algebra).....	3	MATH 296 (Fundamental of Math)	3
	----		----
	7		7

JUNIOR YEAR

MATH 292 (Calculus III)	3	MATH 392 (Numerical Analysis)	3
MATH 390 (Differential Equations).....	3	MATH 395 (Mathematical Modeling)	3
MATH 350 (Mathematical Statistics).....	3		
	----		----
	9		6

SENIOR YEAR

MATH 460 (Complex Variable).....	3	MATH 400 (Math Seminar)	3
Math Elective	3	MATH 499 (Comprehensives Exam).....	2
	----		----
	6		5

Total: 50 Credit Hours

MATHEMATICS COURSE DESCRIPTIONS

MATH 100 INTRODUCTION TO MATHEMATICS

1 credit hour

This course will provide an introduction to the mathematics field and training in the presentation and discussion of current mathematical problems, time management, and study skills. Invited guests will speak on trends in mathematics, and the requirements for graduate and professional careers. The course is designed for freshmen and sophomore students who intend to major in Mathematics. The course is offered each semester.

MATH 098 ALGEBRA FOR COLLEGE STUDENTS

3 no credit hours

[LCNN: CDMA 0213 Basic Mathematics] Basic operations of integers and rational numbers; order of operations; fractions; decimals; ratios and proportions; percentages; basic algebra concepts including linear equations; solving application problems, Introduction to Algebra; Operations on integers and fractions; graphing on a number line; evaluating simple expressions and polynomials; simplifying expressions containing exponents and simple radicals; Solving Systems of Linear Equations by Substitution and Addition methods. This course serves as prerequisite to either MATH 151 or MATH 161 but it does not count towards fulfillment of degree requirements. (Prerequisite: ACT score less than 19)

MATH 151 COLLEGE ALGEBRA

3 credit hours

[LCCN: CMAT 1203, Applied Algebra] This course is designed for students who are not required to take calculus. Emphasis is on applications involving: solving equations and inequalities; function properties and graphs; linear, quadratic, polynomial, exponential and logarithmic functions. A graphing calculator is required. (Prerequisite: MATH 098 or ACT score of 19 or better)

MATH 161 PRE-CALCULUS

3 credit hours

[LCCN: CMAT 1213, College Algebra] This is a course designed for students anticipating enrollment in calculus. In-depth treatment of solving equations and inequalities; function properties and graphs; inverse functions; linear, quadratic, polynomial, rational, exponential and logarithmic functions with applications; systems of equations. A graphing calculator is required. (Prerequisite: MATH 098 or ACT score of 19 or better)

MATH 162 TRIGONOMETRY

3 credit hours

[LCCN: CMAT 1223, Trigonometry] This course is a study of trigonometric functions and graphs; inverse trigonometric functions; fundamental identities and angle formulas; solving equations; triangles with applications; polar coordinate system. (Prerequisite: MATH 161)

MATH 163 PRE-CALCULUS/TRIGONOMETRY

4 credit hours

[LCCN: CMAT 1234, Algebra and Trigonometry] This course is a combination of 161 and 162: function properties and graphs; inverse functions; linear, quadratic, polynomial, rational, exponential and logarithmic functions with applications; systems of equations; trigonometric functions and graphs; inverse trigonometric functions; fundamental identities and angle formulas; solving equations, triangles with applications; polar coordinate system. (Prerequisite: ACT score of 19 or better)

MATH 210 MATHEMATICS FOR TEACHERS

3 credit hours

This course is a study of number properties, operations, computation, geometric properties and relationships, data collection and organization. Emphasis will be placed on estimation, exploration, and problem solving. (Prerequisite: MATH 151 or MATH 161)

MATH 220 COLLEGE GEOMETRY

3 credit hours

This course is a study of sets of points, line segments, congruence, linear and angular measure, area and volume, similarity, Pythagorean Theorem, and coordinates geometry. It is an introduction to trigonometry and spherical geometry taught from an informal standpoint to develop geometric intuition and insight. (Prerequisite: MATH 210)

MATH 232 FINITE MATHEMATICS

3 credit hours

[LCCN: CMAT 1313, Finite Math] This course is a study of systems of linear equations, matrices, and matrix algebra; linear inequalities; counting techniques: permutations and combinations; probability; basic concepts in financial mathematics (annuities included); and an introduction to statistics. (Prerequisite: MATH 151 or MATH 161)

MATH 250 ELEMENTARY STATISTICS

3 credit hours

[LCCN: CMAT 1303, Introductory Statistics] This course is the study of descriptive statistics; probability; discrete and continuous (including the binomial, normal and t) distributions; sampling distributions; interval estimation; hypothesis testing; linear regression and correlation. (Prerequisite: MATH 151 or 161)

MATH 290 CALCULUS I

3 credit hours

[LCCN: CMAT 2115, Calculus I] This course is a study of limits and continuity of functions; introduction of the derivative; techniques of differentiation; Chain rule; implicit differentiation; differentiation of transcendental and inverse functions; applications of differentiation: concavity; relative extrema; maximum and minimum values of a function; optimization; anti-differentiation; definite integrals; Fundamental Theorem of Calculus; areas; applications of definite integrals; work and volume. (Courses with fewer than 5 credit hours may cover less than the listed total. Credit/placement exam may be required if transferring a course with fewer credits than the receiving institution.) (Prerequisites: MATH 162 or MATH 163)

MATH 290L CALCULUS I Laboratory

1 Credit hour

This course is a computer lab reinforcement of MATH 290 using graphing calculators, Mathematica, MatLab, Maple, and Sage. (Prerequisite: Concurrent registration in MATH 290).

MATH 291 CALCULUS II

3 credit hours

[LCCN: CMAT 2125, Calculus II] This course is a study of techniques of integration; applications of the integral; parametric equations, polar coordinates, sequences and infinite series. (Courses with fewer than 5 credit hours may cover less than the listed total. Credit/placement exam may be required if transferring a course with fewer credits than the receiving institution.) (Prerequisite: MATH 290)

MATH 291L CALCULUS II Laboratory

1 Credit hour

This course is a computer lab reinforcement of MATH 291 using graphing calculators, Mathematica, MatLab, Maple, and Sage. (Prerequisite: Concurrent registration in MATH 291).

MATH 292 CALCULUS III

3 credit hours

This course is a study of Taylor's theorem; series, applications, differentiation and integration of functions of several variables. It is an introduction to ordinary differential equations. (Prerequisite: MATH 291)

- MATH 296 FUNDAMENTALS OF MATHEMATICS** 3 credit hours
This course is a study of proof techniques needed for more rigorous levels of mathematics logic and proofs, set theory, relations, functions, and concepts of analysis. (Prerequisite: MATH 290)
- MATH 300 INTRODUCTION TO BIostatISTICS** 3 credit hours
A study of statistical methods: two-sample inference; analysis of variance; regression; nonparametric statistics; multinomial experiments and contingency tables; and, longitudinal data analysis. To be offered concurrently with BIOL 310. (Prerequisites: MATH 250, 290 and 290L)
- MATH 330 LINEAR ALGEBRA AND MATRICES** 3 credit hours
This course is a study of vector spaces, matrices, linear transformations, determinants and linear equations. Selected topics of Eigen value, canonical forms, inner product spaces, bilinear and quadratic forms. (Prerequisite: MATH 162 or 163)
- MATH 340 INTRODUCTION TO MODERN ALGEBRA** 3 credit hours
This course is a study of sets, groups, rings, integral domains, fields and polynomial rings. (Prerequisites: MATH 330 and consent of instructor)
- MATH 350 MATHEMATICAL STATISTICS** 3 credit hours
This course is a study of probability, measures of central tendency and generating functions, and distributions of statistical inference. (Prerequisite: MATH 291)
- MATH 390 ELEMENTARY DIFFERENTIAL EQUATIONS** 3 credit hours
This course is a study of equations of first order and higher order differential equations, general linear equations, and the method of successive approximations. (Prerequisite: MATH 291)
- MATH 392 NUMERICAL ANALYSIS** 3 credit hours
This course is a study of interpolation, least squares theory, and harmonic analysis, numerical solutions of ordinary differential equations, and approximations through Fourier series. (Prerequisite: MATH 291)
- MATH 395 MATHEMATICAL MODELING,** 3 credit hours
This course is intended to introduce students to how to apply mathematics to construct, build and analyze models arising in various areas of application in the physical, biological and social sciences. Methods of modeling covered will include linearization, optimization, probability, and differential equations. (Prerequisites: 291 and 390)
- MATH 397 INTRODUCTION TO MODERN GEOMETRY.** 3 credit hours
Calculus in Euclidean space; frame fields; geometry of surfaces and curves in R^3 ; concepts in advanced Euclidean, projective, and non-Euclidean geometry. (Prerequisites: MATH 292 and 330)
- MATH 400 MATHEMATICS SEMINAR** 3 credit hours
This course comprises research in algebra, analysis, geometry, or applied mathematics, involving individual projects. (Prerequisite: MATH 291)
- MATH 401 ADVANCED CALCULUS** 3 credit hours
This course includes advanced topics of calculus including vectors and vector calculus, linear approximations of vector valued functions, line integrals, surface integrals, theorems of Green's and Stoker's divergence theorem. (Prerequisite: MATH 292)

MATH 402 REAL ANALYSIS

3 credit hours

This course includes topics on limits, continuity limit superior and limit inferior, metric spaces, open and closed sets, and Heine-Borel theorems. (Prerequisite: MATH 292)

MATH 403 COMPUTER SOFTWARE APPLICATIONS IN MATHEMATICS

3 credit hours

This course includes problem solving in Mathematics using appropriate contemporary software such as MATHCAD, MATHLAB, MAPLE, SPSS, Scientific Place, Mathematica, and Microsoft Excel. Problems solved will include, but are not limited to, algebra, calculus, linear algebra, statistics, and mathematical modeling. (Prerequisite: Consent of the instructor)

MATH 450 SPECIAL TOPICS

3 credit hours

This course is designed to deal with a topic(s) selected from such fields of mathematics as: algebra, analysis, probability, and mathematical logic at each offering. (Prerequisite: Consent of the instructor)

MATH 455 ELEMENTARY NUMBER THEORY

3 credit hours

This course is an introductory study of number theory. Topics include divisibility, congruencies, quadratic reciprocity, numerical functions, Diophantine equations, simple continued fractions, and indices. (Prerequisite: Consent of the instructor)

MATH 460 COMPLEX VARIABLES

3 credit hours

This course is an introduction to complex analysis for students interested in applied mathematics and physical sciences. The fundamentals and the applications of analytical function theory are studied. (Prerequisite: Consent of instructor)

MATH 470 INTRODUCTION TO GENERAL TOPOLOGY

3 credit hours

This course is a study of set theory; abstract topological spaces; relative topology and subspaces; continuous functions; metric and normed spaces; product spaces; quotient spaces; compactness and connectedness; separation axioms. (Prerequisite: MATH 292 and MATH 296)

MATH 499 COMPREHENSIVE EXAM PREP

2 credit hours

This is a review of topics in Calculus, Fundamentals of Mathematics, Linear Algebra, Introduction to Modern Algebra, Differential Equations, and Mathematical Statistics. Students must register for this course in order to prepare for the required exit exam in mathematics. A passing grade in this course is not a substitute for passing the exit examination which is given separately. This course will be offered in the Fall and Spring semesters.

PHYSICS

(Physics Program has Been Terminated Effective Spring 2006)

The B.S., Physics program has been terminated effective Spring 2006. No new students are being accepted in this program.

Professors: Mostafa Elaasar, Ph.D., and Joe Omojola, Ph.D.; **Assistant Professor:** Yi Zhen, Ph.D.

Requirements for a Physics Minor

Students who wish to have a minor in physics are required to complete 18 semester hours of Physics numbered above 222.

PHYSICS COURSE DESCRIPTIONS

PHYS 101 PHYSICAL SCIENCE I 3 credit hours
[LCCN: CPHY 1023, Physical Science I] This course covers the survey of concepts in physics and physical sciences on topics in astronomy, physics, chemistry and geology, designed for students with no previous background in physics or chemistry. It is a general survey course for anyone interested in learning the methods and applications of the physical sciences.

PHYS 101L PHYSICAL SCIENCE I LABORATORY 1 credit hour
 This course includes: two hours of laboratory, covering simple experiments; measurements of area, volume, density, specific heat, molecular size, etc. (Prerequisite: PHYS 101)

PHYS 102 PHYSICAL SCIENCE II 3 credit hours
[LCCN: CHPY 1033, Physical Science II] This course covers additional concepts in physical science as a continuation of PHYS 101, which may include physics, chemistry, geology, astronomy, oceanography, etc. (Prerequisite: PHYS 101)

PHYS 103 INTRODUCTORY PHYSICS I 3 credit hours
 A first semester introductory physics course to satisfy general education requirements for students. Topics include mechanics, heat and classical physics.

PHYS 103L INTRODUCTORY PHYSICS I LABORATORY 1 credit hour
 This course includes two hours of laboratory consisting of elementary experiments, demonstrations, films and problem solving to accompany PHYS 103 Lecture.

PHYS 104 INTRODUCTORY PHYSICS II 3 credit hours
 A second semester introductory physics course to satisfy general education requirements. Topics include electricity, magnetism, light and modern physics with emphasis on applications. (Prerequisites: PHYS 103 and 103L)

PHYS 104L INTRODUCTORY PHYSICS II LABORATORY 1 credit hour
 This course includes two hours of laboratory consisting of elementary experiments, demonstrations, films, and problem solving to accompany PHYS 104 lecture. (Prerequisites: PHYS 103 and 103L)

PHYS 110 BASICS OF ENGINEERING

3 credit hours

This course introduces students to the engineering profession and to acquaint them with the necessary tools to practice the profession. Topics to be covered will include definition of engineering, different types of engineering, tools of the trade, common mathematical tools, representation and analysis of data, computer modeling, and current engineering problems, and introduction to engineering design. This course offers every fall semester.

PHYS 131 GEOL – EARTH SCIENCE

3 credit hours

This course focuses on: (a) the study of the Earth, the Solar System, and the Universe, (b) the study of the earth's structure, composition, and properties of materials that constitute the surface layers, (c) survey of rocks, maps, and fossils used to understand the history of earth and life, (d) emphasis is placed on processes responsible for changes in the earth's crust such as earthquakes, volcanoes, and plate tectonics. (Prerequisite: MATH 151 or 161)

PHYS 131L GEOL – EARTH-SCIENCE LABORATORY

1 credit hour

A series of activities to aid students in understanding geological materials and processes. (Co-requisite: GEOL 131)

PHYS 150 PHYS – SPACE SCIENCE

3 credit hours

This course focuses on: (a) theories of the origin of the Universe, Novas and Super Novas, (b) birth, life and death of stars, black holes, galaxies, quasars, and pulsars, (c) special relativity, (d) elements found in the sun and other planets, (e) laws of motion for orbiting bodies, and (f) current space exploration. (Prerequisite: MATH 151 or MATH 161)

PHYS 211 GENERAL PHYSICS I

3 credit hours

[LCCN: CPHY 2133, Physics I (Calculus Based)] This is a study of vectors, kinematics, Newton's Laws, momentum, work & energy, rotations, oscillations, elasticity & equilibrium. (Intended for engineering and physical science majors.) (Prerequisites: MATH 161, 162, and 290)

PHYS 211L GENERAL PHYSICS I LABORATORY

1 credit hour

[LCCN: CHPY 2131, Physics I Lab (Calculus Based)] Experiments in mechanics, heat, experimental errors, and methods of data analysis are emphasized to accompany Calculus-based physics. (Co-requisite: PHYS 211)

PHYS 222 GENERAL PHYSICS II

3 credit hours

[LCCN: CPHY 2143, Physics II (Calculus Based)] This is a continuation of topics from Physics 211. Gravitational fields, electrostatics, circuits, magnetism and electromagnetic waves (Intended for engineering and physical science majors.) Relativity and atoms and radioactivity are emphasized. (Prerequisites: PHYS 211 and 211L or equivalent and MATH 291)

PHYS 222L GENERAL PHYSICS II LABORATORY

1 credit hour

[LCCN: CPHY 2141, Physics II Lab (Calculus Based)] This course covers experiments in electricity, magnetism, and light to accompany Calculus-based physics II. (Co-requisite: PHYS 222, Prerequisite: PHYS 211L and MATH 291)

PHYS 321 ELECTRONICS

3 credit hours

Topics include DC and AC circuit analysis, power supplies, amplifiers, oscillators, etc. Transistor circuits are also emphasized. Design and application of measuring instruments are included. (Prerequisites: PHYS 222 and 222L and consent of Department)

PHYS 331 ELECTRICITY AND MAGNETISM

4 credit hours

This course includes: Differential and Integral Calculus of vector fields; Maxwell's equations; Gauss's Law, superposition; dipole approximation; method of images; functions of the complex variable; methods for finding the electric potential energy; dielectrics; cavities; electrostatic analogs; magnetostatics; the vector potential; inductance, and relativity. (Prerequisites: PHYS 222 and 222L and consent of Department)

PHYS 332 WAVE PHENOMENA

4 credit hours

This is a study of waves on a string, acoustic plane waves and electro-magnetic waves; wave equations and boundary value problems; Maxwell's equations, polarization, and interference; Fraunhofer and Fresnel diffraction, multiple slits; and normal modes expansion of a pulse. (Prerequisites: PHYS 222 and 222L and consent of Department)

PHYS 361 EXPERIMENTAL METHODS

3 credit hours

This course provides a study of the methods of experimental physics; experiment design, error analysis, curve fitting, calibration techniques, etc. Projects in classical and modern physics are assigned. (Prerequisites: PHYS 222, 222L and consent of Department)

PHYS 440 STATICS

3 credit hours

This course is the study of Vectors, two-dimensional and three-dimensional force systems, equilibrium friction, centroids, mass moments of inertia, and second moments of area. (Prerequisites: PHYS 211 and consent of Department)

PHYS 441 THEORETICAL MECHANICS

4 credit hours

This course is a study of statics, dynamics of particles and rigid bodies; Virtual work, equilibrium, orbits, oscillations, moments and products of inertia; center of mass, coordinate transformations, Lagrange's Equations; and Hamiltonian. (Prerequisites: PHYS 222 and 222L)

PHYS 442 THERMODYNAMICS AND STATISTICAL MECHANICS

4 credit hours

This course is a study of Thermodynamic equilibrium, temperature, work, heat, equations of state kinetic theory, Maxwellian distribution, equiparation of energy, Zeroth; first, second, and third laws of Thermodynamics; entropy, statistical mechanics, partition function, Maxwell's equation, TdS equations, enthalpy, Helmholtz and Gibbs functions; phase transitions, Radiation Laws of Wien, Stefan-Boltzmann, and Planck. (Prerequisites: PHYS 222, 222L and consent of Department)

PHYS 451 MODERN PHYSICS

3 credit hours

This course covers the more recent developments in Physics. The topics include special relativity, the structure of atoms, energy levels, Quantum numbers, X-rays; introduction to Quantum theory, Schrodinger equation, its solution; first order perturbation theory and applications to atomic Spectroscopy. (Prerequisites: PHYS 222, 222L and consent of Department)

PHYS 452 NUCLEAR PHYSICS

3 credit hours

This course is a study of the nucleus of the atom, including nuclear processes, decay schemes, sub-atomic particles, nuclear reactions, radioactive decay, neutron cross-section; fission, theory of chain reactions; discussion of various models; binding energy, principles of nuclear reactors; and application of nuclear energy and radio-isotopes in industry and medicine. (Prerequisite: PHYS 451)

PHYS 460 QUANTUM MECHANICS

3 credit hours

Topics: Schrodinger equation to solve one dimensional potential problems and hydrogenic atoms. Operator Algebra, Atomic Spectra, Perturbation Theory, Angular Momentum, and Scattering Theory. (Prerequisites: PHYS 451, 452 and MATH 460)

PHYS 490 RESEARCH

1-6 credit hours

This is a course in student-oriented research in Physics under the guidance of a faculty member. A group comprised of Physics students and Physics faculty meets at regular intervals during the semester to discuss progress reports. Physics majors must formally present an approved paper at the end of research work. (Prerequisite: Consent of Department)

PHYS 491 PHYSICS SEMINAR

3 credit hours

This course includes discussions in advanced and intermediate undergraduate physics determined by individual needs and interests and emphasis on preparation for further work, either in research environments or in academic pursuits. (Prerequisite: Consent of Department)

PHYS 492 SPECIAL TOPICS

3 credit hours

This is a course comprising topics in advanced and intermediate undergraduate physics selected according to the needs and interests of the students and instructor. Topics in modern physics are emphasized. (Prerequisite: Consent of Department)

SUNO-UNO DUAL ENGINEERING PROGRAM

Southern University at New Orleans (SUNO) and the University of New Orleans (UNO) have come together to offer students the opportunity to start an undergraduate engineering degree at SUNO, complete their prerequisite coursework and then complete their degree at UNO. Program was initiated in Fall of 2013.

Eligibility

Students must be able to gain regular admission to Southern University at New Orleans. This requires that students meet the Louisiana Board of Regents Minimum Standards. For more information click [here](#) or contact SUNO Admissions at (504) 286-5235.

Program Requirements

Students will take prerequisite coursework for two (2) years on the campus of Southern University at New Orleans. Students must earn at least twenty-four (24) credit hours, including non-remedial English and mathematics classes and must earn a grade point average of at least 2.5. They will then transfer to the University of New Orleans to complete their degrees.



The following curriculum specifies the courses to be taken by students intending to satisfy the requirements for a Pre-Engineering program in Mathematics.

MATH/ENGINEERING CURRICULUM

FRESHMAN YEAR

Course	Hrs. Credit	Course	Hrs. Credit
JRDV 111 (College Survival Skills).....	1	CISP 164 (Intro. to Information Processing)	3
JRDV 111A (Freshman Assembly).....	0	MATH 100 (Intro. to Mathematics).....	1
ENGL 111 (English Composition I).....	3	ENGL 112 (English Composition II).....	3
MATH 161 (Pre-Calculus).....	3	MATH 162 (Trigonometry).....	3
BIOL 124 & 124L or CHEM 111 & 111L...	4	MATH 250 (Elementary Statistics).....	3
FIAR or MUSC 101	3	POLI 110 (American Government).....	3
	-----		-----
	14		16

SOPHOMORE YEAR

ECON 211 (Economics Principles I).....	3	MATH 291/L (Calculus II)	4
MATH 290/L (Calculus I).....	4	MATH 330 (Linear Algebra).....	3 PHYS
211 & 211L (General Physics I)	4	PHYS 110 (Intro. To Engineering)	3
CISP 200 (Structured Programming).....	3	PHYS 222 & 222L (General Physics II)....	4
.....		ENGL 260 (Technical Writing)	3
	-----		-----
	14		17

JUNIOR YEAR

.....	
MATH 292 (Calculus III)	3
MATH 390 (Differential Equations).....	3
MATH 350 (Mathematical Statistics).....	3
PHIL 222 (Intro. to Ethics).....	3
Foreign Language I	3

	15

Total: 76 Credit Hours

Students will take prerequisite coursework for two (2) years on the campus of Southern University at New Orleans. Students must earn at least twenty-four (24) credit hours, including non-remedial English and mathematics classes and must earn a grade point average of at least 2.5. They will then transfer to the University of New Orleans to complete their degrees.

DEPARTMENT OF SOCIAL SCIENCES

John Penny, Ph. D., Th. D., **Chair**

Office: Lake Campus Multipurpose Complex, F408

Phone: (504) 284-5478 (Office)

Email: jpenny@suno.edu

The following curricula are housed under the Social Science Department; Criminal Justice (Undergraduate & Graduate), Political Science, Psychology, Sociology, and Addictive Behaviors Counseling and Prevention Program. A student majoring in one of these fields must select a minor in another Social Science. In special cases, however, the student may, after consultation with the chairperson of the department, select a minor from an area outside the Social Sciences.

ADDICTIVE BEHAVIORS COUNSELING AND PREVENTION (ABCP) PROGRAM

John Penny, Ph.D., Th.D., **Chair**

Office: Lake Campus Multipurpose Complex, F408

Phone: (504) 284-5478; Email: jpenny@suno.edu

Evelyn B. Harrell, Ph. D., LCSW, LAC, **Director**

Office: Lake Campus Multipurpose Complex, F432

Phone: (504) 286-5234; Fax: (504) 284-5419 Email:

eharrell@suno.edu

Professor: Evelyn Harrell, Ph. D., LCSW, LAC; **Assistant Professor:** Travis Johnson, Ph.D., LAC, LPC-S, CCS

The Addictive Behaviors Counseling and Prevention (ABCP) Program is designed to meet the education requirements of the Addictive Disorders Regulatory Authority, (ADRA) by incorporating the 12-Core Functions of Addiction Counseling. All SUNO, ABCP classes, can be applied toward certification by ADRA. The program equips students for professional careers in addiction counseling and prevention as well as prepares students for graduate studies. The goal of the Addictive Behaviors Counseling and Prevention Program is to provide comprehensive academic opportunities for students in a variety of practice arenas including prevention, treatment and research. Addiction Counseling degrees available are: (1) Bachelor of Science Degree; (2) Associate of Arts Degree. A minor requires successful completion of 18 semester hours. The following courses are necessary for the minor: ABCP 215, 230, 310, 321, 325, and one substance abuse elective. Students are eligible to receive a Certificate of Completion with the completion of the following courses: ABCP 215, 230, 310, 321, 325, and 425.

Bachelor of Science Degree

The Bachelor of Science degree program prepares students for professional careers and/or advanced academic study. Addictive Behaviors Counseling and Prevention majors must complete 39 credit hours in addiction counseling education. The following are required ABCP courses: 215, 230, 310, 321, 325,

418, 425(x2), 432, 494, and three ABCP electives. This schedule gives students a strong foundation, and the opportunity to choose electives that will complement their specific career goals. Two internship experiences (ABCP 425) are required. Each Internship course requires the completion of 150 hours in the internship site. Students must apply in advance (pre-registration period) for the Internship course and meet all pre-requisites. Background checks may also be required before being placed in internship sites. In the senior year, students will be required to successfully complete a Senior Paper/project. ABCP majors may minor in any discipline. However, they are encouraged to select minors in Criminal Justice or Psychology.

The Addictive Behaviors Counseling and Prevention Program emphasizes the importance of cultural competency by integrating cultural diversity within the courses in the curriculum. In addition, human diversity courses which address awareness and sensitivity to diverse populations are required. Students demonstrate this appreciation with a minimum of 9 hours that reflect a global perspective for understanding human diversity. Courses that are recommended to be inclusive of the 9 credit hours must include a minimum of 3 credit hours course in foreign language and any combination of 6 credit hours from the following courses:

COMM210	PSYC 344	SOWK 452
SPAN 102	SOCL 320	HIST 371
SPAN 211	SOWK 270	ENGL 250
HIST 411	EDUC 275	SOWK437

Consideration will also be given to transfer credit hours in other foreign languages including American Sign Language as well as human diversity courses taken at other universities.

Associate Degree/General Academic Elective Courses

The Associate of Arts degree is designed to meet the needs of professionals who wish to enhance employment opportunities by concentrated study in a specific area of addiction counseling, or as a specialization for Addictive Behaviors Professionals. The Associate of Arts degree requires the following ABCP courses: 215, 230, 310, 321, 325, 425, and two ABCP electives. In addition, students must complete the appropriate general academic and elective courses to complete the degree requirements. A minimum of 62 hours are required including 24 hours in the major area and 38 general academic hours. Students must choose the appropriate number of hours for the general academic hours listed below.

General Academic Courses A (7 hours)

Two, three-hour credit courses may be selected from any of the following areas of study. In addition, one of the chosen courses must be completed with the laboratory course (1credit hour) that corresponds to the chosen course.

Chemistry 101 and 101L or higher
 Physical Science 101 and Physical Science 101L or higher
 Biology 105 and 106 or higher
 Zoology 122 and 122L
 Anatomy 273

General Academic Elective Courses B (3 hours)

A three-hour credit course may be selected from any of the following areas of study; consideration will be given to transfer credit within the content areas below:

Communication 210	Psychology 212	Social Work 100
Criminal Justice 110	Psychology 268	Sociology 223
Criminal Justice 230	Psychology 344	Sociology 274
CDFS 207 or 208	Political Science 110	Sociology 374
Education 221	History 103 or 104	Foreign Language
HMIS 105	Social Work 270	Humanities 110



Bachelor of Science Curriculum
FRESHMAN YEAR

Course	Hrs. Credit	Course	Hrs. Credit
ENGL 111 (English Composition I)	3	ENGL 112 (English Composition II).....	3
ABCP 215 (Intro. to Alcohol/Drug Abuse)	3	ABCP 230 (Clinical Doc. and Report Writing)	3
BIOL 105/105L (Intro. to Biology Lec. & Lab)	4	MATH 151(Coll. Algebra) or 161(Pre-Calculus)	3
MGIS 164 (Intro. to Information Processing)	3	PSYC 210 (General Psychology)	3
JRDV 111 (College Survival Skills).....	1	Biology 106/106L (Intro. to Biology Lec. & Lab)	4
JRDV 111A (Freshman Assembly)..	0		----

	14		16

SOPHOMORE YEAR

ABCP 310 (Drug/Alcohol Counseling Theory)	3	ABCP 325 (Applied Drug/Alcohol).....	3
HIST 210 or 220	3	ABCP 321 (The Other Addictions).....	3
SOCL 347 or PSYC237	3	SOCL 210 (Intro. to Sociology).....	3
ENGL 260 (Professional and Technical Writing)	3	POLI 110 (American Government).....	3
FIAR or MUSC 101	3	CHEM 101(General Chemistry)	3
	----		----
	15		15

JUNIOR YEAR

ENGL Literature Elective	3	Foreign Lang or Human Diversity Course	3
ABCP 425 (Internship)	3	ABCP 425 (Internship).....	3
MATH 250 (Elementary Statistics).....	3	Courses in Minor Area	6
Foreign Language 101	3	HUMA 110 or PHIL 211	3
Course in Minor Area	3		
	----		----
	15		15

SENIOR YEAR

ABCP 418 (Res. Meths. in Drug/Alcohol Use)	3	ABCP 432	3
Foreign Lang or Speech 210.....	3	ABCP 494 (Seminar for Majors).....	3
PSYC 480.....	3	ABCP Electives.....	6
Course in Minor Area	3	Course in Minor Area.....	3-6
ABCP Elective.....	3		
	----		----
	15		15-18

Total: 120-123 Credit Hours

Associate of Arts Degree Curriculum

FIRST SEMESTER

Course	Hrs. Credit
ABCP 215 (Intro. to Drug/Alcohol Abuse).....	3
MGIS 164 (Intro. to Information Processing).....	3
PSYC 210 (General Psychology).....	3
ENGL 111 (English Composition I).....	3
FIAR or MUSC 101.....	3
JRDV 111 (College Survival Skills).....	1
JRDV111A (Freshman Assembly).....	0

	16

SECOND SEMESTER

Course	Hrs. Credit
ABCP 230 (Clinical Doc. & Report Writing).....	3
ENGL 112 (English Composition II).....	3
SOCL 210 (Intro. to Sociology).....	3
Elective from A.....	4
HIST 210 or 220.....	3

	16

THIRD SEMESTER

Course	Hrs. Credit
ABCP 310 (Drug/Alcohol Counseling Theory).....	3
ABCP 321 (BEH Addiction).....	3
MATH 151 (College Algebra).....	3
Elective from B.....	3
ABCP Elective.....	3

	15

FOURTH SEMESTER

Course	Hrs. Credit
ENGL 203 or 260.....	3
ABCP 325 (Applied Drug/Alcohol).....	3
ABCP Elective.....	3
Elective from A.....	3
ABCP 425 (Internship).....	3

	15

Total: 62 Credit Hours

Minor Requirements

FIRST SEMESTER

Course	Hrs. Credit
ABCP 215 (Intro. to Drug/Alcohol Abuse).....	3
ABCP230.....	3

	6

SECOND SEMESTER

Course	Hrs. Credit
ABCP 321 (The Other Addictions).....	3
ABCP 310 (Drug/Alcohol Counseling Theory).....	3

	6

THIRD SEMESTER

Course	Hrs. Credit
ABCP 325 (Applied Drug/Alcohol).....	3

	3

FOURTH SEMESTER

Course	Hrs. Credit
ABCP Elective.....	3

	3

Total: 18 Credit Hours

ADDICTIVE BEHAVIORS COUNSELING AND PREVENTION (ABCP) COURSE DESCRIPTIONS

ABCP 215 INTRODUCTION TO ALCOHOL/DRUG ADDICTION

3 credit hours

This course will give students an overview of addiction in the individual, in the family and in society. The course will cover the effects of drugs. Understanding of addiction is explored through several models including the biopsychosocial disease model of addiction (the medical model), family of origin issues (the nurture model), public health model, and historical perspectives including the legal and political perspectives (the criminal and moral models). The 12-Core Functions for addiction counseling is introduced in this course.

ABCP 230 CLINICAL DOCUMENTATION AND REPORT WRITING

3 credit hours

This course will focus on written communication skills utilized in professional duties as an addiction counselor. Students will learn how to document each phase of the 12 Core Functions from the initial screening through the discharge summary. Students will become familiar with report and record keeping of a mock case study. Completion of the course will require a folder that includes documentation of forms such as a Declaration of Practice, an intake/assessment tool, progress notes, consent forms, treatment planning, discharge summaries, etc. (Prerequisite: ENGL 111)

ABCP 310 ADDICTION COUNSELING THEORY

3 credit hours

Students will learn about the classic counseling theories, with special emphasis on the ones used most often in substance abuse/ addiction counseling. Students will apply that knowledge to the different addiction treatment settings and American Society for Addiction Medicine (ASAM) criteria. Students will focus on understanding how to match theory with various addictive populations. (Prerequisites: PSYC 210 and ABCP 215)

ABCP 319 ADDICTION COUNSELING IN CRIMINAL JUSTICE

3 credit hours

This course will focus on the various roles that the addiction counseling professional may perform within the criminal justice system. Students will learn the unique nature of providing treatment to offenders who are court-ordered into counseling. Examination of treatment issues from pre-trial programs, probation and parole, to secure-care incarceration will be addressed. The 12 Core Functions, such as screening, assessment, treatment planning, and discharge summary, will be explored. (Prerequisite: ABCP 215)

ABCP 321 BEHAVIORAL ADDICTIONS

3 credit hours

The addictive personality and addictions to gambling, sex, food, exercise, and others behaviors will be discussed. Students will gain an understanding of the differing societal views of the various addictions, and how these may affect the recovery of addictive populations. Students will learn about etiology and epidemiology, different 12-step programs and prevention, intervention, and treatment perspectives as they become familiar with these addictions. (Prerequisite: ABCP 215)

ABCP 325 APPLIED ADDICTION COUNSELING THEORY

3 credit hours

This experiential course will focus on skills and techniques of the theories specific to addiction counseling of focus in ABCP-310 - especially those used in group counseling, interviewing, and crisis management. Students will learn from the application of theory to role play assignments and practice experiences

simulated in the classroom. Counseling skills particular to ethnicity and other cultural factors will be explored in this course. (Prerequisite: ABCP 310)

ABCP 326 DUALY DIAGNOSED SUBSTANCE USE DISORDER CLIENTS 3 credit hours

This course is designed to equip students with skills and knowledge needed to function in the behavioral health arena with other professionals. Students will acquire information on symptomatology of clients who present themselves with substance abuse and mental health disorders. Issues such as epidemiology, integration of treatment systems, models of treatment that focuses on the dually afflicted client as well as best practice interventions will be addressed. This course will aid students in integrating modalities of the 12 Core Functions as assessment, treatment planning, case management, counseling and consultation. Additionally, students will be allowed to explore motivational counseling technique, ethics, therapeutic alliance and professional boundaries. Students will also become familiar with relevant content from current DSM that will assist them with collaboration and consultation with other behavioral health professionals. (Prerequisite: ABCP 215, PSYC 210)

ABCP 418 RESEARCH METHODS IN ADDICTIVE BEHAVIORS 3 credit hours

This course will begin the exit process for majors. Students will become familiar with statistical research methods. Students will learn how to examine research articles, write literature reviews, and research proposals. Students will gain an understanding of the Institutional Review Board process/guidelines regarding the research of human subjects. Students will complete a research project that will be utilized in their senior presentation project. (Prerequisites: ABCP 215, ABCP 310, ENG 111 and 112)

ABCP 419 PROGRAM DEVELOPMENT AND ADMINISTRATION 3 credit hours

This course is designed to provide the student with knowledge in developing human services programming that focuses on prevention, intervention, and addiction and other programs; both new and existing programs. The different administrative styles and their uses will be addressed. A particular emphasis on administrative and clinical supervision, specific to addiction will be incorporated in the class. This course will explore the use of the 12 Core Functions of addiction counseling through programmatic issues. Management, counselor/therapist, and clinical staff burnout will be discussed. Professional ethics will be emphasized throughout the course. (Prerequisite: ABCP 215)

ABCP 422 GAMBLING ADDICTION 3 credit hours

This course meets the requirements for certification of CCGC and LAC's by the Louisiana State Certification Board. Students will learn to identify the pathological gambler as outlined within the DSM V. Students will also learn skills specific to assessment and the optimum level of care for placement and treatment of the individuals with a gambling addiction (Prerequisite: ABCP 215)

ABCP 425 INTERNSHIP 3-6 credit hours

The key objective of this course is to enable the student to gain practice skills in addiction counseling at an approved site. The student will have an opportunity to be exposed and/or participate in the 12 Core Functions under the supervision of an LAC, LCSW, CCS, or an LPC. The course requires that students complete 150 hours at the internship site for each course in which the student is enrolled. Students are encouraged to meet with the Internship advisor during the pre-advisement period of the previous semester to obtain the official internship packet. Upon completion of meeting with an approved supervisor, signed forms are then returned to the advisor for placement into the course. Note: Students

may be required to complete a legal background clearance and medical screening to be placed at certain approved sites.

(Prerequisites: ABCP 215, ABCP 310, and ABCP 325)

ABCP 426 PRACTICUM

3 credit hours

In this course, students will complete 100 hours of advanced clinical and administrative practice at an approved field placement site and supervision. The intention here is to follow the general experience gained in the internship, to become a more independent/professional practitioner in various careers options including prevention, intervention, and treatment as a scope of practice. Students will gain practice experience in various settings including clinical, case-management, program evaluation, grant writing, and/or other approved sites that provide services to addicted populations are encouraged as possible placements. (Prerequisite: ABCP 425)

ABCP 427 SPECIAL TOPICS

3-6 credit hours

This course consists of supervised investigation of selected drug/alcohol related topics ranging from the theoretical to the current practice of addiction counseling. Client education and professional development are addressed through topics such as specific therapy models, intervention techniques, the use of specific assessment instruments, and spirituality in the treatment and prevention of substance abuse. (Prerequisite: ABCP 215)

ABCP 430 POST TREATMENT COUNSELING IN SUBSTANCE ABUSE

3 credit hours

This course will discuss the process of recovery. Discussions will include the various theoretical stages of recovery and the counseling methods most useful for each. The idea of recovery as a holistic approach includes diet, exercise, work, family, and spirituality and will be the focus of much of the study. Relapse, relapse prevention, and the various relapse counseling methods will be addressed. (Prerequisite: ABCP 215)

ABCP 432 COUNSELOR CERTIFICATION AND CASE PRESENTATION

3 credit hours

This course explores the requirements for licensure (CIT, RAC, CAC, LAC, PSIT, and CCS) as per the Addictive Disorder Regulatory Authority standards. Students will learn the application process of the Counselor-in-Training credential. A written case study will be required to reflect the student's knowledge of the 12 Core Functions. (Prerequisite: ABCP 425)

ABCP 435 ADDICTION COUNSELING IN BUSINESS AND INDUSTRY

3 credit hours

This course will give students the skills training needed to work with employees, and employers. This course is designed to help students and clinicians who desire to work in an EAP. Students will learn advocacy and business communication skills. Workplace intervention programs and treatment options will also be explored. Client education, counseling, consultation, cultural competence and ethics are of focus in this course. (Prerequisites: ABCP 215)

ABCP 436 PSYCHOPHARMACOLOGY

3 credit hours

This course is designed to help students become familiar with the basic principles of psychopharmacology. It will aid students in exploring how drugs affect mood, emotions, thought, perception, levels of consciousness and other mental health issues. Emphasis is placed on integrating this information into the behavioral health arena. Students will be able to identify the physiological operation

of drugs in the human body. Behavioral health skills such as assessment, consultation and case management of the 12 Core Functions will be explored. Various instruments used during the assessment phase to determine pharmacological use will be detailed. (Prerequisites: ABCP 215)

ABCP 447 SUBSTANCE ABUSE PREVENTION SPECIALIST

3 credit hours

This course meets the educational requirements for certification of Substance Abuse Prevention Specialist with the Louisiana State Board of Certification. This course will include information on the different theories of prevention including the public health model, and the associated skills. Students will learn and develop an understanding of prevention programs at the primary, secondary, and tertiary levels and their effectiveness; both locally and nationally (Prerequisite: ABCP 215)

ABCP 494 SEMINAR FOR MAJORS

3 credit hours

This course is designed to synthesize the knowledge, skills, and attitudes (KSAs) of addiction counseling through course assignments including an exit exam. It continues the development of research expertise through professional activities including the presentation of research findings to an appropriate audience. Papers/projects must contribute to the knowledge of the field of addiction counseling. The intention is for students to demonstrate their professional readiness through application for certification, scholarly investigation/practical application of their educational experiences and competence in the 12-core functions and the KSAs of addiction counseling. (Prerequisites: ABCP 325, ABCP 418, and ABCP 425)

ABCP 499 ADDICTION COUNSELING ETHICS AND SUPERVISION

3 credit hours

This course is designed to integrate the ethical principles and standards and the requisite knowledge, attitudes, and skills in accordance with the mandate of professional certification boards and professional practice organizations for certified and licensed professional addiction counselors. These principles and standards will be addressed with an emphasis on the ethics of administrative, clinical, evaluative, and supportive supervision within the practice of the 12 Core Functions of addiction counseling. (Prerequisites: ABCP 325 and ABCP 425)

CRIMINAL JUSTICE

Associate Professor: John Penny, Ph.D.; **Assistant Professors:** Wesley T. Bishop, J.D.; Darren Gil, Ph.D.; Raymond Delaney, DM; Franklyn J. Scott, Ph.D.; Vacant [2]

The University offers a Bachelor of Science and a Master of Arts degree in Criminal Justice. This section focuses on the undergraduate program. Information on the Graduate Program in Criminal Justice can be found in the Graduate Studies section of this Catalog.

The Bachelor of Science program is designed to provide students with a thorough knowledge of the nature and operation of the Criminal Justice System. It includes courses in the following core areas as well as specialized electives: criminal justice and juvenile justice processes (law, crime, and administration of justice); criminology (the causes of crime, typologies, offenders, and victims); law enforcement (police organization, discretion, subculture, and legal constraints), law adjudication (criminal law, criminal procedure, prosecution, defense, and court procedures and decision-making), and corrections (incarceration, community-based corrections, and treatment of offenders). The program introduces concepts related to legal, legislative, and social processes and how they influence the criminal justice system. The program further addresses current methods in criminal justice processes and analyzes their strengths and weaknesses.

The Criminal Justice Program seeks to educate students in the skills required for a successful professional career. These skills include: critical thinking, the ability to communicate thoughts effectively in oral and written form, research methods, statistical and data analysis, and computer technology. In addition, the program teaches students to use ethical behavior in applying the knowledge acquired to factual situations and problems.

A major in Criminal Justice requires a minimum of thirty-seven (37) credit hours including Criminal Justice 110, 200, 210, 220, 310, 320, 330, 350, 410, 415, 430, and 492 and nine (9) hours of Criminal Justice electives. At least 18 credit hours of criminal justice courses must be completed in residence at Southern University at New Orleans in order to graduate. In addition, majors must receive a grade of "C" or better in all criminal justice courses.

A minor in Criminal Justice requires the completion of the following eighteen (18) credit hours: Criminal Justice 110, 210, 220, 250, 310, 410 and a three credit hour criminal justice elective.

Curriculum in Criminal Justice

FRESHMAN YEAR

Course	Hrs.	Credit	Course	Hrs.	Credit
ENGL 111 (English Composition I)	3		ENGL 112 (English Composition II).....	3	
MATH 151 (College Algebra)	3		CRMJ 110 (Criminal Justice System)	3	
BIOL 105 and 105L Intro. to Biology.....	4		MATH 232 (Finite) or 250 (Elem. Statistics)	3	
FIAR 101 or MUSC 101	3		POLI 110 (American Government).....	3	
CISP 164 (Intro. to Information Processing)	3		BIOL 106 (Intro. to Biology)	3	
JRDV 111 (College Survival Skills).....	1				
JRDV 111A (Freshman Assembly).....	0				
		----			----
		17			15

SOPHOMORE YEAR

Foreign Language 101.....	3		Foreign Language 102 or CISP Elective...	3	
CRMJ 200 (Evidence).....	3		CRMJ 210 (Adjudication Function).....	3	
ABCP 215 (Intro. to Alcohol & Drug Abuse)	3		ENGL 260 (Prof. and Technical Writing)..	3	
CHEM or PHYS 101.....	3		PSYC 210 (General Psychology)	3	
HIST 210 or 220	3		CRMJ 220 (Corrections Process).....	3	
.....			Course in Minor Area.....	3	
.....					
		----			----
		18			15

JUNIOR YEAR

COMM 210 (Fundamentals of Public Speaking)	3		CRMJ 320 (Police Process).....	3	
Philosophy Elective.....	3		CRMJ 330 (Juvenile Justice).....	3	
Literature/Humanities.....	3		General Elective.....	3	
CRMJ 310 (Meth. of Crim. Justice Research)	3		Course in Minor Area.....	3	
CRMJ 350 (Criminal Invest)	3		Course in Minor Area.....	3	
		----			----
		15			15

SENIOR YEAR

CRMJ 410 (Criminal Law/Procedure).....	3		Criminal Justice Elective	3	
CRMJ 415 (Crime and Social Causation)..	3		General Elective.....	3	
Criminal Justice Elective.....	3		CRMJ 430 (Criminal Justice Practicum) ...	3	
Course in Minor Area	3		Course in Minor Area.....	3	
Course in Minor Area	3		CRMJ 492 (Sr. Seminar in Criminal Just)..	1	
		----			----
		15			13

Total: 120 Credit Hours

Criminal Justice Electives (1 Criminal Justice Course Elective)

CRMJ 230 Environmental Crime	CRMJ 414 Independent Study
CRMJ 340 Environmental Justice	CRMJ 416 Criminal Justice Administration
CRMJ 300 Concepts and Issues of Criminal Just	CRMJ 417 Women and Crime
CRMJ 302 Sentencing	CRMJ 418 Juvenile Delinquency
CRMJ 319 CJ and the Addictions or ABCP 319	

Suggested General Electives:

POLI 320 Introduction to Public Administration	POLI 210 State/Local Government
POLI 351 American Constitutional Law I	POLI 352 American Constitutional Law II
PSYC 268 Abnormal Psychology	ECON 200 Survey of Economic Principles
COMM 210 Communication	

CRIMINAL JUSTICE COURSE DESCRIPTIONS

CRMJ 110. THE CRIMINAL JUSTICE SYSTEM

3 credit hours

This course is an overview of the Criminal Justice System; roles of law enforcement personnel, the courts, and correctional agencies; and the philosophical and theoretical views. This course is offered in the Fall and Spring during the day and evening.

CRMJ 200. EVIDENCE

3 credit hours

This course is an introduction to the rules of evidence, evidence collection, preservation, and basic crime scene investigations. The course also explains the laws and court decisions relating to the admissibility of evidence. Distinctions will also be made between the interview and interrogation methods and their appropriate uses.

CRMJ 210. THE ADJUDICATION FUNCTION

3 credit hours

This course includes the objectives, process setting, roles, and perspectives of the court, prosecution, and defense. This course is offered in the Fall and Spring during the day and evening. (Prerequisite: CRMJ 110)

CRMJ 220. CORRECTIONS PROCESS

3 credit hours

This course covers an historical view of the development of methods of offender treatment: operation of correctional systems; the effect of institutionalization upon individuals; and alternatives to incarceration. (Prerequisite: CRMJ 110) This course is offered in the Fall and Spring during the day and evening.

CRMJ 300. CONCEPTS AND ISSUES OF CRIMINAL JUSTICE

3 credit hours

This course includes issues relating to criminal justice policies, perspectives, techniques, roles, institutional arrangements, management, uses of research, and innovative patterns. (Prerequisite: CRMJ 110) (Elective)

CRMJ 302. SENTENCING

3 credit hours

This course covers theories, practice and reform of sentencing. It includes the study of the philosophical justifications of punishment, the history and nature of criminal sanctions, sentencing/parole practices, and reforms of law and practice of sentencing. (Prerequisites: CRMJ 110 and one upper division Criminal Justice course) (Elective)

CRMJ 310. CRIMINAL JUSTICE RESEARCH METHODS

3 credit hours

This course concentrates on theories and methods of research with emphasis on research designs most relevant to Criminal Justice data and problems. This course is offered in the Fall and Spring during the day and evening. (Prerequisites: CRMJ 110)

CRMJ 319. CRIMINAL JUSTICE AND THE ADDICTIONS

3 credit hours

This course is designed to acquaint students with legal, judicial and enforcement procedures and how they relate to the problem of drug and alcohol use and abuse. The criminal justice perspective is examined from historical and contemporary points of view with the central objective to provide a working knowledge of how the legal system affects drug/alcohol prevention, treatment and rehabilitation. Special emphasis is placed on the dignity and human rights of those who have become dependent upon drug and alcohol. (Elective)

CRMJ 320. POLICE PROCESS

3 credit hours

This course is a critical study of the objectives, strategies, programs, institutional arrangements, roles, perspectives, and interagency relationships of police. This course is offered in the Fall and Spring during the day and evening. (Prerequisite CRMJ 110)

CRMJ 330. JUVENILE JUSTICE PROCESS AND JUVENILE DELINQUENCY

3 credit hours

This course is a critical study of the objectives, strategies, programs, institutional arrangements, roles, perspectives, and interagency relationships of police. This course is offered in the Fall and Spring during the day and evening. (Prerequisite: CRMJ 110)

CRMJ 350. CRIMINAL INVESTIGATION

3 credit hours

This course provides an analytical examination of crime detection and solution. The course also covers topics such as crime scene procedures, physical evidence, interviews, field notes and reporting, follow-up investigation, interrogation, as well as rules of evidence. Specific detail is given to investigations involving environmental crime, homicide, sex-related offense, and crimes against children, robbery, larceny, vehicle thefts, computer crime, arson, and drug abuse. (Prerequisite: CRMJ 110)

CRMJ 360. LAW AND SOCIAL CONTROL

3 credit hours

This course is a study of resolution of social issues through the application of law as an agent of social control; nature, sanctions, and limits of law; and categories of law and schools of jurisprudence. (Prerequisites: CRMJ 110, and one upper division Criminal Justice course) (Elective)

CRMJ 409. ORGANIZATION AND ADMINISTRATION OF THE CRIMINAL JUSTICE SYSTEM

3 credit hours

This course is a system-wide analysis of organizational structures; management and administrative policies of criminal justice agencies-law and schools of jurisprudence. (Prerequisite: CRMJ 110 and one upper division Criminal Justice course)(Elective)

CRMJ 410. CRIMINAL LAW AND CRIMINAL PROCEDURE

3 credit hours

This course includes examination of criminal liability, crimes against person, property and society; the criminal process; constitutional and legal problems associated with criminal procedures; and the due process of law. This course is offered in the Fall and Spring during the day and evening. (Prerequisites: CRMJ 110 and one upper division Criminal Justice course)

CRMJ 411. DISCRETIONARY JUSTICE

3 credit hours

This course examines the use of discretionary authority throughout all phases of the criminal justice system; and effect of discretionary authority. (Prerequisites: CRMJ 110 and one upper division Criminal Justice course) (Elective)

CRMJ 412. SPECIAL TOPICS ON CRIMINAL JUSTICE

3 credit hours

This course includes topics chosen from various fields of criminal justice. (Prerequisites: CRMJ 110 and one upper division Criminal Justice course or consent of the department chairperson) (Elective)

CRMJ 413. PRO-SEMINAR

3 credit hours

This course provides small group-study and research for advanced students. (Prerequisites: CRMJ 110 and one upper division course or consent of the department chairperson) (Elective)

CRMJ 414. INDEPENDENT STUDY

3 credit hours

This course provides original study or investigation in the advanced student's field of interest under the supervision of a faculty member; it may be repeated for credit but not more than 6 hours may be applied toward the major. (Prerequisites: CRMJ 110 Senior status, major GPA of 3.0 or better and consent of the department chairperson) (As Needed)

CRMJ 415. CRIME AND SOCIAL CAUSATION

3 credits hours

This course is an examination of theories of deviance and crime as they relate to social policies and specific response of the criminal justice system, including crime prevention. This course is offered in the Fall and Spring during the day and evening. (Prerequisites: CRMJ 310, 330 or consent of the department chairperson)

CRMJ 416. CRIMINAL JUSTICE ADMINISTRATION

3 credit hours

This course is a study of the administrative policies and practices used in criminal justice agencies and their application to the various facets of the criminal justice administrative process. (Prerequisite: CRMJ 110, 210 and 330) (Elective)

CRMJ 417. WOMEN AND CRIME

3 credit hours

This course is a study of the nature and extent of female crime, causation theories, and the treatment of female in the criminal justice system. (Prerequisite: CRMJ 415) (Elective)

CRMJ 418. JUVENILE DELINQUENCY

3 credit hours

This course is an in depth study of delinquency, including causation theories, alternative definitions of delinquency, official statistics and the critique, and an analysis of the interaction between social institutions and youth. (Prerequisite: CRMJ 415) (Elective)

CRMJ 420. PROBATION AND PAROLE STRATEGIES

3 credit hours

This course provides an examination of the process which an individual follows as he enters the federal, state or local judicial system. The strategies studied focus on the actual practices followed from the individual's intake into the system until termination. (Prerequisite: CRMJ 220) (Elective)

CRMJ 430. CRIMINAL JUSTICE PRACTICUM

3 credit hours

This course provides assignments in a criminal justice agency, designed to further the student's integration of theory and practice. Placements are arranged through consultation with students and agencies. Students must work 120 hours in their assigned placement. **Students who have met the work hour requirements of this course will be deemed to have met the University's community service work hour requirements.** This course is offered in the Fall and Spring during the day and evening. (Prerequisites: CRMJ 110, 310 and 410)

CRMJ 492. SENIOR SEMINAR IN CRIMINAL JUSTICE (CAPSTONE)

3 credit hours

This seminar focuses on preparing majors for standardized tests required for graduate and professional schools and for civil service employment. It also serves to monitor whether students have completed all University requirements for graduation. This course is offered in the Fall and Spring during the day and evening. (Formerly CRMJ 492S)

POLITICAL SCIENCE
(Political Science Program has been terminated effective Spring 2006)

John Penny, Ph.D., Th.D., **Chair**

Office: Lake Campus Multipurpose Complex, 408

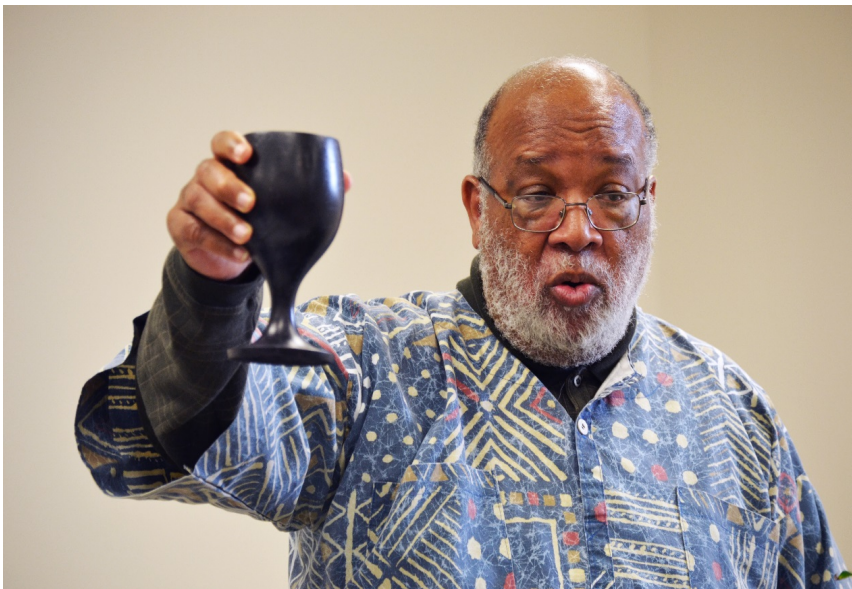
Phone: (504) 284-5478 (Office)

Email: jpenny@suno.edu

Professor: George Amedee, Ph.D. Emmett Bashful Endowed Chair

The principal objective of the program in Political Science is to stimulate students to attain a higher level of responsibility, sensitivity and awareness with respect to current political and social issues as well as familiarity with the policies and functions of American government at the federal, state and local levels. The training, which has both theoretical and practical dimensions, is designed to equip its graduates for gainful employment in both the public and private sectors of our society and preparing students for graduate and professional schools.

A minor requires the successful completion of eighteen (18) semester hours in Political Science including POLI 110, 210 and 490. A concentration of 30 semester hours (excluding POLI 110) and minor of 18 hours (including POLI 110) are available through the General Studies Program.



POLITICAL SCIENCE COURSE DESCRIPTIONS

POLI 110 AMERICAN GOVERNMENT

3 credit hours

The principal emphasis of the course is upon the nature of American Government; how it operates with respect to individuals and groups; its constitutional development; the federal system; the citizens' relationship and responsibility to government; other forms of government in the world, and the United States' global connections in a technological age. This course, or PS 201, is a pre-requisite to all other political science courses.

POLI 201 INTRODUCTION TO POLITICAL SCIENCE

3 credit hours

This course is a study of political science as a discipline itself, with emphasis upon its relationship with other social sciences, in an effort to illuminate the various bases of human political behavior. Attention is also given to the nature of politics, different forms of political systems, as well as the various approaches and methods used in the study of politics. This course, or PS 110, is a pre-requisite to all other political science courses.

POLI 210 STATE AND LOCAL GOVERNMENT

3 credit hours

This course is a study of the organization, principles and actual working of American state and local governments. The focus will be on Louisiana.

POLI 250 GLOBAL ISSUES

3 credit hours

This course consists of a series of lectures, videos and guest presentations on the leading issues facing the world community. The content of the course will be constantly updated by verifying the issues examined. The approach to the issues will be interdisciplinary.

POLI 301 URBAN GOVERNMENTS

3 credit hours

This course is a study of the politics and functions of urban governments and their relationships to the state and various types of municipal corporations.

POLI 303 URBAN CRISIS

3 credit hours

This is an interdisciplinary studies course designed to explore, examine, and analyze several selected crisis areas in the urban environment.

POLI 305 POLITICAL SCIENCE INTERNSHIP

3 credit hours

This course furthers the integration of theory and practice by placing students in such entities as government agencies, political and civic organizations, internships programs of public and private organizations, and lawyers' offices. (Prerequisites: Political Science 110, 201 and 210)

POLI 310 AFRICAN AMERICAN POLITICS

3 credit hours

This course is a study of the issues in African American politics with attention focused on overall goals, public policy objective, leadership, group activities, strategies, and Black power in American politics.

POLI 315 POLICIES AND FUNCTIONS OF AMERICAN GOVERNMENT 3 credit hours

In this course, consideration is given to analyses of the United States Government policies with respect to defense, agriculture, fiscal, taxing, national resources, business, labor, welfare, etc.

POLI 320 INTRODUCTION TO PUBLIC ADMINISTRATION 3 credit hours

This course is an introduction to the basic problems of public administration, organization, management, coordination, responsibility, personnel, budgeting, the information of policy needs and means, and the machinery of administration.

POLI 325 POLITICAL PARTIES 3 credit hours

The course is a study of the historical development, organization, methods and roles played by political parties in the government of the United States.

POLI 330 AMERICAN PRESIDENCY 3 credit hours

This course is an examination of the Presidency, including its responsibilities and authority, organization of the Executive Office of President, and the leadership, control, coordination and supervision which have developed.

POLI 351 AMERICAN CONSTITUTIONAL LAW I 3 credit hours

This course is a study of leading constitutional principles as developed through judicial interpretation of the Constitution. Special consideration is given to the powers of Congress and the President, the federal system, and problems growing out of the modern economy of the United States.

POLI 352 AMERICAN CONSTITUTIONAL LAW II 3 credit hours

This course is a study of leading interpretations of the Constitution governing civil rights and civil liberties in the United States.

POLI 390 DYNAMICS OF AFRICAN AMERICAN LEADERSHIP 3 credit hours

This course is an interdisciplinary honors seminar, designed to examine the etiology, structure, and functions of African American leadership as they relate to the social, political, economic and cultural advancement of the total African American community and society at large.

POLI 423 INTERNATIONAL LAW 3 credit hours

This course is a study of the nature and source of international law, its substance, its historical development, and its role in contemporary affairs.

POLI 424 INTERNATIONAL RELATIONS 3 credit hours

This is a study of the development of relations between nations. Consideration is devoted to such concepts as international systems, nationalism, imperialism, sovereignty, power politics, and neo imperialism.

POLI 430 POLITICS OF THE DEVELOPING NATIONS 3 credit hours

This is a study of theories and processes of political development and modernization with particular attention given to the issues and problems common to the nations of Africa, Asia and Latin America.

POLI 432 COMPARATIVE GOVERNMENT AND POLITICS 3 credit hours

This course is a comparative study of modern political institutions and processes in Great Britain, France, Russia, Germany, Japan, and Nigeria.

POLI 435 AMERICAN FOREIGN POLICY 3 credit hours

This is a critical introduction to the nature, content, motivations objectives, principles, practices and institutional framework of America's contemporary foreign policy.

POLI 440 GOVERNMENT AND THE AMERICAN ECONOMY 3 credit hours

This course is designed to critically examine regulatory and promotional policies of the American national government, and the constitutional and statutory bases of such policies.

POLI 460 AMERICAN POLITICAL THOUGHT 3 credit hours

This course is a study of the main currents of American political thought from the Colonial Period to the present, with emphasis on contributions of twentieth-century American political thinkers.

POLI 480 HISTORY OF POLITICAL THEORY 3 credit hours

This course is an exposition and critical analysis of major political thinkers from Plato to the fifteenth century.

POLI 481 MODERN POLITICAL THEORY 3 credit hours

This course is an exposition and critical analysis of major political thinkers from Machiavelli to modern times.

POLI 490 SEMINAR IN POLITICAL SCIENCE 3 credit hours

In this course, the student is concerned with the development of political science as a discipline and the present frontiers of knowledge. A common problem will be explored, and individual papers will be required on selected aspects of that problem.

POLI 498 INDEPENDENT STUDY, READING AND RESEARCH 3 credit hours

This course includes independent reading and research designed to meet the needs of the interest of the students who selects a topic and submits a written proposal with the approval of the instructor. Regular conferences between the student and instructor are required as are oral and written reports and a research paper.

PSYCHOLOGY

John Penny, Ph.D., Th.D., **Chair**

Office: Lake Campus Multipurpose Complex, F408

Phone: (504) 284-5478 (Office)

Email: jpenny@suno.edu

Associate Professors: Joseph Coleman, Jr., Ph.D., and Christopher Linn, Ph.D. **Assistant Professors:** Chelsi Clark, Ph. D., Kenneth Foy, Ph.D.

The Psychology curriculum offers an intensive undergraduate program leading to the Bachelor of Arts degree which builds on the background and skills developed in the College of Arts and Sciences. Major emphasis is placed on the development of reading comprehension, critical analysis of current information, research abilities, and potential for scientific contributions in academic, public and private organizations. A major in Psychology requires a minimum of forty-two (42) hours. These hours include the following: PSYC 210, 237, 268, 311, 320, 432, 444 and 480, plus eighteen (18) hours of Psychology electives.

A minor in Psychology consists of eighteen (18) hours which must include the following: PSYC 210, 237, 268, 320, 444, and 480.

All students must pass a written exit examination prior to graduation.



Curriculum in Psychology

FRESHMAN YEAR

Course	Hrs. Credit	Course	Hrs. Credit
ENGL111 (English Composition I)	3	ENGL 112 (English Composition II).....	3
HIST 103 or 104	3	HIST 210 or 220	3
MATH 151 (College Algebra)	3	MATH 250 (Elementary Statistics)	3
FIAR 101 or MUSC 101	3	PSYC 210 (General Psychology)	3
BIOL 105 & 105L (Intro. to Biology)	4	BIOL 106 & 106L (Intro. to Biology)	4
JRDV 111 (College Survival Skills).....	1	JRDV 111A (Freshman Assembly).....	0
	----		----
	17		16

SOPHOMORE YEAR

ENGL 260 (Technical Writing or Equivalent) 3	Fine Arts Elective	3
Chemistry or Physical Science 101	PSYC 268 (Abnormal Psychology).....	3
SOCL 210 (Intro. to Sociology).....	Course in Minor Area.....	3
PSYC 237 (Elementary Statistics).....	CIPS 164 (Intro. to Information Processing)	3
Humanities Elective	PSYC 311 (Experimental Psychology).....	3
	CRMJ 110 (Criminal Justice Systems).....	3
	----	----
	15	18

JUNIOR YEAR

POLI 110 (American Government)	3	Psychology Elective	3
PSYC 320 (Psychological Testing)	3	Psychology Elective	3
Psychology Elective	3	Psychology Elective	3
Course in Minor Area	3	Course in Minor Area.....	3
Course in Minor Area	3	Course in Minor Area.....	3
	----		----
	15		15

SENIOR YEAR

Course in Minor Area	3	Psychology Elective	3
PSYC 432 (Personality Theories).....	3	Psychology Elective	3
PSYC 480 (Theories of Learning)	3	Free Elective.....	3
PSYC 444 (Social Psychology)	3	Free Elective.....	3
Free Elective	3		
	----		----
	15		12

Total: 123 Credit Hours

PSYCHOLOGY COURSE DESCRIPTIONS**PSYC 210 GENERAL PSYCHOLOGY**

3 credit hours

This course is an overall introduction to the scientific study of the behavior of organisms. Required of Psychology majors.

PSYC 212 ADVANCED GENERAL PSYCHOLOGY

3 credit hours

This course is an in-depth reading of general areas of psychology, especially experimental, clinical, learning, social and intelligence testing. (Prerequisite: PSYC 210) (Elective)

PSYC 237 ELEMENTARY STATISTICS

3 credit hours

Application of statistics in psychological research, including measures of central tendency and variability, frequency distributions, probability theory and tests of significance (chi-square, t-test, analysis of variance). Required of Psychology majors. (Prerequisites: MATH 151 or equivalent; PSYC 210)

PSYC 268 ABNORMAL PSYCHOLOGY

3 credit hours

This course is the study of the etiologies, symptoms and therapy of behavior abnormalities including the neuroses, psychoses, epileptics, speech disorders and mental deficiencies. Required: 15 clock hours of field work in the community. Required of Psychology majors. (Prerequisite: PSYC 210)

PSYC 311 EXPERIMENTAL PSYCHOLOGY

3 credit hours

This course is an introduction to the literature, methodology, apparatus, and techniques of experimental psychology. Group and individual research projects are performed by class members Required of Psychology majors. (Prerequisite: PSYC 210)

PSYC 315 PSYCHOLOGY OF THE EXCEPTIONAL CHILD

3 credit hours

This course is the introduction to exceptional children dealing with psychological aspects of exceptionality in children; and the educational treatment of mentally retarded, mentally advanced, physically handicapped, and socially handicapped children. (Prerequisite: PSYC 210) (Elective)

PSYC 318 PSYCHOLOGY OF THE MENTALLY RETARDED

3 credit hours

This course is an intensive study of selected topics in mental retardation with consideration given to those research areas related to identification of etiology, symptomatology and treatment; and the genetic and physiological variables as related to their behavioral effects. (Prerequisites: PSYC 210) (Elective)

PSYC 320 PSYCHOLOGICAL TESTING

3 credit hours

This course includes a survey of tests of intelligence, aptitude, interest, personality, and adjustment. Test rationale, construction, characteristics and the use of evaluation are emphasized Required of Psychology majors. (Prerequisite: PSYC 210)

PSYC 344 SEMINAR IN BLACK PSYCHOLOGY

3 credit hours

This course is an analysis of psychological forces differentially affecting African Americans, specifically with regard to hereditary intelligence, learning theory, scholastic performance, psychopathology, and social action. (Prerequisite: PSYC 210) (Elective)

PSYC 384 SENSATION AND PERCEPTION

3 credit hours

This course introduces students to the structure, function, and investigation of each of the major sensory systems, with particular emphasis placed on vision and audition. Discussions regarding theories of color vision and complex acoustic phenomena are included. (Prerequisite: PSYC 210) (Elective)

PSYC 399 SEMINAR FOR MAJORS

3 credit hours

This course permits the student to examine the application of psychology to human relations, leadership, engineering, industrial, governmental and military topics. (Prerequisite: PSYC 210) (Elective)

PSYC 432 PERSONALITY THEORIES

3 credit hours

This course is a review of the structure of theories of personality in an attempt to develop a workable theory of personality from a psychological point of view. Required of Psychology majors. (Prerequisite: PSYC 210)

PSYC 436 CLINICAL PSYCHOLOGY

3 credit hours

This course is an introduction to the theoretical approach and methods used in understanding and treating the psychologically disturbed individual. Required: 1 clock hour per week field work in the community. (Prerequisites: PSYC 268, 432) (Elective)

PSYC 444 SOCIAL PSYCHOLOGY

3 credit hours

This course examines the application of the psychological study to the effects of group dynamics upon contemporary social problems. Required of Psychology majors. (Prerequisite: PSYC 210)

PSYC 480 THEORIES OF LEARNING

3 credit hours

This course permits the student to examine the efforts, practices and conditions of practice on acquisitions, generalization, discrimination, transfer, retention and phenomena according to different theories of learning. Students are required to conduct an independent study. Required of Psychology majors. (Prerequisite: PSYC 210)

PSYC 484 PHYSIOLOGICAL PSYCHOLOGY

3 credit hours

This course introduces students to the structure, function, and investigation of the mammalian nervous system. Discussions regarding the functions of neural impulses, sensory systems, and hormonal systems are included. Material is presented within an evolutionary context. (Prerequisite: PSYC 210) (Elective)

PSYC 489 HISTORY OF MODERN PSYCHOLOGY

3 credit hours

This course is an historical survey of psychology with special references to contemporary schools of psychology. (Prerequisite: PSYC 210) (Elective)

PSYC 491 INDEPENDENT RESEARCH

3 credit hours

This course is designed to help the student develop independent research experiences dealing with psychological issues in the community. Offered with departmental discretion. (Prerequisite: PSYC 210) (Elective)

PSYC 499 COUNSELING PSYCHOLOGY

3 credit hours

In this course, the student examines different theories and techniques in counseling. Practicum required. (Prerequisite: PSYC 210) (Elective)



SOCIOLOGY
(Has Been Terminated Effective Fall 2011)

John Penny, Ph.D., Th.D., **Chair**

Office: Lake Campus Multipurpose Complex, F408

Phone: (504) 284-5478 (Office)

(504) 284-5419 (Fax)

Email: jpenny@suno.edu

Associate Professors: Jean Belkhir, Ph.D and Boris Odynocki, Ph.D.

The field of Sociology is concerned with the systematic and scientific study of the social dimensions of human life and social living - how human behavior is patterned through personal and interpersonal relations and social organizations. A major and minor program in Sociology is offered.

A minor in Sociology consists of 210 482 and twelve (12) semester hours of elective Sociology courses. Students must complete the following requirements for a minor in sociology:

A minimum of 18 credit hours in sociology

SOCL 210 Introduction to Sociology

SOCL 482 Sociological Theory

Twelve (12) hours of sociology courses of which nine (9) hours must be numbered 300 or higher.

Concentration/Specialized Minor in Race, Gender and Class Studies

RGC Studies at SUNO is a unique interdisciplinary, available through the College of Arts and Social Sciences that explores the issues of RGC across academic disciplines. Students in this concentration are expected to master the concepts and theories relating to race, gender and class issues in global and U.S. capitalist society.

Concentration in RGC Studies: Required Courses in Sociology

Students must complete the following additional requirements for a concentration or minor in RGC Studies:

SOCL 320 Sociology of Race, Gender and Class	3
SOCL 346 Sociology of Race and Ethnicity	3
SOCL 372 Sociology of Gender	3
SOCL 482 Sociological Theory	3
Elective courses from Recommended Courses in Other Departments	<u>9</u>
Total	21

Recommended Courses in Other Departments:

CRMJ 417 Women and Crime	3
ENGL 255 African American Literature I	3
ENGL 256 African American Literature II	3
HIST 351 African American History before 1865	3
HIST 352 African American History since 1865	3
HIST 371 Women in American History	3
POLI 310 African American Politics	3
POLI 390 Dynamics of African American Leadership.....	3
PSYC 344 Seminar in Black Psychology	3
SOWK 270 Institutional Racism in the U.S.	3
SOWK 440 Human Sexuality	3
SOWK 445 Family Violence	3

SOCIOLOGY COURSE DESCRIPTIONS

SOCL 210 INTRODUCTION TO SOCIOLOGY

3 credit hours

This course introduces basic theories, concepts, and research on sociological topics with the inclusion of illustrations (e.g., graphs, charts, tables, etc.) related to specific issues and topics. Upon completion of the course the students should be able to demonstrate an understanding and ability to apply the following theories and concepts: positivism, Marxism, structural-functionalism, theory of bureaucracy, power elite theory, pluralist theory of power, and symbolic interaction theory. And also concepts of culture, belief, norms, folkways, mores, values, symbols, ethnocentrism, cultural relativism, groups and their typology, social interaction, organizations and their typology, organizations and their dysfunctions, roles, status groups, social classes, socialization process, psycho-analytic concepts and their applications, total institutions, theories of deviance, anomie, differential association theory, crime and types of crime, social stratification by race, ethnicity, gender and class; racism, prejudice, discrimination and its causes; power, authority and influence; types of families and marriage; religion and its function.

SOCL 223 SOCIOLOGY OF MARRIAGE AND THE FAMILY

3 credit hours

This course examines family power, domestic violence, mothering, housework, divorce, parenting, the work-family nexus, and gay and lesbian families. Family and marriage reflects largely the dramatic changes in gender structure occurring in the last three decades. This course also studies family and marriage in relation to other political and economic institutions to understand the diverse ways they structure the material and social conditions of people's lives.

SOCL 252 SOCIAL PSYCHOLOGY

3 credit hours

Social psychology examines the basic underpinnings of everyday interaction, culture, socialization, from how we think, to our perceptions of ourselves and others, to how we interact with others and how those interactions shape our social worlds. Each of these processes is based in the social positions of human actors, including their gender, racial ethnic backgrounds, and social status. In this course, we shall present and critique the major theories of social psychology: social exchange, social cognition, and symbolic interaction. This approach shall provide a fuller understanding of the intersections between individuals and the societies in which they live, which is the goal of social psychology.

SOCL 274 JUVENILE DELINQUENCY

3 credit hours

This course explores the causes and the consequences of juvenile delinquency. The function of culture in the producing of juvenile delinquency is discussed. The role of social institutions such as family, church, educational system and criminal justice in prevention and treatment of juvenile delinquency will also be examined as well.

SOCL 276 SOCIOLOGY OF AGING

3 credit hours

This course undertakes an examination of the personal, interpersonal, and cultural dimensions of aging, together with an appraisal of the meaning and consequences of death in human society.

SOCL 320 SOCIOLOGY OF RACE, GENDER AND CLASS

3 credit hours

This course examines the centrality of race, gender and class in society and in sociological analysis. Basic theories, concepts, and research on the intersection of race, gender and class will be presented. Becoming familiar with multiple race, gender and class issues affecting all of us in society would have high priority in this course.

SOCL 321 SOCIOLOGY OF CLASS AND OCCUPATION

3 credit hours

This course shall examine the most significant writings in social class theory, and will relate today's debates on race, gender, and class to the sociological stratification theories to understand the way class(es) are internally differentiated, not only by the various occupational strata and socioeconomic status, but by race, gender, and class.

SOCL 331 SOCIOLOGY OF RELIGION

3 credit hours

This course examines the social dimensions of religious beliefs and institutions. It emphasizes patterns of religious behavior in human society. Out of the dominant religions that we will be examining, we will also study some extraordinary groups to illustrate the religious diversity in the world.

SOCL 346 SOCIOLOGY OF RACE AND ETHNICITY

3 credit hours

This course is designed to acknowledge the African origin of all human beings, and to understand that race is a social construction which must be distinguished from the concept of ethnicity based on culture. Whenever race connects with class and gender, it may be the more strategic variable.

SOCL 347 QUANTITATIVE RESEARCH METHODS: DESCRIPTIVE STATISTICS

3 credit hours

(Offered each semester.) This course is a study of descriptive statistics employed in social sciences research including: frequency distribution, measures of central tendency and variation, rates, graphing techniques, measures of association, and regression. In addition, the student is introduced to computer usage, including work processing and data analysis with a statistics package on a main frame computer (SPSS). Successful completion of this course includes the knowledge and practice of the Statistical Program for the Social Sciences (SPSS).

SOCL 348 QUALITATIVE RESEARCH METHODS

3 credit hours

Qualitative approaches in social research is empirical research where the data are not in the form of numbers. Qualitative research method is a powerful methodological alternative to achieve analyses grounded in the experiences of those who are experiencing what we call the personal troubles of the social milieu. We will examine the frameworks of the major contemporary qualitative research, e.g., Wright Mill's history and biography approach, feminist in-depth interviewing, and grounded theory. We will practice techniques such as intensive and structured interviewing, focus groups, literature surveying, and combining qualitative and quantitative data.

SOCL 368 CONFLICT RESOLUTION

3 credit hours

The purpose of this course is to examine interpersonal and intergroup conflicts in various social contexts: workplace, business partnerships, family, and others. The content, relational identity, and procedural issues that arise from conflicts will be at the focus of this course. A significant part of the course will be dedicated to the methods of conflict resolution: mediation, negotiation, and change. Upon completion of this course, the student should be able to demonstrate the ability to apply the principles of behavioral sciences to conflict resolution.

SOCL 372 SOCIOLOGY OF GENDER AND SEXUALITY

3 credit hours

To understand the socially constructed nature of gender, we shall show that gender is situated within the contexts of race/ethnicity and class. That is, a gender is never simply a gender, it is a gender with a specific class and racial ethnic location.

SOCL 374 CRIMINOLOGY

3 credit hours

This course explores the sociological, biological, and psychological causes of criminal behavior. The societal response to crime is discussed as well. The importance of punishment and rehabilitation in dealing with criminal behavior is analyzed.

SOCL 380 SOCIOLOGY OF EDUCATION

3 credit hours

This course examines the social institution of education. We will discuss some of the many functions of education and how schooling is organized or not to perpetuate the existing unequal distribution of power within our society. We will also include a discussion of the marginalization that occurs in schools according to race and class, and look at how gender makes a difference in the educational system.

SOCL 381 SOCIOLOGICAL INTERNSHIP I

3 credit hours

An intern is generally placed in various agencies/offices to practice the application of sociological perspectives in the working world. Interns typically would be expected to complete 120 hours under supervision, meet regularly with a faculty advisor and write a quality term paper analyzing the experience. Prerequisites for this course are: SOCL 210 Introduction to Sociology and SOCL 368 Conflict Resolution and permission of the instructor.

SOCL 385 MEDICAL SOCIOLOGY

3 credit hours

The main objective of this course is to introduce students to medical sociology by presenting the ideas, concepts, themes, theories and research findings about social determinants of health, illness and medical care. The organization and financing of the health care system in the United States and abroad will be discussed as well.

SOCL 386 HUMAN BEHAVIOR AT WORK

3 credit hours

The purpose of this course is to examine human interactions in the process of work. The course will review the transformation of human behavior at work through the various stages of social and economic development: slavery, feudal society, industrial and post-industrial societies, and the new economy society. Varieties of work and unemployment and their influence on individuals and groups will be discussed as well. Particular attention will be dedicated to the work in the organizational environment, its impact on occupational mobility, health, career paths and retirement. The course will end with an attempt to predict the job redesign in the organization of the future and its impact on employee health and productivity.

SOCL 430 DEVIANT BEHAVIOR

3 credit hours

This course explores the expanding definitions and practices of ideas and social behavior usually considered as outside of normal and the social and institutional responses to these changes, particularly in the areas of race, gender, and class.

SOCL 482 SOCIOLOGICAL THEORY

3 credit hours

This course will review classical and contemporary theories as they address macro and micro social life. This course will review the most significant writings in social theory, and additionally relate today's debates on race, gender and class to the social theories after the 1960s.

SOCL 491 SENIOR THESIS

3 credit hours

The purpose of the Senior Paper is for the student to demonstrate a mastery of research and writing skills in social research combining both quantitative and qualitative approaches. The student and advisor will agree upon a topic, length, procedures, etc., and meet on a regular basis to review the paper's progress. Successful completion of the course (a grade of C or better) is a requirement for graduation.

SOCL 495 SELECTED TOPICS IN APPLIED SOCIOLOGY

3 credit hours

A theoretical and methodological examination of selected applied sociology topics with emphasis on current trends and tendencies in modern societies. Selected topics in applied sociology can be medical sociology or conflict resolution, and human behavior at work. In addition to completing the required course work, students concentrating on applied sociology will complete an applied research report. A faculty advisor will supervise the preparation of the report. Prerequisites for this course are: SOCL 347 Social Statistics, SOCL 382 Sociological Theory, SOCL 348 Sociological Methods, and two applied sociology courses such as SOCL 385 Medical Sociology and/or SOCL 386 Human Behavior Work and/or SOCL 368 Conflict Resolution and permission of the instructor.



THE GENERAL STUDIES PROGRAM

http://www.suno.edu/Colleges/Arts_and_Sciences/General_Studies/index.html

Deneen Lewis, Ph.D. **Director/Assistant Professor**

Office: Modular Complex, F 440

Phone: (504) 284-5412

E-mail: dlewis@suno.edu

Nyla Ceaser Noble. M.S., **Counselor**

Office: Modular Complex, F 439

Phone: (504) 286-5105

E-mail: nnoble@suno.edu

Karen M. Washington, **Administrative Assistant**

Office: Modular Complex, F 439

Phone: (504) 286-5150

E-mail: kwashington@suno.edu

The General Studies Program was established during the 2002-03 academic year as a campus-based program. The General Studies Program is an interdisciplinary undergraduate program that offers a Bachelor of General Studies degree with the successful completion of 120 credit hours. The program provides students with an enhanced, comprehensive, and broad-based liberal education that offers majors the flexibility to adapt and combine courses from established traditional and non-traditional academic disciplines to fit their respective career plans and interests for an array of pre-approved concentrations. Additionally, students are required to complete 18-21 credit hours of enhanced electives.

The General Studies Program core-curriculum requirements provide students with an extended and in-depth academic preparation in fields such as African American Studies, Business, English, Health Information Management Systems, Humanities, Political Science and Social Sciences. Other areas of concentration may be considered upon approval by the Director of the General Studies Program and the Dean of the College of Arts and Sciences.

The Program adds depth and new dimensions to existing programs as well as enables Southern University at New Orleans (SUNO) to continue pursuing its mission of serving the educational needs of both their students and the community.

The goals of the General Studies Program are to:

1. Provide students with an enhanced, academically challenging and comprehensive liberal education from established traditional undergraduate curricula;
2. Provide a flexible course of study that will establish an interdisciplinary approach to the development of students;
3. Provide a support environment that will instill an understanding and appreciation of the social, political, cultural and economical forces which shape communities at the local, state, national and international levels;

4. Provide students with quality counseling and to assist the students in meeting their academic goals;
5. Provide students with academic support programs that will enhance their successful matriculation;
6. Provide a sound undergraduate foundation that will prepare students for the workplace for graduate education and service to their community.

ADMISSION REQUIREMENTS

1. Must meet the university admission requirements;
2. Generally, students that are admitted into the General Studies Program have completed the General Education core requirements before admittance to the program or, at least be at the sophomore level of academic study
3. Must have a grade point average of 2.0 or, a minimum of a grade of "C" in all courses recommended for transfer;
4. Students are encouraged to contact the Office of E-Learning and to enroll in the Smarter Measure orientation training session should they desire to take an on-line course.

REQUIREMENTS FOR GRADUATION

1. Students are required to complete a minimum of 120 credit hours consisting of the 39 General Education core credit hours. A minimum of twenty-seven (27) to thirty (30) credit hours are required in all General Studies Program Areas of Concentration; with the exception of Business that requires a minimum of 27 credit hours. Additionally, fifteen (15) credits hours at the 400 level, 15 credit hours at the 300 level and the remaining 15 credit hours rests with students choice of classes at the 400/300 level. This totals 45 credit hours at the upper level. In summary, a total of 45 credit hours consisting of 15 hours at the 300 level and 15 hours at the 400 level and 15 hours of the students' choice (400/300 level) are needed to complete your program of study. Other transfer credits are considered beyond the 39 general core requirements for students that have completed up to 60 credit hours and earned an associate degree under the State Articulation Agreement. More information regarding the Articulation Agreement may be obtained through the University Registrar's Office.

When selecting an area of concentration, students may choose from the African American Studies, Business, English, Health Information Management Systems, Humanities, Political Sciences, or Social Sciences. Under certain circumstances, a student may design an additional concentration in an area of interest that must be approved by the Director of the General Studies Program, the Dean of the College of Arts and Sciences and the Vice Chancellor for Academic Affairs.

2. Students are required to secure an appointment with their assigned academic counselor each semester prior to registering for courses.
3. Students are also required to successfully complete a minimum of 18-21 credit hours of Enhanced Electives. The Enhanced Electives must coincide with the student's future goals and career plans.
4. A grade point average of at least a 2.0 or a minimum grade of C or higher is required in all

courses in the General Education and Area of Concentration categories.

5. Completion of 60 hours of volunteer/community service is required.
6. Other university requirements may also apply as stated in the University Course Catalog.
7. All General Studies Program students are required to successfully complete the following courses with a minimum grade of "C" for each area of concentration to satisfy student learning outcomes requirements established by the Program:


Communications 210
English 111, 112

Math 151, 250/232
Biology 105/105L; 106


Areas of Concentration

General Studies Concentration in African-American Studies

Students may elect an African-American Studies Concentration. Students are asked to schedule an advisement session with Dr. Lewis if their last name begins the initials A-K and Ms. Ceaser Noble if their last names begin with L-Z in order to obtain their appropriate curriculum sheet.

		GENERAL STUDIES PROGRAM CURRICULUM CHECK SHEET EVALUATION SUMMARY					
NAME: _____		DATE: _____					
SID# _____							
MAJOR: _____		MINOR: _____					
AFRICAN AMERICAN STUDIES							
General Education Requirements 39 Credits		Concentration 30 Credits (15 Credits @ 300/400 Level or above)		Minor Single Discipline 18-21 Credits		Electives 28 Credits	
Course	Grade	Course	Grade	Course	Grade	Course	Grade
English Composition • 6 Credits		HUMA 210				(Suggested Electives: PSYC 210, HIST 103/104, POLI 110, PHIL 212, SOCI 210, HUMA 311, ENGL 232, HUMA 315, FOREIGN LANG 101, 102 & 211)	
English 111		COMM 220					
English 112		PHIL 211					
Mathematics • 6 Credits		ENGL 260					
Math 151 (Math 118 Prerequisite)							
Math 232 or 250		300 Level Courses					
Natural Sciences • 9 Credits		HUMA 314		300 Level Courses			
Biology 105		HUMA 315					
Biology 106		HIST 351					
Chemistry 101 or Physical Science 101		HIST 352				300 Level Courses	
Humanities • 9 Credits		HIST 354					
History 210 or 220							
Communication 210							
English 203							

NOTE: 120 credit hours (minimum) are required for graduation; (45 of required credit hours must be at the 300/400 level — 30 @ 300 level/15 @ 400 level). Before enrolling in a 300/400 level class, please ensure the prerequisites have been met.


		GENERAL STUDIES PROGRAM CURRICULUM CHECK SHEET EVALUATION SUMMARY					
NAME: _____		DATE _____					
SID# _____							
MAJOR: _____		MINOR _____					
AFRICAN AMERICAN STUDIES							
General Education Requirements 39 Credits		Concentration 30 Credits (15 Credits @ 300/400 Level or above)		Minor Single Discipline 18-21 Credits		Electives 28 Credits	
Course	Grade	Course	Grade	Course	Grade	Course	Grade
Social Behavior Sciences • 6 Credits		400 Level Courses		400 Level Courses		400 Level Courses 8 Credits @ 400 Level	
POLI 110		Professional Development for Majors					
CRMJ 110							
Fine Arts • 3 Credits							
Art 101 or Music 101							
University/Program Requirements • 5 Credits							
Freshman Assembly 111A (No credit, but required)							
College Survival Skills (1)							
CISP 164							
BIOL 105L/106L							

NOTE: 120 credit hours (minimum) are required for graduation; (45 of required credit hours must be at the 300/400 level — 30 @ 300 level/15 @ 400 level). Before enrolling in a 300/400 level class, please ensure the prerequisites have been met.


General Studies Concentration in English

Students may elect an English Concentration.

Students are asked to schedule an advisement session with Dr. Lewis if their last name begins the initials A-K and Ms. Ceaser Noble if their last names begin with L-Z in order to obtain their appropriate curriculum sheet.

		GENERAL STUDIES PROGRAM CURRICULUM CHECK SHEET EVALUATION SUMMARY					
NAME: _____		DATE _____					
SID# _____							
MAJOR: _____		MINOR _____					
ENGLISH							
General Education Requirements 39 Credits		Concentration 30 Credits (15 Credits @ 300/400 Level or above)		Minor Single Discipline 18-21 Credits		Electives 28 Credits	
Course	Grade	Course	Grade	Course	Grade	Course	Grad
English Composition • 6 Credits		100 Level Courses		100 Level Courses		(Suggested Electives: FOREIGN LANG. 102/101, HIST 103/104, POLI 110, PHIL 211, SOCL 220, PHIL 212, FOREIGN LANG. 211, HUMA 311, ENGL 232, HUMA 315)	
English 111							
English 112							
Mathematics • 6 Credits						100 Level Courses	
Math 151 (Math 118 Prerequisite)							
Math 232 or 250		200 Level Courses		200 Level Courses			
Natural Sciences • 9 Credits		ENGL 231					
Biology 105		ENGL 255/256					
Biology 106						200 Level Courses	
Chemistry 101 or Physical Science 101							
Humanities • 9 Credits							
History 210 or 220							
Communication 210							
English 203							

NOTE: 120 credit hours (minimum) are required for graduation; (45 of required credit hours must be at the 300/400 level — 30 @ 300 level/15 @ 400 level). Before enrolling in a 300/400 level class, please ensure the prerequisites have been met.


		GENERAL STUDIES PROGRAM CURRICULUM CHECK SHEET EVALUATION SUMMARY				2	
NAME: _____		DATE _____					
SID# _____							
MAJOR: _____		MINOR _____					
ENGLISH							
General Education Requirements 39 Credits		Concentration 30 Credits (15 Credits @ 300/400 Level or above)		Minor Single Discipline 18-21 Credits		Electives 28 Credits	
Course	Grade	Course	Grade	Course	Grade	Course	Grade
Social Behavior Sciences • 6 Credits <small>(Any two courses)</small>		300 Level Courses		300 Level Courses		300 Level Courses • 3 Credits	
		ENGL 352					
		ENGL 351					
Fine Arts • 3 Credits		ENGL Electives (6 Credits/Suggested Electives: ENGL 360, ENGL 362, ENGL 363, ENGL 364, ENGL 370, ENGL 372, ENGL 374, ENGL 375)					
Art 101 or Music 101							
University/Program Requirements • 5 Credits		400 Level Courses				400 Level Courses	
Freshman Assembly 111A <small>(No credit, but required)</small>		ENGL 462		400 Level Courses			
College Survival Skills (1)		ENGL 470					
CISP 164		SEM. FOR MAJ.					
BIOL 105L/106L							

NOTE: 120 credit hours (minimum) are required for graduation; (48 of required credit hours must be at the 300/400 level — 30 @ 300 level/15 @ 400 level). Before enrolling in a 300/400 level class, please ensure the prerequisites have been met.


General Studies Concentration in HIMS

Students may elect a HIMS Concentration.

Students are asked to schedule an advisement session with Dr. Lewis if their last name begins the initials A-K and Ms. Ceaser Noble if their last names begin with L-Z in order to obtain their appropriate curriculum sheet.

		GENERAL STUDIES PROGRAM CURRICULUM CHECK SHEET EVALUATION SUMMARY					
NAME: _____				DATE: _____			
SID# _____							
MAJOR: _____				MINOR: _____			
HEALTH INFORMATION MANAGEMENT SYSTEMS (HIMS)							
General Education Requirements 39 Credits		Concentration 30 Credits (15 Credits @ 300/400 Level or above)		Minor Single Discipline 18-21 Credits		Electives 28 Credits	
Course	Grade	Course	Grade	Course	Grade	Course	Grade
English Composition • 6 Credits		HIMS 105					
English 111		HIMS 110					
English 112		HIMS 120					
Mathematics • 6 Credits		HIMS 228					
Math 151 (Math 118 Prerequisite)		CISP 250		300 Level Courses			
Math 232 or 250		300 Level Courses (Suggested Courses)					
Natural Sciences • 10 Credits		HIMS 310 & 310L					
Biology 124		HIMS 303					
Biology 125		HIMS 380					
Chemistry 101 or Physical Science 101		HIMS 320 & 320L					
Humanities • 9 Credits		HIMS 345				300 Level Courses (10 Credits)	
History 210 or 220		HIMS 360					
Communication 210							
English 203 and above							

NOTE: 120 credit hours (minimum) are required for graduation; (45 of required credit hours must be at the 300/400 level — 30 @ 300 level/15 @ 400 level). Before enrolling in a 300/400 level class, please ensure the prerequisites have been met.

	GENERAL STUDIES PROGRAM CURRICULUM CHECK SHEET EVALUATION SUMMARY	2
---	--	---

NAME: _____ **DATE** _____

SID# _____

MAJOR: _____ **MINOR** _____

HEALTH INFORMATION MANAGEMENT SYSTEMS (HIMS)


General Education Requirements 39 Credits		Concentration 30 Credits (15 Credits @ 300/400 Level or above)		Minor Single Discipline 18-21 Credits		Electives 28 Credits	
Course	Grade	Course	Grade	Course	Grade	Course	Grade
Social Behavior Sciences • 6 Credits		400 Level Courses (Suggested Courses)		400 Level Courses		400 Level Courses • 3 Credits (Suggested: PSYC 432, FIAR 432)	
Political Science 110		CISP 415					
General Psychology 210		HIMS 410					
Fine Arts • 3 Credits		Prof. Dev. For Major					
Art 101 or Music 101							
University/Program Requirements • 5 Credits							
Freshman Assembly 111A (No credit, but required)							
College Survival Skills (1)		10 (3 Credits) courses from the discipline above; minimum of five courses must be at 300/400 level; remaining may be at 200 levels.					
CISP 164							
BIOL 105L/106L							

NOTE: 120 credit hours (minimum) are required for graduation; (45 of required credit hours must be at the 300/400 level — 30 @ 300 level/15 @ 400 level). Before enrolling in a 300/400 level class, please ensure the prerequisites have been met.

General Studies Concentration in Humanities

Students may elect a Humanities Concentration.

Students are asked to schedule an advisement session with Dr. Lewis if their last name begins with L-Z in order to obtain their appropriate curriculum sheet.


		GENERAL STUDIES PROGRAM CURRICULUM CHECK SHEET EVALUATION SUMMARY					
NAME: _____				DATE: _____			
SID# _____							
MAJOR: _____							
HUMANITIES							
General Education Requirements (GE) 39 Credit hrs.		Concentration/Major 30 credits 15 credit hrs. @ 300/400		Enhanced Electives 18-21 credit hrs.		Free Electives 28 credit hrs.	
Course	Grade	Course	Grade	Course	Grade	Course	Grade
ENGLISH COMPOSITION (6 hours)						MGIS166/ 164 (3)* BIOL 105/ 108* JRDV111 (1) JRDV111A (0) PSYC210*	
ENGL 111 (3)		COMM220*					
ENGL 112 (3)		PHIL211*					
MATHEMATICS/ANALYTICAL REASONING (6 hours)		PHIL212*					
Math 151 * (3)		ENGL260*					
Math 250/232 (3)*							
NATURAL SCIENCES (9 hours)		300 Level Courses		300 Level Courses		300 Level Courses	
Biology 105 (3)		ENGL251**				HUMA311*	
Biology 106 (3)		HUMA314**					
PHYS 101/CHEM 101 (3)		HUMA315**					
HUMANITIES (9 hours)		HIST351**					
HIST 210/220 (3)		HIST352**					
COMM 210 (3)							
ENGL 203 (3)		400 Level Courses		400 Level Courses			


NOTE: 120 credit hours (minimum) are required for graduation; (45 of required credit hours must be at the 300/400 level — 15 @ 300 level/15 @ 400 level). The remaining 15 hours can be @ a 300/400 level class, based on student's choice.

General Studies Concentration in Political Science

Students may elect a Political Science Concentration.

Students are asked to schedule an advisement session with Dr. Lewis if their last name begins the initials A-K and Ms. Ceaser Noble if their last names begin with L-Z in order to obtain their appropriate curriculum sheet.

		GENERAL STUDIES PROGRAM CURRICULUM CHECK SHEET EVALUATION SUMMARY			
NAME: _____		DATE _____			
SID# _____					
MAJOR: _____		MINOR _____			
POLITICAL SCIENCE					
FALL	FIRST YEAR		SPRING		
ENGLISH	111	3	ENGLISH	112	3
MATHEMATICS	151	3	HISTORY ELECTIVE*	—	3
BIOLOGY	105	3	BIOLOGY	106	3
SCIENCE LAB**	—	1	ART OR MUSIC	101	3
COLLEGE SURVIVAL SKILLS	111	1	POLITICAL SCIENCE	110	3
FRESHMAN ASSEMBLY	111A	0			
COMPUTER SCIENCE	164	3			
	TOTAL	14 CREDITS		TOTAL	15 CREDITS
FALL	SECOND YEAR		SPRING		
HISTORY 210 OR 220	—	3			
MATHEMATICS	250	3	CHEMISTRY OR PHYSICAL SCIENCE LECTURE	101	3
HUMANITIES ELECTIVE***	—	3	POLITICAL SCIENCE	210	3
SPEECH/COMM	210	3	GEOGRAPHY	110	3
POLITICAL SCIENCE	201	3	PSYCHOLOGY ELECTIVE	—	3
			HUMANITIES ELECTIVES***	—	3
	TOTAL	15 CREDITS		TOTAL	15 CREDITS
FALL	THIRD YEAR***		SPRING		
POLITICAL SCIENCE ELECTIVE (300 LEVEL)	—	3	POLITICAL SCIENCE ELECTIVES (300 LEVEL)	—	6
PSYCHOLOGY ELECTIVE	—	3	ENGLISH	260	3
POLITICAL SCIENCE ELECTIVES (300 LEVEL)	—	3	POLITICAL SCIENCE ELECTIVE (300 LEVEL)	—	3
COURSES IN MINOR AREA	—	6	COURSE IN MINOR AREA	—	3
	TOTAL	15 HOURS		TOTAL	15 HOURS
<small>*HIST 103 or 104, 210 ** BIOL 105L, BIOL 106L, CHEM 101L, PHYS 101L ***Humanities Electives: art, music, speech, English and history **** Social Science Electives: Political Science, Sociology, Substance Abuse, Criminal Justice, Psychology, Economics and Public</small>					


	GENERAL STUDIES PROGRAM CURRICULUM CHECK SHEET EVALUATION SUMMARY	2			
NAME: _____ DATE _____					
SID# _____					
MAJOR: _____ MINOR _____					
POLITICAL SCIENCE					
FALL	FOURTH YEAR		SPRING		
SOCIAL SCIENCE ELECTIVES****	—	6	POLITICAL SCIENCE	490	3
FREE ELECTIVE	—	3	COURSE IN MINOR AREA	—	3
COURSES IN MINOR AREA	—	6	FREE ELECTIVE (300 LEVEL)	—	3
POLITICAL SCIENCE ELECTIVE (400 LEVEL)	—	3	SOCIAL SCIENCES ELECTIVES****	—	3
			PROFESSION DEVELOPMENT FOR MAJORS	—	3
	TOTAL	18 HOURS		TOTAL	15 HOURS
*HIST 103 or 104 ** BIOL 105L, BIOL 106L, CHEM 101L, PHYS 101L ****Humanities Electives: art, music, speech, English and history ***** Social Science Electives: Political Science, Sociology, Substance Abuse, Criminal Justice, Psychology, Economics and Public Administration					

General Studies


Concentration in Social Science

Students may elect a Social Science Concentration.

Students are asked to schedule an advisement session with Dr. Lewis if their last name begins the initials A-K and Ms. Ceaser Noble if their last names begin with L-Z in order to obtain their appropriate curriculum sheet.

		GENERAL STUDIES PROGRAM CURRICULUM CHECK SHEET EVALUATION SUMMARY					
		NAME: _____ DATE _____			SID# _____		
MAJOR: _____			MINOR _____				
SOCIAL SCIENCES							
General Education Requirements 39 Credits		Concentration 30 Credits (15 Credits @ 300/400 Level or above)		Minor Single Discipline 18-21 Credits		Electives 28 Credits	
Course	Grade	Course	Grade	Course	Grade	Course	Grade
English Composition • 6 Credits		PSYC 210		100 Level Courses		(Suggested Electives: HIST 103/104, ENGL 200, COMM 220, PHIL 212)	
English 111		100 Level Courses					
English 112						100 Level Courses	
Mathematics • 6 Credits							
Math 151 (Math 118 Prerequisite)				200 Level Courses			
Math 232 or 250		200 Level Courses					
Natural Sciences • 9 Credits							
Biology 105						200 Level Courses	
Biology 106							
Chemistry 101 or Physical Science 101							
Humanities • 9 Credits							
History 210 or 220							
Communication 210							
English 203							

NOTE: 120 credit hours (minimum) are required for graduation; (45 of required credit hours must be at the 300/400 level — 30 @ 300 level/15 @ 400 level). Before enrolling in a 300/400 level class, please ensure the prerequisites have been met.

		GENERAL STUDIES PROGRAM CURRICULUM CHECK SHEET EVALUATION SUMMARY				2	
NAME: _____		DATE _____					
SID# _____							
MAJOR: _____		MINOR _____					
SOCIAL SCIENCES							
General Education Requirements 39 Credits		Concentration 30 Credits (15 Credits @ 300/400 Level or above)		Minor Single Discipline 18-21 Credits		Electives 28 Credits	
Course	Grade	Course	Grade	Course	Grade	Course	Grade
Social Behavior Sciences • 6 Credits (Any two courses)		300 Level Courses		300 Level Courses		300 Level Courses • 3 Credits	
Fine Arts • 3 Credits							
Art 101 or Music 101							
University/Program Requirements • 5 Credits		400 Level Courses				400 Level Courses	
Freshman Assembly 111A (No credit, but required)		Professional Development for Majors		400 Level Courses			
College Survival Skills (1)							
CISP 164							
BIOL 105L/106L							

NOTE: 120 credit hours (minimum) are required for graduation; (45 of required credit hours must be at the 300/400 level — 30 @ 300 level/15 @ 400 level). Before enrolling in a 300/400 level class, please ensure the prerequisites have been met.

General Studies

Concentration in Business

Students may elect a Business Concentration.

Students are asked to schedule an advisement session with Dr. Lewis if their last name begins the initials A-K and Ms. Ceaser Noble if their last names begin with L-Z in order to obtain their appropriate curriculum sheet.



**GENERAL STUDIES PROGRAM
CURRICULUM CHECK SHEET
EVALUATION SUMMARY**

NAME: _____		DATE _____					
SID# _____							
MAJOR: _____		MINOR _____					
BUSINESS							
General Education Requirements 39 Credits		Concentration 27 Credits (15 Credits @ 300/400 Level or above)		Minor Single Discipline 18-21 Credits		Electives 31 Credits	
Course	Grade	Course	Grade	Course	Grade	Course	Grade
English Composition • 6 Credits		BADM 125		100 Level Courses		100 Level Courses	
English 111		ACCT 201					
English 112		ACCT 202					
Mathematics • 6 Credits		ECON 211					
Math 151 (Math 118 Prerequisite)		ECON 222					
Math 232 or 250		300 Level Courses (Int MKTG @ 300, MGMT @ 300, BADM @ 300)				200 Level Courses	
Natural Sciences • 9 Credits				200 Level Courses			
Biology 105							
Biology 106							
Chemistry 101 or Physical Science 101							
Humanities • 9 Credits							
History 210 or 220							
Communication 210							
English 203							

NOTE: 120 credit hours (minimum) are required for graduation; (45 of required credit hours must be at the 300/400 level — 30 @ 300 level/15 @ 400 level). Before enrolling in a 300/400 level class, please ensure the prerequisites have been met.

COURSE DESCRIPTION

GENERAL STUDIES

GNST 301. PRINCIPLES OF MUSEOLOGY-This elective course offers practical and theoretical frameworks to the history, context, nature and operation of museums. Students will explore the different functions of museums, including education, research, preservation as well as the social and cultural role of museums in society. This course can help students decide if they are interested in pursuing a museum career.

GNST 400. PROFESSIONAL DEVELOPMENT/SEMINAR FOR MAJORS-This course will allow students to participate in structured field experiences, cultural enrichment experiences, and career exploration that will be inextricably linked to the General Studies Areas of Concentration. This course will provide in depth knowledge in the procedures involved in obtaining a graduate/professional school degree. Students will also gain exposure to a wealth of cultural experiences that will allow the development of social skills that are needed to globally compete.

HEALTH INFORMATION MANAGEMENT SYSTEMS

Pharissa Robinson, JD, MS, RHIA, CPMA (Interim) **Director**

Office: Lake Campus Multipurpose Complex, B205

Phone: (504) 286-5083

Email: probinson@suno.edu

Interim Director/Assistant Professor: Pharissa Robinson, JD, MS, RHIA CPMA

Assistant Professor/Clinical Coordinator: Laura Douresseaux, MSHCM, CHPS, RHIA

Assistant Professor/APAR Coordinator: John Barrilleaux, MME, RHIA

Assistant Professor: Sharon McGee, MS, RHIA

The purpose of the Health Information Management Systems (HIMS) program is to educate students in planning, collecting, storing, retrieving and communicating health data through a combination of coursework in healthcare, technology and business which will prepare them to become healthcare administrators, analysts, and providers of modern healthcare delivery techniques. The HIMS program supports the mission of the University to create and maintain an environment conducive to learning and growth.

The HIMS program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). HIMS graduates are eligible to sit for the Registered Health Information Administrator (RHIA) examination with the American Health Information Management Association (AHIMA).

Admission to the HIMS Program

The University awards the Bachelor of Science degree with a Major in Health Information Management Systems. Students may declare HIMS as a major during their freshman year. Admission to the program is based on college grade point average (GPA), a personal interview with the program director and assessment of motivation and qualities needed to successfully complete the program. Only grades of C or better from all General Education and Natural Science courses listed in the program will be accepted to the HIMS program. A minimum GPA of 2.0 on a 4.0 scale is required for consideration. References should be from individuals who evaluate your academic performance. Students must have a grade of C or better in courses listed in the HIMS program curriculum to remain in the program. All the prescribed 120 credits are required for graduation.

Program of Study Leading to the Bachelor of Science Degree
In Health Information Management Systems
120 Credit Hours Required

Profile of Program Requirements	Credit Hours
I. General Education Courses	36
II. Program Courses	84

Curriculum in Health Information Management Systems

FRESHMAN YEAR

Course	Hrs. Credit	Course	Hrs. Credit
JRDV 111 (College Survival Skills).....	1	COMM 210 (Fundamentals of Speech)	3
JRDV 111A (Freshman Assembly).....	0	ENGL 112 (English)	3
ENGL 111 (English Composition I)	3	HIMS 105 (Medical Terminology)	3
MATH 151 (Applied Algebra)	3	HIMS 110 (Intro. to Health Inf. Mgmt.).....	3
BIOL 124 (General Biology I)	3	Social Science Elective.....	3
Fine Arts Elective.....	3		
CISP 164 (Computer Productivity App I).....	3		
	-----		-----
	16		15

SOPHOMORE YEAR

BIOL 273/273L (Human Anatomy & Phys. I) 4	BIOL 274&274L (Human Anatomy & Phys. II) 4
Physical Science Electives 3	PSYC 210 (General Psychology) 3
HIST 210 or 220 (U.S. History)..... 3	MATH 250 (Elementary Statistics)..... 3
HIMS 120 (Delivery Systems)..... 3	ENGL 203 (Writing About Literature) 3
HIMS 228 (Legal)	HIMS 200 (Patho & Pharmacology)
	3

	16

	16

JUNIOR YEAR

HIMS 205 & 205L (Class. Sys. In HC I 4	HIMS 215 & 215L (Coding Classification)... 4
& Lab)	HIMS 206 (Coding Class. Systems III) 3
HIMS 210 (Reimbursement Methodologies) 3	HIMS 320 & 320L (Quality Mgmt. & Lab). 4
CISP 250 (Info Systems)..... 3	HIMS 250 (Statistics)..... 3
HIMS 300 (Leadership & Project Mgmt.)..... 3	HIMS 350 (Data Analytics)..... 3
HIMS 310 & 310L (Elec. Health Records)..... 4	

	17

	17

SUMMER SESSION

HIMS 420(Health Information Mgmt. Practicum Education)	3

	3

SENIOR YEAR

HIMS 315 (Processing & Surgery Coding)	3	HIMS 410 (Senior Project)	3
HIMS 380 (Human Resource Mgmt.).....	3	HIMS 370 (HER Clinical Doc. Improv.)....	2
CISP 415 (Database Management)	3	HIMS 495 (Internship).....	3
HIMS 420 (Practicum).....	3		
	-----		-----
	12		8

Total: 120 Credit Hours

Minor in Health information Management Systems

A minor in Health Information Management Systems by non-HIMS majors requires the completion of eighteen hours (18) hours of HIMS related courses approved by the program director. The eighteen hours (18) hours must include the following courses:

HIMS 105	Medical Terminology	3
HIMS 110	Introduction to HIM	3
HIMS 120	Healthcare Delivery Systems	3
HIMS 310	Electronic Health Records	3
HIMS 345	Systems Analysis in Healthcare Settings	3
CISP 415	Database Management	3

Total Credit Hours 18

HEALTH INFORMATION MANAGEMENT SYSTEMS COURSES**HIMS 105 MEDICAL TERMINOLOGY**

3 credit hours

Medical Terminology is a basic study of the professional language of medicine. It is designed to include word construction, pronunciation, spelling, definition and use of terms related to all areas of medical science, hospital service and health related professions. This course is designed to give the student a basic knowledge of anatomy, pathology, surgical procedures, diagnostic procedures and symptomatology.

HIMS 110 INTRODUCTION TO HEALTH INFORMATION MANAGEMENT

3 credit hours

The purpose of this course is to introduce students to the Health Information Management (HIM) practice. This course will cover the historical development and evolution of the health care field with an emphasis on the organizational structure of health care institutions and federal, state, accreditation, licensing, and regulatory agencies' health care regulations and documentation requirements. This course will also cover the HIM department, its functions, professions within HIM and the health care field; an overview of the American Health Information Management Association (AHIMA); the development of the medical record, both computer-based and paper-based; documentation requirements for the various types of health care institutions; private and government health care insurance plans; clinical classification systems; the electronic health record; and the health information and data exchange.

HIMS 120 HEALTHCARE DELIVERY SYSTEMS

3 credit hours

This course is designed to introduce the student to the patterns and modes of health care delivery in settings other than that of the acute general hospital. Specialized agencies in ambulatory care, home care, emergency care, long-term care, rehabilitation, mental health and disability, hospice programs, health maintenance organizations and occupational health systems will be covered. The work of accrediting, licensing, and certifying agencies, such as that of the JCAHO, Medicare, and Medicaid will be discussed in detail for each health care area. The principles of health information systems, quality care appraisal, and risk management will be discussed. The role of the Health Information Manager in each of the health care settings will be emphasized throughout the course.

HIMS 200 PATHOPHYSIOLOGY & PHARMACOLGY

3 credit hours

This course will cover pathophysiology and pharmacology associated with the body systems. This course provides in-depth knowledge of diseases, their etiology, medical complications, and pathophysiology. Students will learn about laboratory and other diagnostic tests used to confirm or rule out diagnoses. Current pharmacological treatments are explored with review and interpretation of health record data. This course is to introduce students to general pharmacology for health information professions, including understanding the general principles of drug actions and reactions for the Electronic Health Record and database management. This course covers pharmaceutical drugs, their sources, uses, and route of administration. Students will learn the classification of drugs, their purpose, side effects, contraindications, and interactions. Students will also learn safe administration of medications, side effects, interaction, and patient education. (Prerequisites: HIMS 105, BIOL 273 & 274)

HIMS 205 CLASSIFICATION SYSTEMS LAB

1 credit hour

This laboratory will provide students with "hands-on" experience in the most current classification systems. Coding, proper application of UHDDS guidelines (including sequencing of diagnoses and procedures), DRG assignment, APC assignment reporting and interpreting statistical data, and utilizing automated systems for encoding, grouping and data entry. Laboratory practice exercises, utilizing actual medical records, will provide the principal method of instruction. The impact of coding accuracy and its relationship to reimbursement will be stressed. (Prerequisites: HIMS 200, BIOL 273 & 274, HIMS 105)

HIMS 206 CLASSIFICATIONS IN HEALTH CARE III

2 credit hours

This course is a continuation of Classification Systems in Healthcare I. The course will include purposes of classifying diseases and operations using clinical vocabularies, terminologies/nomenclatures, clinical documentation improvement techniques. The interaction of Prospective Payment Systems with classification systems will be emphasized. Data quality, the Uniform Hospital Discharge Data Set, clinical documentation improvement as well as coding/sequencing guidelines will be examined. (Prerequisites: HIMS 200, HIMS 205)

HIMS 210 REIMBURSEMENT METHODOLOGIES

3 credit hours

This course covers the methods of reimbursement in various healthcare settings. Information on topics relating to financial and reimbursement issues in the health care environment is addressed. Areas include types of third party payers, DRG optimization, billing, contract negotiations with insurers, reimbursement methodologies, role of the fiscal intermediary, etc. This course will present data elements that apply to prospective payment systems. It will allow the student to gain the knowledge of correct reimbursement systems and to identify issues, patient types in meeting medical necessity guidelines. (Prerequisite: HIMS 110; 120; 205)

HIMS 215 CLASSIFICATION SYSTEMS IN HEALTHCARE II

3 credit hours

This course will introduce the student to the principles of taxonomy, clinical vocabularies, and terminologies/nomenclature. The course will include purposes of coding for professional services, ambulatory service and operations. The course will properly instruct the student on the proper usage of CPT and HCPCS code books. The interaction of different code systems such as the Prospective Payment Systems (PPS) with classification systems will be emphasized. Data quality, the UACDS as well as coding/sequencing guidelines will be examined. Coding and indexing of diagnoses and operations using various classification systems and nomenclatures. (Prerequisites: BIOL 273 & 274, HIMS 105, HIMS 200)

HIMS 215L CLASSIFICATION SYSTEMS IN HEALTHCARE II LAB

1 credit hour

This laboratory will provide students with "hands-on" experience in ICD-9-CM Coding, proper application of UHDDS guidelines (including sequencing of diagnoses and procedures), DRG assignment, HCPCS, CPT-4 coding, APC assignment reporting and interpreting statistical data, and utilizing automated systems for encoding, grouping and data entry. Laboratory practice exercises, utilizing actual medical records, will provide the principal method of instruction. The impact of coding accuracy and its relationship to reimbursement will be stressed. (Prerequisites: BIOL 273 & 274, HIMS 105, HIMS 200)

HIMS 228 LEGAL ASPECTS OF HEALTH CARE AND INFORMATION MGMT. 3 credit hours
This course will review the fundamental bases of American Law including the source of law, the functions of the branches of government, the growing body of Federal, State, and JCAHO regulatory law, the legal health record and health law, including negligence in health care delivery. Topics covered are preparation and maintenance of health records and their confidential nature, consent to treatment, informed consent, right of refusal, release of medical record information with special emphasis on data security, PHI and HIPAA privacy standards. Students are also introduced to the career planning benefits of compliance certification.

HIMS 250 HEALTHCARE STATISTICS AND RESEARCH 3 credit hours
This course provides an introduction to research methodology and principles including different methods of healthcare statistical analysis. It includes general principles of health care statistics with emphasis in hospital statistics and development of computations and calculations of health data. Areas include descriptive, inferential statistics, vital statistics, reportable disease registries, and the guidelines for the Institutional Review Board Research and other regulatory agencies. Students use statistical analysis to create data summaries, tables and graphs to prepare elements of reports. Research component includes identifying types of research, the research process, Institutional Review Board (IRB) and the guidelines to ethical research. This course will outline the procedures associated with vital statistics in healthcare [birth/death certificates]. The student will learn about the statistics associated with health care. The research portion will focus on data search and access techniques, national research policy-making, health research investigation, and research protocol data management. (Prerequisites: MATH 250; HIMS 110 & HIMS 120)

HIMS 300 LEADERSHIP & PROJECT MANAGEMENT 3 credit hours
This course explores leadership skills and styles for communication, negotiation, change management and the strategic alignment of organizational goals. Students are introduced to project management concepts, differences between a project and operations, and the career benefits of certification planning. This course discusses the five phases of a project: initiating, planning, executing, monitoring/controlling and closing. Knowledge areas include integration, scope, time cost, quality, human resources, communication, risk, procurement and stakeholder management. This is not a certificate track course. (Prerequisites: HIMS 110 & HIMS 120)

HIMS 310 ELECTRONIC HEALTH RECORDS 3 credit hours
Students will gain knowledge, understanding, and/or apply training in information systems life cycle; the purpose, scope, and governance of strategic planning for EHR systems. Topics include information governance and the application of decision support systems to change management, vendor selection and contract management. Students will explore process reengineering techniques, mapping and workflow management utilizing HER systems. Other topics include project management, implementation, training and ongoing maintenance of the EHR and other HIT systems; elements of data infrastructure. IT privacy and security, interoperability for all forms HIT standards is also covered. (Prerequisites: HIMS 110, 120, 228, CISP 250)

HIMS 310L ELECTRONIC HEALTH RECORDS Lab 1 credit hours
This course will prepare students to work in an electronic health record environment. Students will use a web-based Electronic Health Record (EHR) system to complete lessons and activities based on EHR technology learned in HIMS 310. Lessons and activities in this course will allow students to explore clinical and management

tools and functions in the EHR; build knowledge and skills in clinical information systems, clinical documentation, and clinical decision support tools; and test students' skills and decision-making ability in an EHR. (Prerequisites: HIMS 110, 120, & 228, CISP 250)

HIMS 315 PROCEDURE & SURGERY CODING

3 credit hours

This course is designed for students completing the Certificate in Medical Coding. Students will participate in procedural coding of complex medical records using both the ICD-10 PCS and CPT coding systems. Students will apply advanced level procedure codes according to current guidelines to complex inpatient medical and outpatient surgery records. Students are introduced to the career planning benefits of a CCS certification. (Prerequisites: HIMS 105, HIMS 200, HIMS 205/205L, HIMS 206, HIMS 215/215L)

HIMS 320 QUALITY MANAGEMENT

3 credit hours

Theoretical and pragmatic issues related to quality management, utilization review, and risk management are addressed along with laws that affect them. The responsibilities of the governing board, medical staff, as well as other health care personnel in relation to quality management and improvement are examined. Requirements of accrediting and licensing agencies relating to quality management are presented. Throughout this course students will concentrate on areas related to JCAHO's emphasis on continuous quality improvement and the modified process of monitoring and evaluation. This course will identify quality/performance improvement methods and techniques for healthcare professionals. Interpretation of data appropriate to user needs and presentation of information will be covered. This course will identify common data collection tools, data types, charts and graphic displays. This will include the design and creation of presentations using software. Topics also include financial, personnel, and vendor relationship management. (Prerequisites: HIMS 110 & 120)

HIMS 320L QUALITY MANAGEMENT LAB

1 credit hour

This course focuses on the lab assignments related to the principles and approaches to the assessment of quality in health care. Students will complete assignments related to the theoretical and pragmatic issues related to quality management, utilization review, and risk management and requirements of accrediting and licensing agencies. The assignments will include the research of industry literature and the use and creation of presentation software. (Prerequisites: HIMS 110 & 120)

HIMS 350 DATA ANALYTICS

3 credit hours

This course introduces the basic methods for undertaking research and program evaluation within health services organizations and systems. Special emphasis is placed on the advanced use of healthcare data to support research, advances in medicine, and quality initiatives. It reviews how information science and computer technology is applied to enhance research and practice in healthcare. This course explores methods of research and data analysis for inquiry in health information management. Students develop skills in planning, conducting, reporting, and assessing research and data analysis. These skills are then applied to support healthcare-related decision-making. Topics include data governance and data quality management. Students are introduced to the career planning benefits of a CHDA certification and best practices in data management for preventive medicine and the reduction of health disparities. This is not a certificate track course. (Prerequisites: HIMS 310)

HIMS 360 MANAGEMENT OF HEALTH INFORMATION SYSTEMS

3 credit hours

Emphasis is on planning, organizing, leading and controlling the delivery of healthcare in hospitals and other healthcare agencies and the associated roles of HIM professionals including the creation and review of HIM policies and procedures and applicable ethics. Other areas covered include a study of the system life cycle with emphasis on the role of the Health Information Management professional as a project manager. Application and creation of data used in the management of HIM is covered with the use of software for graphic display and presentation of reports. Emphasis is placed on introductory topics of financial management as it relates to management at a facility and department level and understanding basic financial reports. This course provides an analysis and evaluation of human resource management as applied in different health care settings. (Prerequisites: HIMS 110 & 120 & 228)

HIMS 370 EHR CLINICAL DOCUMENTATION IMPROVEMENT

2 credit hours

Students will determine the accuracy of computer assisted coding to coding scenarios and identify discrepancies between supporting documentation and coded data. They will develop physician queries to resolve data and coding discrepancies and comply with ethical standards of reimbursement practice. Students are introduced to the career planning benefits of a CDIP certification through AHIMA. This is not a certificate track course. (Prerequisite: HIMS 206, HIMS 215/215L)

HIMS 380 HUMAN RESOURCE MANAGEMENT FOR HEALTHCARE ORGS.

3 credit hours

This course provides an analysis and evaluation of human resource management as applied in different health care settings. The course focuses on the major elements of human resource management, as well as the ways in which it can be used in the strategic planning of the health care organization. Students will investigate ongoing human resource practices and issues from a health care perspective such as recruitment, contract/agreement, training/education/support, retention, performance evaluation, compensation, legal and regulatory issues, and strategic planning. (Prerequisites: HIMS 110, 120, 228)

HIMS 410 SENIOR PROJECT

3 credit hours

Students will investigate and present a project with practical application to current health information, disease registries, and health information systems with special emphasis placed on project management, leadership and data informatics research. Students must pass a mock exam in this course during their senior year.

HIMS 420 HEALTH INFORMATION MANAGEMENT PRACTICUM EDUCATION

3 credit hours

This course consists of a college credit-based, unpaid, supervised, professional practice experience (clinical) and assignments to promote uniformity and competency levels required of entry-level health information professionals. The clinical experience assists students in applying classroom knowledge with on the field-based experiences. Students will be exposed to the daily operations of the health information management (HIM) functions and various other roles in the HIM field such as long-term care, ambulatory clinics, home health, billing departments, etc., which will enable them to develop insight and understanding into the various roles and major functions within an department and the HIM field. Classroom assignments must be completed outside of clinical hours.

HIMS 450 CAPSTONE COURSE

3 credits hours

This course is designed to assist, enhance, and structure students' study and exam preparation activities for the RHIA certificate examination. Focus is on test-taking strategies, mock examinations in preparation for the Registered Health Information Administrator (RHIA) examination. The student will develop an individual study plan and complete a comprehensive mock examination. After successful completion of this course, post-baccalaureate students may earn a certificate of completion. (Post-baccalaureate Prerequisites: HIMS 105, HIMS 110, HIMS 120, HIMS 200, HIMS 205/205L, HIMS 300, HIMS 310/310L, HIMS 228, HIMS 350)

This course covers critical information to help students pass the RHIA exam and prepare them for professional success, including material on current code sets and AHIMA standards, electronic medical records, HIPAA requirements, informatics and information systems, privacy and security, legal and ethical considerations, statistics and research, quality and improvement, organization and management, and human resources.

HIMS 480 PATHOPHYSIOLOGY

3 credit hours

Study of the general mechanisms of disease at the cellular and molecular levels, including abnormalities of fluid distribution, the inflammatory process, abnormal immune mechanisms, and neoplastic disease, followed by an application of the basic principles of pathologic processes to diseases of the neuralgic, endocrine, reproductive, hematologic, cardiovascular, pulmonary, renal and digestive systems (Prerequisites: HIMS 105, 280, & BIOL 273 & 274)

HIMS 495 PROFESSIONAL PRACTICE PLACEMENT (INTERNSHIP)

3 credit hours

This course consists of a college credit-based, unpaid, supervised, professional practice experience (internship) which includes operational and managerial experiences in health information departments of hospitals and alternative health care facilities. Students will gain experience in all health information management procedures studied throughout this curriculum such as documentation audits, compliance with internal and external data requirements, apply health laws and regulations, apply management and data capture tools and technologies, create HIM and compliance policies and procedures. The students will also gain insight, understanding, and skill in the managerial aspects of health information management such as management of HIM functions and management and evaluation of employees. Students must pass an AHIMA administered exam. (Must be taken in the senior year.)

(Prerequisites: Senior standing and completion of all 200 & 300 (except HIMS 315, HIMS 360, HIMS 370 & HIMS 380) courses.)

College of Business & Public Administration

Igwe E. Udeh, Ph.D., **Dean and Alvin James Lawson Endowed Professor of Business**

Office: 212 College of Business Building

Phone: (504) 286-5330/5331

Email: iudeh@suno.edu

Camille Alexander, B.S., MSW **Admin Assistant IV**

Office: 211 College of Business Building

Phone: (504) 286-5331; Fax: (504) 286-5304

Email: calexander@suno.edu

Shelina T. Gethers, B.S., **Administrative Assistant III**

Office: College of Business and Public Administration Building, Suite 109

Phone: (504) 286-5141 Fax: (504) 286-5304

Email: sgethers@suno.edu

Timotea Bailey, M.A., **Director of Student Services**

Office: 214 College of Business Building

Phone: (504) 286-5193

Email: tbailey@suno.edu

Marie Smith, B.S., MBA, **Accounting Lab Specialist/Instructor, Office of Student Services**

Office: 215/216 College of Business Building

Phone: (504) 286-5139

Email: msmith@suno.edu

Cynthia Beaulieu, B.A., **Director of Small Business Development Institute**

Office: 207 Emmett Bashful Administration Building

Phone: (504) 286-5032

Email: cbeaulie@suno.edu

The College of Business and Public Administration (CBA) offers two undergraduate degree programs leading to the Bachelor of Science; one program leading to a Bachelor of Arts; and one graduate program leading to a Master of Science. The three undergraduate programs are: (1) BS-Business Administration (2) BS-Computer Information Systems and (3) BA-Public Administration. The College offers the Master of Science in Computer Information Systems.

CBA VISION

The vision of CBA is to produce innovative thinkers and leaders who impact their communities as conventional, corporate, and social entrepreneurs.

CBA CORE VALUES

Core Value #1: **Commitment** (tenacity, dedication, perseverance)

Core Value #2: **Excellence** (quality instruction, scholarship, service)

Core Value #3: **Innovation** (curiosity, creativity, adaptability)

Core Value #4 **Ethics** (honesty, fairness, confidentiality)

Core Value #5: **Teamwork** (cooperation, communication, collaboration, diversity)

Core Value #6: **Leadership** (visionary, competitive, motivated)

Core Value #7: **Caring** (student-centered, nurturing, understanding, sensitive, respectful)

CBA MISSION

CBA provides education and degrees in Business Administration, Computer Information Systems, and Public Administration that equip a predominantly urban student body, including those from the New Orleans Metropolitan Area, with cutting-edge knowledge, professional and research skills, and ethical decision-making abilities essential for successful careers in business, industry, education, government, and for further studies at graduate and professional levels. The college supports and promotes research and intellectual contributions aimed at improving teaching, business opportunities in the region, and awareness of global issues.

GOALS & OBJECTIVES

Undergraduate Goals and Objectives

Ethics Goal: Student will demonstrate an understanding of the importance of ethics and its application in the decision-making process.

- **Ethics Objective:** Student is able to differentiate between what is ethical and what is unethical.

Communication Goal: Student is able to apply effective communication skills in a professional environment.

- **Oral communication Objective:** Student is able to prepare and deliver an effective business presentation
- **Written Communication Objective:** Student is able to produce well-written documents.

Analysis Goal: Student is able to analyze and solve problems in an organizational setting.

- **Analysis Objective:** Student will apply discipline-based principles in addressing organizational problems.

Technology Goal: Student is able to understand the importance of technology in organizations.

- **Technology Understanding Objective:** Students will understand available technology
- **Technology application Objective:** Students will use available technological tools in various tasks.

The mission of the College of Business is operationalized through the following activities:

Teaching: Provide students with a diversified, professional education to:

1. Prepare graduates for careers in the public and private sectors;
2. Develop and enhance students' competencies in communications, leadership, and critical thinking;
3. Provide an environment that stresses ethical and moral standards;
4. Develop and enhance students' awareness of international issues;

5. Teach courses designed to prepare students in other academic units in the University with regard to their respective careers.

Intellectual contributions: Expand the boundaries of current knowledge and contribute to the advancement of education through intellectual contributions that:

1. Promote development of faculty through professional activities;
2. On-going improvement in the teaching-learning process;
3. Enhance students' awareness of research applications;
4. Develop and disseminate knowledge, especially that which is of interest to, and useful for, urban areas.

Service: Improve the quality of life at Southern University at New Orleans and in the Greater New Orleans Metropolitan area through:

1. Active involvement in the governance of the University;
2. Active participation in professional organizations at the local, state, national and international levels;
3. Providing guidance to student organizations;
4. On-going involvement in community service projects.

The CBA houses the Small Business Development & Management Institute (SBDMI). The SBDMI functions as a community outreach vehicle by providing counseling and business information through seminars and institutes. The College also operates a Small Business Incubator Center on the SUNO campus and a satellite incubator center in New Orleans-East. The college is a founding member of the Greater New Orleans Louisiana Small Business Development Center (LSBDC-GNO), a network of state-wide business development centers attached to academic business units of colleges and universities in Louisiana. The college is also a member of the New Orleans Regional Black Chamber of Commerce.

Undergraduate Programs

Admission Policies

1. Undergraduate students are admitted directly to the College of Business and Public Administration, provided they have declared a major in Business Administration, Computer Information Systems, or Public Administration.
2. Transfer students must meet the same admission standards as resident students. Transfer credit will be accepted when approved by the Dean of the College for courses comparable to those offered by the University. However, credit will not be transferred for courses offered in the College of Business and Public Administration for which the student has earned a grade below C.
3. Credit will not be transferred from community or junior colleges for College of Business and Public Administration upper-level courses (courses numbered 300 or above). Exceptions, however, may be granted in accordance with particular state-wide or inter-institution articulation agreements.

4. Transfer credit will not be given for more than 50 percent of the total business course credit hours required to earn a degree in Business Administration or Computer Information Systems or Public Administration. Total business course credit hours include all Common Body of Knowledge courses and all Major courses.

Common Body of Knowledge

The following core courses are required in all baccalaureate degree programs in the College of Business and Public Administration, except for Public Administration (see the Public Administration degree core under the Public Administration section):

ACCT 201 Introduction to Financial Accounting (Formerly ACCT 211)
ACCT 202 Introduction to Managerial Accounting (Formerly ACCT 222)
BADM 240 Legal Environment of Business
BADM 250 Business Communications
BADM 301 Principles of Finance
MGMT 362 Principles of Management
MKTG 370 Principles of Marketing
BADM 490 Strategic Management and Business Policy
CISP 164 Computer Productivity Applications (Formerly MGIS 164)
CISP 250 Fundamentals of Information Systems (Formerly MGIS 250)
ECON 211 Economic Principles I (Micro)
ECON 222 Economic Principles II (Macro)
ECON 295 Economics and Business Statistics I

Requirements for Graduation

Each student must satisfy the following requirements to graduate with a Bachelor of Science degree from the College:

1. Complete an approved program of study in the College with a cumulative grade point average of 2.0 or higher.
2. Except as noted below, complete each course taken in the College with a grade of C or higher. A grade of D will be accepted for a maximum of one business course taken in the College. However, Computer Information Systems and Public Administration majors may not earn a grade of D in major field courses (CIS or PADM).
3. Complete 60 hours of volunteer/community service.
4. Pass an Exit Examination in the student's major field of study.
5. Satisfy all University requirements.

MS-CIS learning goals and objectives

Ethics: Student will demonstrate an understanding of the importance of ethics and its application in the decision-making process.

- *Objective:* Student is able to differentiate between what is ethical and what is unethical.

Communication: Student is able to apply effective communication skills in a professional environment.

- *Oral Communication Objective:* Student is able to prepare and deliver an effective business presentation.
- *Written Communication Objective:* Student is able to produce well-written documents.

Technology: Student is able to demonstrate technological proficiency and to manage information technology projects to develop information systems that support an organization's needs.

- *Objective A:* Student is able to apply methodologies to develop a system that supports an organization's needs.
- *Objective B:* Student is able to understand project management skills in support of organization's needs.

(For additional information on the CIS graduate program, see School of Graduate Studies section of this Catalog)

OFFICE OF STUDENT SERVICES

The Office of Student Services (OSS) is a unit within the College of Business & Public Administration (CBA). In support of the College's vision to produce innovative thinkers and leaders, it is the goal of OSS to ensure that CBA students successfully matriculate and graduate in a timely manner from Southern University at New Orleans.

As an advocate for students, the OSS staff oversees the overall academic experience of students to make certain that they remain on track in their curricula. OSS works with students to set reasonable educational and career goals. The staff meets with students individually to collaboratively develop a plan/path towards graduation and successful careers.

Specific services of the OSS include:

- Student outreach and new student recruitment
- New student orientation
- Academic advisement and course scheduling
- Graduation auditing and planning
- Financial aid impact counseling
- Academic intervention and academic recovery counseling
- Liaison between students, advisors, and the University
- Academic records management
- Career counseling, career fair, and job placement facilitation
- Field experience and internship coordination
- Crisis intervention
- Student organizations/activities liaison officer

DEPARTMENT OF BUSINESS ADMINISTRATION

Frank Martin, Ph.D., **Chairperson and Dolores Margaret Richard Spikes Endowed Professor of Business Entrepreneurship**

Office: 213 CBA Building

Phone: (504) 286-5028

Email: fmartin@suno.edu

Professors: Amaresh Das, Ph.D.; Frank Martin, Ph.D., Chair; Simeon Okpechi, Ph.D.; Igwe E. Udeh, Ph.D.; Victor Ukpolo, Ph.D. **Associate Professors:** Charles Briggs, Ph.D.; Adrine Harrell-Carter, DBA; **Assistant Professors:** Faisal Al-Khateeb, Ph.D.; Yun Doo Lee, Ph.D.; and Krishna Poudel, Ph.D.

The Department offers a program of study leading to a Bachelor of Science degree in Business Administration.

Vision: The vision of the program is to create unique, dynamic, and vibrant programs that will significantly contribute to the economic and social development of the New Orleans area by providing ethically sensitive, cutting-edge training for management professionals and entrepreneurs to take advantage of business opportunities in areas where New Orleans has a comparative advantage. It is envisioned that the activities of the program will be integrated with the operations of the College of Business and Public Administration's (CBA's) Small Business Development and Management Institute (SBDMI) in such a way as to have a powerful impact on clients of the SBDMI and, therefore, business development in the New Orleans area.

LEARNING GOALS & OBJECTIVES

Ethics: Student will demonstrate an understanding of the importance of ethics and its application in the decision-making process.

- Objective: *Students are able to differentiate between what is ethical and what is unethical.*

Communication: Student is able to apply effective communication skills in a professional environment.

- *Oral Communication Objective:* Student is able to prepare and deliver an effective business presentation.
- *Written Communication Objective:* Student is able to produce well-written documents.

Analysis: Student is able to analyze and solve problems in an organizational setting.

- *Objective:* Student will apply discipline-based principles in addressing organizational problems.

Technology: Student is able to understand the importance of technology in organizations.

- *Technology Understanding Objective:* Students will understand available technology
- *Technology Application Objective:* Students will use available technological tools in various tasks.

Other Program Goals: The Bachelor of Science (BS) in Business Administration addresses the issues of business formation and economic growth in the New Orleans area by providing students with the skills required for a career in any of the functional areas of a business or for successfully starting and operating a business. By combining a broad liberal arts training with discipline-specific coursework, the Business Administration program gives the student the skills necessary for working as managers in small and large businesses and successfully starting and operating a business, including critical thinking, effective speaking and writing, preparation of budgets and financial statements, preparation

of business plans, obtaining financing for business ventures, managerial expertise, research and analytical capabilities. The program contributes to the economic development and growth of the State and the New Orleans area by accomplishing the following goals:

1. Graduating students who are literate in the use of computers.
2. Graduating students who are ethically sensitive and aware.
3. Preparing students to operate as managers and corporate entrepreneurs.
4. Preparing students to organize, manage, and operate their own business by providing them with management and organizational skills, training in business plan preparation, and knowledge of how to obtain financing for new businesses.
5. Exposing students to problems and challenges encountered in operating an actual business. This objective will be achieved through hands-on projects.
6. Contributing to the development of those sectors of the New Orleans economy where New Orleans has a comparative advantage.

Major:

Students choosing Business Administration as a major must choose a Concentration from one of the three areas below:

1. Accounting
2. Entrepreneurship
3. Management

The coursework for the first two years are the same, for every concentration, with a few exceptions. Students take their concentration courses in their junior and senior years.

A major in Business Administration consists of 45 hours of General Education courses, 36 hours in the CBA Business Core, 30 hours in the major, and 9 hours of non-business and free electives, for a total of 120 semester credit hours.

General Education	45
• College Survival Skills	1
• Computer Productivity I	3
• English Composition I & II	6
• Fine Arts (FIAR 101 or MUSC 101)	3
• Humanities (must include COMM 210, ENGL 203, and HIST 210 or 220)	9
• Mathematics – College Algebra and Finite Mathematics	6
• Natural Science	11
• Social/Behavioral Science (ECON 211 and PSYC 210)	6
Business Core	36
• ACCT 201 Intro to Financial Accounting	3
• ACCT 202 Intro to Managerial Accounting	3
• BADM 240 Legal Environment of Business	3
• BADM 250 Business Communication	3
• BADM 301 Principles of Finance	3
• BADM 366 Production Management	3
• BADM 490 Strategic Management & Business Policy	3
• CISP 250 Fundamentals of Information Systems	3

• ECON 222 Economic Principles II (Macro)	3
• ECON 295 Economic and Business Statistics	3
• MGMT 362 Principles of Management	3
• MKTG 370 Principles of Marketing	3

Courses in the Major	30
• BADM Core Courses	6
○ BADM 101 Introduction to Business	3
○ BADM 125 Personal Finance	3
• Business Electives	6
• Concentration Requirements	18

Non-business and Free Electives	9
--	----------

Total Credit Hours	120 hours
---------------------------	------------------

A business elective course is any non-required business course including courses in Computer Information Systems above the level of CISP 164.

Minor:

A minor in Business Administration by non-business majors requires the completion of eighteen (18) hours of business related courses approved by the department chairperson. The eighteen (18) hours must include the following courses:

ACCT 201 Introduction to Financial Accounting	3
ACCT 202 Introduction to Managerial Accounting	3
ECON 211 Economic Principles I (Micro)	3
ECON 222 Economic Principles II (Macro)	3
Business Electives	6
Total Credit Hours	18

Curriculum in Business Administration with Concentration

FRESHMAN YEAR

Course	Hrs. Credit	Course	Hrs. Credit
JRDV 111 (College Survival Skills)	1	ENGL 112 (English Composition II)	3
JRDV 111A (Freshman Assembly)	0	MATH 232 (Finite Math)	3
ENGL 111 (English Composition I).....	3	BIOL 106 (Introduction to Biology II)	3
MATH 151 (College Algebra).....	3	CISP 164 (Computer Productivity Appl) ...	3
BIOL 105 & 105L (Intro. to Biology I).....	4	BADM 101 (Introduction to Business).....	3
BADM 125 (Personal Finance).....	3		
	-----		-----
	14		15

SOPHOMORE YEAR

ACCT 201 (Intro to Financial Acct)	3	ACCT 202 (Intro to Managerial Acct).....	3
BADM 250 (Business Communication).....	3	COMM 210 (Fundamentals of Public Speaking)	3
ECON 211 (Economic Principles I).....	3	ECON 222 (Economic Principles II).....	3
ECON 295 (Economic & Business Statistics)	3	ENGL 203 (Introduction to Literature)	3
CHEM OR PHYS 101	3	Fine Arts Elective (FIAR or MUSC 101), ...	3
CHEM OR PHYS 101 LAB	1		
	-----		-----
	16		15

JUNIOR YEAR

BADM 240 (Legal Environment of Business)	3	CISP 250 (Fund. of Info. Sys).....	3
BADM 362 (Principles of Management)....	3	BADM 301 (Principles of Finance)	3
BADM 370 (Principles of Marketing)	3	BADM 366 (Production Management).....	3
HIST 210 or 220 – U.S. History.....	3	Concentration Core	3
PSYC 210 (General Psychology)	3	Concentration Core	3
	-----		-----
	15		15

SENIOR YEAR

Concentration Core	3	BADM 490 (Strategic Mgmt/Bus. Policy) ..	3
Concentration Core	3	Business Elective.....	3
Concentration Core	3	Business Elective.....	3
Non-Business Elective	3	Concentration Core	3
Non-Business Elective	3	Free Elective.....	3
	-----		-----
	15		15

Total: 120 Credit Hours

COURSE DESCRIPTIONS

ACCOUNTING

ACCT 201. INTRODUCTION TO FINANCIAL ACCOUNTING

3 credit hours

This introductory course focuses on the provision of accounting information to stakeholders who are outside the reporting business organization for their decision making. The course covers basic accounting principles, accounting processes required for measuring business transactions, completing the accounting cycle, and the preparation of financial statements and other business reports. Special emphasis is placed on the theory of debits, credits and analysis of accounts for decision making. The use of new technologies and ethics in preparation and reporting of performance of organizations are emphasized throughout the course. (Pre-requisite: MATH 151)

ACCT 202. INTRODUCTION TO MANAGERIAL ACCOUNTING

3 credit hours

This is the second in the introductory sequence that provides the student with full meaning of Accounting as the Language of Business. The emphasis of the course is on the use of accounting information in the management of the day-to-day operations of business organizations; intermediate and long term strategic financial planning; product pricing; support for ethical decision making; integration of technology in corporate accounting; operational control; and performance evaluation and control. (Prerequisite: ACCT 201)

ACCT 310. GOVERNMENTAL ACCOUNTING

3 credit hours

This course is a study of the accounting techniques and problems of governmental agencies, hospital, schools, and other nonprofit organizations. (Prerequisite: ACCT 202)

ACCT 320. COST ACCOUNTING

3 credit hours

This course is a study of the problems and practices involved in accounting for manufacturing and distributive processes. The course covers budgeting, job order costing, process costing, joint costing, activity-based costing, and standard costing. Emphasis is placed on decision-making. (Prerequisite: ACCT 202)

ACCT 331. INTERMEDIATE ACCOUNTING I

3 credit hours

This course is a study of financial accounting and reporting. The focus is on understanding, preparing, and using financial information. Emphasis is placed on the development and application of generally accepted accounting principles, and financial statement presentation. Accounting for current assets, fixed assets, and current liabilities is covered. (Prerequisite: ACCT 202)

ACCT 342. INTERMEDIATE ACCOUNTING II

3 credit hours

This course is a further study of financial accounting and reporting. Emphasis is placed on long-term liabilities, stockholder's equity, earning per share, leases, pensions, accounting changes, and financial statement analysis. (Prerequisite: ACCT 331)

ACCT 410. FEDERAL AND STATE TAXES

3 credit hours

This course is designed to help the student acquire a general knowledge of the federal and state income tax structures. Emphasis is given to the preparation of returns for individuals. (Prerequisites: ACCT 202)

ACCT 451. ADVANCED ACCOUNTING I

3 credit hours

A study of the basic concepts of accounting for business combinations, partnerships, international operations, and other current issues. (Prerequisite: ACCT 342)

ACCT 462. AUDITING

3 credit hours

This course is a comprehensive study of the procedures involved in the examination of financial statements and reporting on their fairness, and an in depth study of internal control and auditing principles and standards. (Prerequisites: ACCT 320 and 342)

ACCT 465. ACCOUNTING INFORMATION SYSTEMS

3 credit hours

System concepts and their application in the design, implementation, control, and audit of accounting information systems in manual and computerized environments. (Prerequisite: ACCT 202)

BUSINESS ADMINISTRATION**BADM 101 INTRODUCTION TO BUSINESS**

3 credit hours

This course introduces students to the nature of business and entrepreneurship as the vehicle for making money by creating wealth and producing goods and services for profit and not-for-profit in a market economy. Students will be exposed to the various functional areas in business including: accounting, entrepreneurship, economics, finance, management, and marketing, legal environment of business, globalization, and e-business. Ethics in management and reporting of business performance to stakeholders are emphasized throughout the course. (Prerequisites: none)

BADM 125 PERSONAL FINANCE

3 credit hours

This course is designed to prepare students with the basic tools and knowledge necessary to make good financial decisions. Topics such as saving, investing, retirement planning, using credit, buying insurance and cash management will be discussed. (Prerequisites: none)

BADM 240. LEGAL ENVIRONMENT OF BUSINESS

3 credit hours

This course is a study of the foundations of law, including business ethics and international law, the American legal system, contracts, and property. (Prerequisites: ECON 211 and ACCT 201)

BADM 250. BUSINESS COMMUNICATION

3 credit hours

This course provides instruction in the art of researching and writing business memos, business letters, resumes, and business reports. In addition, students are required to prepare and make formal oral presentations using appropriate visual aids. (Prerequisite: ENGL 111 and 112)

BADM 260 INTRODUCTION TO INTERNATIONAL BUSINESS

3 credit hours

The course is an introduction to the tools and knowledge relating to business in the global marketplace. Topics include cultural differences and their effects on buyer behavior and business practices, and opportunities and threats created by globalization. The course will touch upon economics, finance, marketing, distribution, accounting, management and legal/ethical issues. It will cover contemporary issues, such as the impact of e-commerce on international trade. (Prerequisites: BADM 101)

BADM 301. PRINCIPLES OF FINANCE

3 credit hours

This course covers the principal problems of managing the finance function of business firms with emphasis on asset acquisition and management and financial structure planning and management. (Prerequisites: ACCT 201, ECON 211, 222 and 295)

BADM 310. BUSINESS FINANCE

3 credit hours

This course includes the organization of the financial system, examination of financial markets and institutions, commercial banks, international finance and interest rates, decision-making in business finance, examination of capital budgeting, cost of capital, management of fixed and circulating capital, internal financing and dividend policy. (Prerequisites: ECON 211, 222 and BADM 301)

BADM 320. INVESTMENTS

3 credit hours

This course presents an examination of the people, securities and institutions involved in the securities and financial planning industry. This course also covers the analysis of alternative investment vehicles within a risk-return framework. (Prerequisites: ECON 211 and 222, ACCT 202, and BADM 301)

BADM 321. PRINCIPLES OF INSURANCE

3 credit hours

This course presents underlying principles of insurance, analysis of risk, analysis of auto and homeowner's policies plus organization and operational procedures within company structure.

BADM 324. REAL ESTATE PRINCIPLES

3 credit hours

This course provides a comprehensive survey of the real estate field which includes contracts, deeds, leases, mathematics for real estate, and the principles of purchasing and owning real estate.

BADM 366. PRODUCTION MANAGEMENT

3 credit hours

This course covers the fundamental characteristics and problems associated with operations of any organization such as facilities location, aggregate output planning, inventory control, scheduling, and quality control. (Prerequisite: ECON 295)

BADM 420 INVESTMENT SEMINAR

3 credit hours

This course consists of seminars facilitated by the instructor and professionals in the financial services industry. Since the primary objective of the course is to prepare students to take the Series 7 Stock Brokers) Exam, the topics covered are those needed to pass that exam (Prerequisite: BADM 320)

BADM 444. COMMERCE SEMINAR

3 credit hours

This course is a study group designed for seniors to discuss and critically analyze current literature regarding the changing concepts in Business Administration theory and practice. Special surveys and studies are made by the students, aided by the instructor. Oral and written reports are emphasized. (Prerequisites: ACCT 202, ECON 211 & 222, BADM 250, and COMM 210)

BADM 470. BUSINESS INTERNSHIP

3 credit hours

This course provides practical, real-world experiences in the functional business activities the student has learned. Activities in the course provide an arena where student-apprentices can hone their knowledge and skills in areas such as project management; time and money management; team work; managing other people; cross-cultural initiatives; office politics; professional etiquette; mentorship; career planning and interview techniques. (Prerequisites: ECON 211, ACCT 201, and sophomore classification.)

BADM 490. STRATEGIC MANAGEMENT AND BUSINESS POLICY

3 credit hours

This course focuses on the synthesis of the principles of business management with emphasis upon the formation of strategies and policies. The purpose of this course is to enable students to rigorously analyze a firm's competitive environment, its internal resources, and corporate, business, and functional strategies. Building upon this foundation, students practice formulating well-thought out recommendations that are specific and actionable. (Prerequisites: ACCT 202, BADM 240, BADM 301, MGMT 362, and MKTG 370)

ECONOMICS**ECON 211. ECONOMIC PRINCIPLES I (Micro)**

3 credit hours

This course is an introduction to the principles of economics: the economics of the firm, including market demand and supply; costs of production; the market structure of American capitalism; the pricing of products and employment of resources, including the determinants of wages, interest and profits. (Prerequisite:—MATH 151).

ECON 222. ECONOMIC PRINCIPLES II (Macro)

3 credit hours

This course is an introduction to the theory of aggregate income, employment and the price level; economic stabilization policies; economic growth and development; and international economics. (Prerequisite: ECON 211).

ECON 295. ECONOMIC AND BUSINESS STATISTICS

3 credit hours

This course covers the collection, organization, analysis and presentation of economic and business data. Emphasis is placed on the use of description and inferential statistics, regression and correlation analysis. (Prerequisite: MATH 232)

ECON 402. PUBLIC FINANCE

3 credit hours

(Cross-listed as PADM 402)

This course includes public expenditures and budgets; systems, taxation and economic effects; income, sales, land, gift and inheritance taxes; other internal revenues, customs, duties assessment, collection of taxes and debt financing. (Prerequisites: ECON 211, 222)

ECON 411. MONEY AND BANKING

3 credit hours

This course includes the history of banking in the U.S.; the different kinds of banking organizations and systems in the United States with special emphasis on the Federal Reserve System; and attention to different standards and credit instruments. (Prerequisites: ECON 211 and 222)

ECON 412. STATE AND LOCAL GOVERNMENT FINANCE

3 credit hours

(Cross-listed as PADM 412)

An examination of the institutions and procedures involved in the revenue and expenditure decisions at the state and local level of government. Covers the analysis of alternative financing mechanisms (including taxation, bonds and intergovernmental transfers), benefit/cost analysis of government programs and the political process. (Prerequisites: ECON 211, 222)

ENTREPRENEURSHIP

ENTR 101 INTRODCUTION TO BUSINESS AND ENTREPRENEURSHIP 3 credit hours

This course introduces students to the nature of business and entrepreneurship as the vehicle for making money by creating wealth and producing goods and services for a profit in a free enterprise economy. Emphasis is on different forms of business organizations including sole proprietorships, partnerships, corporations, joint ventures, and not-for-profit enterprises. Other topics include: the environment of business, globalization, e-business and internet as they affect national and international trade. A comparison is made between entrepreneurs and intrapreneurs (corporate entrepreneurs) who work for companies. Ethics in management and reporting of business performance to stakeholders are emphasized throughout the course. (Pre-requisites: none)

ENTR 240. FUNDAMENTALS OF ENTREPRENEURSHIP 3 credit hours

This course concentrates on the process of starting a new business. Students will learn how to identify, assess, and develop a business plan as well as how to find and evaluate business opportunities. (BADM or ENTR 101)

ENTR 310. MARKETING FOR ENTREPRENEURS 3 credit hours

This course will cover marketing concepts that are essential to the success of entrepreneurial ventures by concentrating on marketing during the startup and growth stages of new ventures. (Prerequisites: ENTR 240 and MKTG 370)

ENTR 330. FINANCING ENTREPRENEURIAL VENTURES 3 credit hours

This course covers different aspects of the financing of a new or expanding business. Some of the major topics covered are attracting seed capital and growth capital, valuing and pricing new ventures, financial analysis and forecasting, and going public. (Prerequisite: BADM 301, ENTR 240, and Junior standing)

ENTR 400. MANAGING A GROWING BUSINESS 3 credit hours

This course applies management concepts to new and growing businesses. Awareness of legal and ethical issues is one of the important topics in this course. (Prerequisites: ENTR 240 and MGMT 362)

ENTR 440 MANAGING THE FAMILY BUSINESS 3 credit hours

This course examines the unique opportunities and problems of managing a family business through its various stages: founding of the business, training and bringing the children into the business and managing succession (Prerequisites: ENTR 240, MGMT 362)

ENTR 470 ENTREPRENEURSHIP PROJECT 3 credit hours

The objective of this course is to give the student hands-on, real world experience with business operations. Activities may include studying the operations of an actual business, assisting small business owners in writing business plans, helping businesses find solutions to problems, and doing business research in the New Orleans metropolitan area. (Prerequisites: ENTR 470 and Senior standing)

ENTR 479 MARKETING STRATEGY

3 credit hours

(Cross-listed as MKTG 479)

This course is an analytical survey of strategic problems encountered by businesses in distributing goods and services to markets. It takes a marketing-management entrepreneurial approach to solving problems related to product planning, channels of distribution, pricing, advertising, and personal selling. Course emphasizes role of consumers in the marketing process and integrates all the concepts of marketing. (MKTG 370 and Senior Standing)

MANAGEMENT**MGMT 362. PRINCIPLES OF MANAGEMENT**

3 credit hours

This course emphasizes the relationships among the functional areas of business.

It includes the study of planning, organizing, staffing, directing, and controlling an enterprise. Ethical managerial decision-making within the social, economic and regulatory environment of the enterprise is also examined. (Prerequisites: ACCT 202 & ECON 211)

MGMT 364 HUMAN RESOURCE MANAGEMENT

3 credit hours

This course conceptualizes human capital as the fundamental building block and lever for organizations to achieve and sustain a competitive advantage. Students will acquire knowledge in various human resource management functions, including planning, recruitment, selection, placement, development, maintenance and reward of employees. (Prerequisites: MGMT 362)

MGMT 365 ORGANIZATIONAL BEHAVIOR

3 credit hours

(Cross-listed as PADM 301)

In this course, students will study a wide range of organizational situations and examples of human behavior (e.g., individual perception and learning; personality dispositions; motivation; group/team work etc.), and connect them to foundational theories in management and effective practical management methods. (Prerequisites: PSYC 210 & MGMT 362)

MGMT 371 INTRODUCTION TO SUPPLY CHAIN MANAGEMENT

3 credit hours

(Cross-listed as MKTG 371)

This course is an exploration of principles, concepts, and practice of supply chain management for efficient cross-functional linkage of the upstream supplier and the downstream customers. (Prerequisites: BADM 366, MGMT 362 & MKTG 370)

MGMT 491 LEADERSHIP AND DECISION MAKING

3 credit hours

The course introduces students to both foundational and emerging paradigms in leadership and decision making. The course will equip students with fundamental leadership skills including problem-solving, critical thinking, conflict resolution, consensus building, and goal setting. Hands-on instruction in self-assessment, case analysis, and experiential exercises is included. (Prerequisites: COMM 210 & MGMT 362)

MGMT 493 PROJECT MANAGEMENT AND ANALYSIS

3 credit hours

(Cross-listed as CISP 451)

This course covers the fundamentals of project management techniques for planning and controlling costs, quality in information technology design, development, and implementation. The course

examines project management tools and strategies for cost estimating, budgeting, contract pricing, value analysis, variance analysis, and post-completion audits. (Prerequisite: MGMT 362)

MARKETING

MKTG 370. PRINCIPLES OF MARKETING

3 credit hours

This course studies our present-day marketing system from the viewpoint of the firm's owner or manager. Subjects covered include marketing ethics, feasibility analysis, consumers, products and services, advertising, promotion, channels of distribution, pricing, market research, and international marketing. (Prerequisites: ECON 211)

MKTG 371 INTRODUCTION TO SUPPLY CHAIN MANAGEMENT

3 credit hours

(Cross-listed as MGMT 371)

This course is an exploration of principles, concepts, and practice of supply chain management for efficient cross-functional linkage of the upstream supplier and the downstream customers. (Prerequisites: BADM 366, MGMT 362 & MKTG 370)

MKTG 372. MARKETING MANAGEMENT

3 credit hours

Marketing policies, techniques and methods, including product and brand development, channels of distribution, promotion and pricing. (Prerequisite: MKTG 370)

MKTG 374 INTRODUCTION TO RETAILING

3 credit hours

The course covers profit planning and business control; buying, stock control, pricing, promotion; store location/layout organization, policies, systems; coordination of store activities. (Prerequisites: BADM 250 and MKTG 370)

MKTG 376 PERSONAL SELLING

3 credit hours

This course will focus on personal selling presentations and relationship development. Students will examine consultative selling techniques and relationship management strategy in order to add value through selling. Students are required to simulate a number of sales presentations using video equipment to analyze their presentations. (Prerequisites: BADM 250; MKTG 370)

MKTG 377 INTEGRATED MARKETING COMMUNICATION

3 credit hours

To develop a Marketing Concentration. Integrated Marketing Communications should be a course in the Marketing Concentration since this course will instruct the students in the areas of advertising, public relations, personal selling, and promotional packaging. (Prerequisites: BADM 250 and MKTG 370)

MKTG 385 CONSUMER BEHAVIOR

3 credit hours

The topics covered in this course include the following: consumer attitudes, motivations, reactions in market, drawing on marketing, economics, psychology, sociology theories. (Prerequisites: BADM 250 and MKTG 370)

MKTG 478 MARKETING RESEARCH

3 credit hours

This course analyzes marketing problems and basic research designs. Topics include: basic data collection methods; formulation of problems; sources of information; composition of data collection forms; design of samples; tabulation of data; analysis of data; preparation of reports. Actual problems

and cases are utilized. (Prerequisites: ECON 295 and MKTG 370)

MKTG 479 MARKETING STRATEGY

3 credit hours

(Cross-listed as ENTR 479)

This course is an analytical survey of strategic problems encountered by businesses in distributing goods and services to markets. It takes a marketing-management entrepreneurial approach to solving problems related to product planning, channels of distribution, pricing, advertising, and personal selling. Course emphasizes role of consumers in the marketing process and integrates all the concepts of marketing. (MKTG 370 and Senior Standing)



BS-COMPUTER INFORMATION SYSTEMS (CIS)

David Alijani, Ph.D., **Chair**

Office: 110 CBA Building

Phone: (504) 286-5142/5141

Email: dalijani@suno.edu

Professors: David Alijani, Ph.D.

Associate Professor: Obyung Kwun, Ph.D., Muhammed Miah, Ph.D.; Yanjun Yu, Ph.D. **Assistant**

Professors: Nabie Conteh, Ph.D.; Robert Elliot, Ph.D.; Samuel Eweni, Ph.D.

VISION

The Computer Information Systems Department provides education and a degree in Computer Information Systems that equip a predominantly urban student body, especially those from the New Orleans metropolitan area, with knowledge and skills essential for careers in business and government, or for pursuing further studies.

MISSION

The purpose of the Computer Information Systems Department is to provide Southern University at New Orleans (SUNO) students with a high quality, state-of-the-art information systems education. The Bachelor of Science in Computer Information Systems (BS-CIS) program provides students with a foundation in the dual functional areas of business and computing technologies, thus enabling graduates to pursue both technical and managerial careers in all types of organizations, both public and private. The program also implements processes and procedures that facilitate the retention and nurturing of CIS majors throughout their matriculation at SUNO. It builds on the core goals of the College of Business and Public Administration (CBA) in preparing students for social and technical analyses, design, development, implementation, and management of computer-based information systems. In addition, the department also supports the mission of the University to create and maintain an environment conducive to learning and growth for all members of the university community and the community at large.

LEARNING GOALS & OBJECTIVES

Ethics: Student will demonstrate an understanding of the importance of ethics and its application in the decision-making process.

- *Objective: Students are able to differentiate between what is ethical and what is unethical.*

Communication: Student is able to apply effective communication skills in a professional environment.

- *Oral Communication Objective:* Student is able to prepare and deliver an effective business presentation.
- *Written Communication Objective:* Student is able to produce well-written documents.

Analysis: Student is able to analyze and solve problems in an organizational setting.

- *Objective:* Student will apply discipline-based principles in addressing organizational problems.

Technology: Student is able to understand the importance of technology in organizations.

- *Technology Understanding Objective:* Students will understand available technology

- *Technology Application Objective:* Students will use available technological tools in various tasks.

The Undergraduate Program in CIS

A Bachelor of Science degree in Computer Information Systems (BS-CIS) requires one hundred and twenty (120) semester credit hours which are distributed as follows:

Major Required Courses 30 hours

Course #	Title	Hrs. Credit
CISP 200	Programming I	3
CISP 201	Programming II	3
CISP 260	E-Business and Web Application Development	3
CISP 311	Data Structures & Algorithm Design	3
CISP 315	Data Communications and Networks	3
CISP 320	System Analysis and Design	3
CISP 415	Database Management Systems	3
CISP 426	Application of Object-Oriented Technology	3
CISP 428	Network/Internet Security Management	3
CISP 451	Project Management	3

Major Electives 6 hours

Course #	Title	Hrs. Credit
CISP 420	Independent Study	3
CISP 430	Data Mining for Business Intelligence	3
CISP 435	Applications of Information Security	3
CISP 460	Database Administration	3
CISP 481	Internship	3

Business Core 30 hours

Course #	Title	Hrs. Credit
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
BADM 240	Legal Environment of Business	3
BADM 250	Business Communication	3
BADM 301	Principles of Finance	3
BADM 490	Strategic Management & Business Policy	3
CISP 250	Fundamentals of Information Systems	3
ECON 295	Economic and Business Statistics	3
MGMT 362	Principles of Management	3
MKTG 370	Principles of Marketing	3

General Education Requirements 39 hours

Mathematics

Course #	Title	Hrs. Credit
MATH 161	Pre-Calculus	3

MATH 162	Trigonometry	3
English		
Course #	Title	Hrs. Credit
ENGL 111	English Composition I	3
ENGL 112	English Composition II	3
Social Science		
Course #	Title	Hrs. Credit
ECON 211	Economic Principles I (Micro)	3
ECON 222	Economic Principles II (Macro)	3
Natural Science		
Course #	Title	Hrs. Credit
BIOL 105/105L	General Biology I (Non-Science Majors)	3
BIOL 106/106L	General Biology II (Non-Science Majors)	3
PHYS/CHEM	Natural Science	3
Humanities		
Course #	Title	Hrs. Credit
COMM 210	Fundamentals of Public Speaking	3
HIST 210 or 220	United States History	3
ENGL 203	Introduction to Literature	3
Fine Arts		
Course #	Title	Hrs. Credit
Fine Art Elective	Introduction to Art or Survey of Music	3
Other Courses		
Course #	Title	15 hours Hrs. Credit
CISP 164	Computer Productivity Applications I	3
CISP 166	Computer Productivity Applications II	3
MATH 232	Finite Mathematics	3
BIOL 105L	General Biology I Lab	1
BIOL 106L	General Biology II Lab	1
Free Elective		3
JRDV 111	College Survival Skills	1
JRDV 111A	Freshman Assembly	0
Total Credit Hours		120 hours

For an undergraduate degree, a grade of C or better is required in each CIS course. A comprehensive CIS examination is also administered in addition to the general university graduation requirements.

Some suggested course sequences for CIS Minors -

Business Majors: CISP 164, 166, 250, 260, 320, and 480.

Science Majors: CISP 166, 200, 201, 250, 315, and 415

The CIS faculty advisors can provide additional suggestions for specific student needs for other majors.

Curriculum in Computer Information Systems

FRESHMAN YEAR

Course	Hrs. Credit	Course	Hrs. Credit
ENGL 111 - English Composition I	3	ENGL 112 - English Composition II.....	3
MATH 161 - Pre-Calculus	3	MATH 162 - Trigonometry	3
CISP 164 - Computer Prod. Applications I...	3	CISP 166 - Computer Prod. Applications II	3
BIOL 105/105L - General Biology I Lec. & Lab	4	BIOL 106 - General Biology II Lec.	3
JRDV 111 - College Survival Skills.....	1	BIOL 106L - General Biology II Lab	1
JRDV 111A - Freshman Assembly	0	FIAR 101 or MUSC 101.....	3
	----		----
	14		16

SOPHOMORE YEAR

CISP 200 - Programming I.....	3	CISP 201 - Programming II.....	3
HIST 210 or 220 - U.S. History Elective...	3	CISP 250 - Fundamentals of Info. Systems	3
ACCT 201 - Intro to Financial Accounting	3	ACCT 202 - Intro to Managerial Accounting	3
BADM 250 - Business Communication	3	ECON 222 - Economic Principles II-Macro	3
ECON 211 - Economic Principles I-Micro..	3	PHYS/CHEM - Natural Science Elective....	3
	----		----
	15		15

JUNIOR YEAR

CISP 260 - E-Bus. and Web App. Dev.	3	CISP 315 - Networks and Telecommunications	3
ENGL 203 - Intro to Literature.....	3	CISP 320 - Systems Analysis & Design....	3
BADM 240 - Legal Environment of Business	3	ECON 295 - Econ & Bus. Statistics I	3
MATH 232 - Finite Math	3	COMM 210 - Fundamentals of Public Speaking	3
CISP 311 - Data Structures & Algo. Des. ...	3	MGMT 362 - Principles of Management ..	3
	----		----
	15		15

SENIOR YEAR

CISP 415 - Database Management Systems	3	CISP 451 - Project Management	3
CISP 426 - App. of Object-Oriented Tech.	3	CISP 428 - Network/Internet Security.....	3
CISP Elective	3	BADM 490 - Strategic Mgmt & Bus. Policy	3
BADM 301 - Principles of Finance	3	CISP Elective	3
MKTG 370 - Principles of Marketing	3	Free Elective.....	3
	----		----
	15		15

Total: 120 Credit Hours

***Important Note: Students considering a CIS major, especially new freshmen, should see CBA Office of Student Services or a CIS Faculty Member for advisement or if they have any questions.**

COMPUTER INFORMATION SYSTEMS COURSE DESCRIPTIONS

CISP 164 COMPUTER PRODUCTIVITY APPLICATIONS I 3 credit hours

This course introduces students to information processing systems and the part each element plays in those systems. It covers computer terminology, the programming development cycle, computer methods, the history of data representation, computer applications, the impact of the computer on society, and future directions for development. An introduction to Microsoft Office applications including word processing (Word), spreadsheets (Excel), databases (Access), and presentation graphics (PowerPoint) will also be covered.

CISP 166 COMPUTER PRODUCTIVITY APPLICATIONS II 3 credit hours

This course is designed to improve students' skills as knowledge workers through effective and efficient use of the Internet and advanced software packages. It covers software functionality to support personal and group productivity, i.e., Microsoft Word, PowerPoint, Excel, and Access, and developing computer (Prerequisite: CISP 164).

CISP 200 PROGRAMMING I 3 credit hours

This course introduces students to structured programming techniques for computer problem solving. Topics to be covered include: processing data, designing input and output, program design and code, data types, control structures, functions/libraries and file/streams (Prerequisite: CISP 164).

CISP 201 PROGRAMMING II 3 credit hours

This course builds upon the knowledge gained in CISP 200, providing additional instruction and practice in both the theory and practice of structured programming techniques leading to more complex algorithms. Topics to be covered: designing efficient algorithms, file processing, modular constructs, inter-function communication, and table searching/sorting (Prerequisite: CISP 200).

CISP 250 FUNDAMENTALS OF INFORMATION SYSTEMS 3 credit hours

This course provides students with an understanding of the basic system theory, planning for technology, the organizational decision-making process, and how information is used for decision support in organizations. It also provides an in depth knowledge of: hardware and software; general computer information systems structures; information systems design and operations; ethical issues related to information systems design and use; the historical development of information systems; and the future direction of computer information systems processing (Prerequisite: CISP 164).

CISP 260 E-BUSINESS AND WEB APPLICATION DEVELOPMENT 3 credit hours

This course introduces the developmental life cycle of Web based information systems for e-Business. The emphasis is on online business processes, technologies, methods, and application development tools. A team written research project is required (Prerequisite: CISP 166).

CISP 311 DATA STRUCTURES & ALGORITHM DESIGN

3 credit hours

This course focuses on the design, programming, testing and implementation of larger programs in a problem solving environment. System topics are covered with an object-oriented and client/server approach and data structure topics include: arrays, records, pointers and linked lists, file structures, sets, stacks and queues, trees and sorting. How to approach and solve major programming projects is stressed with an emphasis on recursive solutions (Prerequisites: CISP 201).

CISP 315 DATA COMMUNICATIONS AND NETWORKS

3 credit hours

This course introduces the fundamental concepts of data networks in terms of the ISO layered architecture. It covers a variety of telecommunications topics such as ISO models and ANSI/IEEE standards for local and wide area networks. Emphasis is upon the analysis and design of network applications in organizations and management of telecommunications networks. Students learn to evaluate, select and implement different communication options within an organization (Prerequisite: CISP 250).

CISP 320 SYSTEMS ANALYSIS AND DESIGN

3 credit hours

This course covers all aspects of the system life cycle using automated tools for practice with practical applications. Some of the topics include: data gathering and documentation; hardware, software and network selection to meet the system needs; design of system output, input, files and processing procedures; system controls; project management using automated tools; program specifications; testing, implementation options; and evaluation (Prerequisite: CISP 250).

CISP 415 DATABASE MANAGEMENT SYSTEMS

3 credit hours

This course covers the fundamentals of database systems essential for information management. Focusing primarily on relational databases, the course presents the entity-relationship model, query processing and normalization. It provides an understanding of data modeling, database design, database implementation, and other aspects of database management. The laboratory component utilizes Microsoft Access and the SQL language (Prerequisite: CISP 250).

CISP 420 INDEPENDENT STUDY

3 credit hours

This course is designed to allow the student to apply knowledge and understanding of computers and systems to selected advanced topics. Certain research topics, as pursued by the CISP faculty, are also offered under this number (Prerequisite: CISP 250).

CISP 426 APPLICATIONS OF OBJECT-ORIENTED TECHNOLOGY

3 credit hours

The course introduces students to object-oriented programming concepts, such as classes, objects, methods, interfaces, inheritance, etc. These concepts are emphasized through extensive programming examples and assignments using object-oriented programming language (Java) that require problem solving, algorithm development, top-down design, modular programming, debugging, and testing. Additionally, the course continues to build on the students' experience with control structures (i.e., selection, iteration, and recursion), data types (e.g., arrays, strings, and pointers), and fundamental algorithms for operations (Prerequisite: CISP 201).

CISP 428 NETWORK/INTERNET SECURITY MANAGEMENT

3 credit hours

This course provides a detailed perspective on protecting computer-based information in a modern networked environment. It covers a wide range of technical issues and topics including a study of

network and distributed systems security; web security; network threats: vulnerabilities and risks; computer crime; encryption and virtual private networks; and network security technologies, such as firewalls and intrusion detection (Prerequisite: CISP 315).

CISP 430 DATA MINING FOR BUSINESS INTELLIGENCE

3 credit hours

This course introduces basic data mining technologies, and their uses for business intelligence. It also helps students to understand the basic algorithms and techniques in the knowledge discovery process such as data pre-processing, data mining and post-process evaluation, and apply these to create decision making solutions in business world (Prerequisite: CISP 415).

CISP 435 APPLICATIONS OF INFORMATION SECURITY

3 credit hours

This course focuses on the tools and concepts of information security to mitigate and respond to application risks. The theory and operation of information security tools and techniques, such as user authentication, access control, SQL injection, and Cross-site scripting, are discussed, and students design and test their applications in a variety of scenarios such as injecting into SQL and finding vulnerabilities in source code. Topics include software-, hardware-, host-, and network based solutions (Prerequisite: CISP 428).

CISP 451 PROJECT MANAGEMENT (Cross-listed as MGMT 493)

3 credit hours

This course introduces students to project management theory, skills, and tools. Students will use these resources to develop an extensive project that utilizes computer system concepts and builds on previous course work. A required paper and presentation associated with this project also reinforce writing and oral presentation skills (Prerequisite: MGMT 362)

CISP 460 DATABASE ADMINISTRATION

3 credit hours

This course addresses the database administration skills covering installing, configuring and tuning a database; administering servers and server groups; managing and optimizing schemas, tables, indexes, and views; creating logins; configuring permissions; assigning roles and performing other essential security tasks, backup and recovery, automation and maintenance (Prerequisite: CISP 415).

CISP 480 E-COMMERCE

3 credit hours

This course explores the role of the Internet in the conduct of business activities with an emphasis on the implications of business-to-business and business-to-consumer connection as a result of electronic communications, particularly the Internet. The course will introduce the basic culture, the terminology and the components needed to understand the Electronic Commerce environment. Students will learn basic web design skills. Topics to be covered include Benefits and Limitations of E-Commerce, Business Models, Internet Infrastructure, Electronic Payment Systems, Internet Security, and Legal, Ethical, and Public Policy Issues (Prerequisite: CISP 250).

CISP 481 INTERNSHIP

3 credit hours

This course provides learning experience in the field of Computer Information Systems under the general supervision of a MIS faculty member and direct supervision of an Information Systems Professional. Grading will be based on the faculty member's evaluation, a written report by the professional supervisor and a written report by the student (Prerequisite: CISP 250).

DEPARTMENT OF PUBLIC ADMINISTRATION

Igwe E. Udeh, PhD, **Acting Chair, Dean and Alvin James Lawson Endowed Professor of Business**

Office: College of Business and Public Administration Building, Suite 212

Phone: (504) 286-5330 Fax: (504) 286-5304

Email: iudeh@suno.edu

Shelina T. Gethers, B.S., **Administrative Assistant III**

Office: 109 College of Business Building

Phone: (504) 286-5141 Fax: (504) 286-5304

Email: sgethers@suno.edu

Associate Professor: Biruk Alemayehu, PhD

Assistant Professor: Patricia B. Robertson, PhD

The department offers a program of study leading to a Bachelor of Arts degree in Public Administration.

Vision

The Bachelor of Arts degree program in Public Administration provides students with a general foundation on the nature of the public workplace and its political and legal environments. This major prepares students for professional employment and leadership in government and nonprofit organizations. The program provides specialized training in management and management-related skills. The Public Administration program addresses issues of governance, organization, and policy in a democratic society and provides students with the skills required for successful executive and administrative careers in public service and nonprofit agencies. By combining a broad liberal arts training with discipline-specific coursework, the Public Administration program introduces many of the skills necessary for professional participation in public service, including critical thinking, effective speaking and writing, understanding of budgets and financial statements, research and analytical capabilities. The vision of the program includes preparing students for careers in public service; preparing students for further studies; and helping students to become better participants in the democratic process. The program will:

1. Prepare students for productive, fulfilling careers in public and nonprofit administration, especially in federal, state and local governments.
2. Promote an understanding and appreciation of the functions and value of government in the society.
3. Contribute to the improvement of governance and societal institutions.

MISSION

The Public Administration Department provides education and a degree in public administration that equip a predominantly urban student body, including those from the New Orleans Metropolitan Area, with knowledge and skills essential for careers in government and non-profit organizations or for further studies.

LEARNING GOALS & OBJECTIVES

Ethics: Student will demonstrate an understanding of the importance of ethics and its application in the decision-making process.

- Objective: *Students are able to differentiate between what is ethical and what is unethical.*

Communication: Student is able to apply effective communication skills in a professional environment.

- *Oral Communication Objective:* Student is able to prepare and deliver an effective business presentation.
- *Written Communication Objective:* Student is able to produce well-written documents.

Analysis: Student is able to analyze and solve problems in an organizational setting.

- Objective: Student will apply discipline-based principles in addressing organizational problems.

Technology: Student is able to understand the importance of technology in organizations.

- *Technology Understanding Objective:* Students will understand available technology
- *Technology Application Objective:* Students will use available technological tools in various tasks.

Major

The Public Administration curriculum consists of 42 hours of General Education courses, 45 hours of Administrative Core courses, and 33 hours of courses in the major. These courses provide students with knowledge of:

- The political culture of public work
- The economic environment of the public sector
- The legal environment of the public sector
- Organization theories
- Management theories
- Management and public accountability best practices
- Policy operationalization processes

A Bachelor of Arts degree in Public Administration requires one hundred and twenty (120) semester credit hours which are distributed as follows:

General Education	42 hours
<ul style="list-style-type: none"> • CISP 164 – Computer Productivity I • ENGL 111 & 112 - English Composition • Fine Arts - FIAR 101 or MUSC 101 • Humanities - HIST 210/220 & ENGL 203 • JRDV 111 - Freshman Assembly/Survival Skills • MATH 151 & 232 - Mathematics • Natural Science BIOL and CHEM or PHYS • Social/Behavioral Science (SOCL 210 & PSYC 210) 	3 6 3 6 1 6 11 6
Administrative Core	45 hours

• ACCT 201, 202 Intro to Financial and Managerial Accounting	6
• ACCT 310 Governmental Accounting	3
• COMM 210 Fundamentals of Public Speaking	3
• ECON 211, 222 Economic Principles (Micro and Macro)	6
• Foreign Language	6
• Free Elective	3
• GEOG 110 Survey of Regional Geography	3
• MATH 250 Elementary Statistics	3
• POLI 110 American Government	3
• POLI 210 State & Local Government	3
• SOCL 347 Quantitative Research Method	3
Courses in the Major	33 hours
• PADM 101 Orientation to Public Administration	3
• PADM 250 Intro to Pub Administration	3
• PADM 301 Organization Theory	3
• PADM 310 Public Personnel Administration	3
• PADM 320 Managing Municipal Services	3
• PADM 385 Governmental Budgeting	3
• PADM 400 Ethics in Public Service	3
• PADM 402 Public Finance	3
• PADM 405 Public Policy & Administration	3
• PADM 412 State & Local Govt. Finance	3
• PADM 425 Public Service Internship	3
Total	120 hours

In addition, the public administration curriculum heightens students critical, analytical and communication skills through case studies and exercises. The capstone requirement of a public service internship demands integration of knowledge from both general studies and major studies by focusing students on specific cases and work place applications.

Curriculum in Public Administration

FRESHMAN YEAR

Course	Hrs. Credit	Course	Hrs. Credit
ENGL 111 (English Composition I)	3	ENGL 112 (English Composition II).....	3
MATH 151 (College Algebra)	3	MATH 232 (Finite Math)	3
BIOL 105/105L (Intro. to Biology I Lec. & Lab)4		BIOL 106 (Intro. to Biology II Lec.).....	3
JRDV 111 (College Survival Skills).....	1	GEOG 110 (Survey of Regional Geography) 3	
JRDV 111A (Freshman Assembly).....	0	FIAR 101 (Introduction of Art)	3
PADM 101 (Orientation to Pub.Admin.)....	3		
	-----		-----
	14		15

SOPHOMORE YEAR

ECON 211 (Economic Principles I)	3	ACCT 202 (Intro to Managerial Acct.)	3
ACCT 201 (Intro to Financial Accounting) 3		ECON 222 (Economic Principles II).....	3
POLI 110 (American Government).....	3	GEOG 110 (Survey of Regional Geog).....	3
Intro. To Foreign Language	3	Advanced Foreign Language	3
CHEM 101/101L or PHYS 101/101L.....	4	PADM 250 (Intro. to Public Administration) 3	
	-----		-----
	16		15

JUNIOR YEAR

COMM 210 (Fundamental of Speech).....	3	PADM 310 (Public Personnel Admin.).....	3
HIST 210/220 (U.S. History)	3	PSYC 210 (General Psychology)	3
ENGL 260 (Technical Writing)	3	SOCL 210 (Intro. To Sociology).....	3
PADM 301 (Organ. Theory & Practice)	3	PADM 320 (Managing Municipal Services) 3	
POLI 210 (State & Local Government)	3	ENGL 203 (Writing About Literature)	3
	-----		-----
	15		15

SENIOR YEAR

ACCT 310 (Governmental Accounting)	3	SOCL 347 (Quantitative Research Method) 3	
MATH 250 (Elementary Statistics).....	3	PADM 405 (Public Policy & Administration.. 3	
PADM 385 (Government Budgeting)	3	PADM 402 (Public Finance).....	3
PADM 400 (Ethics in Public Administration) 3		PADM 412 (State & Local Govern Fin).....	3
Free Elective	3	PADM 425 (Public Service Internship)	3
	-----		-----
	15		15

Total: 120 Credit Hours

Minor:

A minor in Public Administration requires the completion of eighteen (18) hours of public administration related courses approved by the department chairperson. The eighteen (18) hours must include:

- | | |
|---|----------------|
| 1. PADM-101 Orientation to Public Administration | 3 hours |
| 2. PADM-250 Introduction to Public Administration | 3 hours |
| 2. PADM-301 Organization Theory and Practice | 3 hours |
| 3. PADM-405 Public Policy and Administration | 3 hours |

Additional six (6) credit hours selected form the following list of courses:

- | | |
|--|---------|
| POLI-210 State and Local Government | 3 hours |
| PADM-310 Public Personnel Administration | 3 hours |
| PADM 320 Managing Municipal Services | 3 hours |
| PADM-340 Administrative Leadership | 3 Hours |
| PADM-385 Government Budgeting | 3 Hours |
| PADM-400 Ethics in Public Service | 3 hours |
| PADM-415 Administrative Law | 3 hours |

PUBLIC ADMINISTRATION COURSE DESCRIPTIONS**PADM 101 PADM 101 Orientation to Public Administration** 3 credit hours

The course provides awareness of public and nonprofit career options and professions; exposure to public service champions and the history of public service education; and introduces the unique roles of public service in a democratic society. This course will be hands-on and interactive.

PADM 250 Introduction to Public Administration (same as POLI 320) 3 credit hours

This course is an introduction to the basic problems of public administration, organizations, management, coordination, responsibility, personnel, budgeting, the information of policy needs and means, and the machinery of administration.

PADM 301 Organization Theory and Practice 3 credit hours

(Cross-listed as MGMT 365)

This course is designed to provide analysis of the role of organizations in contemporary society. Particular emphasis will be on decision-making of governmental organizations. Other organizational issues will be discussed. (Prerequisite: PADM 250)

PADM 310 Public Personnel Administration 3 credit hours

This course is designed to study the development of the national, state and local civil service. It will also focus on the merit system: problems of selection, training, classification, promotion, service ratings, in-service training, discipline and retirement. All personnel issues will be included for discussion. (Prerequisite: PADM 250)

PADM 320 Management of Municipal Services

3 credit hours

This course is designed to study the nature, objectives, and functioning of services customarily found in urban communities. It also studies municipal organizational structures; agency responsibilities; methods of operation; and limitations. Problems of local units of government in the urban environment will also be discussed. (Elective) (Prerequisite: PADM 250)

PADM 340 Administrative Leadership

3 credit hours

This course is designed to study elements of leadership as applied to selected administrative situations in the field of management. It also studies social, psychological and behavioral theories of organization. Emphasis will be on concepts of administrative leadership. (Prerequisite: PADM 250)

PADM 385 Government Budgeting

3 credit hours

This course is designed to study the role of fiscal planning and management in the administrative processes. Focus will be on budgetary theory, budget-making process, inter-governmental fiscal relations. Problems of fiscal administration and budgeting will also be studied. (Prerequisite: ACCT 202)

PADM 400 Ethics in Public Service

3 credit hours

This course is designed to provide students with the tools necessary for making difficult moral choices, in both their personal lives, as well as their professional lives. It motivates students to recognize, analyze, discuss and develop decision-making skills in regards to ethical issues in the public sector. Professional codes of ethics are the main focus. (Prerequisite: PADM 250)

PADM 402. PUBLIC FINANCE

3 credit hours

(Cross-listed as ECON 402)

This course includes public expenditures and budgets; systems, taxation and economic effects; income, sales, land, gift and inheritance taxes; other internal revenues, customs, duties assessment, collection of taxes and debt financing. (Prerequisites: ECON 211, 222)

PADM 405 Public Policy & Administration

3 credit hours

This course is designed to offer analysis of the motives for government decision-making and elaboration of policy-making processes. It will study investigation of the problems of policy formation, measurement and outcome prediction. Emphasis will be on why governments are responsible for certain duties and the impact governmental policies have on our daily lives. (Prerequisite: PADM 301)

PADM 412. STATE AND LOCAL GOVERNMENT FINANCE

3 credit hours

(Cross-listed as ECON 412)

An examination of the institutions and procedures involved in the revenue and expenditure decisions at the state and local level of government. Covers the analysis of alternative financing mechanisms (including taxation, bonds and intergovernmental transfers), benefit/cost analysis of government programs and the political process. (Prerequisites: ECON 211, 222)

PADM 415 Administrative Law

3 credit hours

This course studies delegation of powers and elements of fair administrative procedures. It also studies judicial control over administrative determination. Emphasis will be on administrative law and procedures common to public agencies. (Prerequisite: PADM 250)

PADM 425 Public Service Internship

3 credit hours

This course is designed to provide supervised work with national, state or local government agencies or political organizations. Participation in staff and internship conferences are required of all students. It requires 90 hours of practical work and extensive analytical reports. Course must be completed in one semester. Internship program, job, site, and organization must be approved by advisor and department chair prior to enrollment in the course. (Prerequisites: PADM 250 and senior standing)



SMALL BUSINESS DEVELOPMENT AND MANAGEMENT INSTITUTE

Cynthia K. Beaulieu, **Director**

Office: CBA Small Business Incubator Building, Suite #151

Phone: (504) 286-5032 Fax: (504) 284-5421

Email cbeaulieu@suno.edu

Diana B. Thomas, **Small Business Advisor**

Office: CBA Small Business Incubator Building, Suite #154

Phone: 284-5512 Fax: (504) 284-5421

Email dthomas@suno.edu

Corine Herman, **Administrative Assistant**

Office: CBA Small Business Incubator Building, Reception Area

Phone: (504) 284-5514 Fax: (504) 284-5421

Email cherman@suno.edu

Program Description

Purpose

The Small Business Development & Management Institute (SBDMI) was established to provide high quality technical assistance and small business incubation to small and emerging businesses in the Greater New Orleans Area and surrounding parishes through one-on-one counseling, seminars, workshops, entrepreneurial training classes and business outreach and support activities. Additionally, the SBDMI provides hands-on learning to small business clients through business development activities facilitated by the SBDMI staff and the College of Business and Public Administration (CBA) faculty and students.

The SBDMI is located within the CBA, Southern University at New Orleans. It is housed in a 10,000 square foot stand-alone building made possible through a grant from the Department of Education's Title III program. Both the SBDMI staff and the SUNO Small Business Incubator are domiciled in this pleasant and attractive atmosphere adjacent to the main College of Business building. The SBDMI was created by the Louisiana State Legislature in 1985 to be housed in the College of Business and has provided invaluable services to many small businesses.

The SUNO Small Business Incubator (SUNO, Inc.) is operated by the SBDMI and was initiated by a HUD grant. The program serves the local community in the development of start-up and support for fledgling companies by providing entrepreneurs with an array of targeted resources and services. The business incubator's main goal is to produce successful enterprises that will leave the program financially viable and freestanding. Incubator graduates have been able to create jobs, revitalize neighborhoods, and strengthen the local and regional economies.

Mission

The Mission of the SBDMI is to enhance the economic wellbeing of the citizens of Greater New Orleans area and surrounding regions by providing comprehensive, high-quality technical assistance to existing and potential small businesses, and to promote the formation and growth of small businesses in order to expand and diversify the local and regional economy.

The SBDMI fulfills its mission by providing basic professional management consultancy services through individual counseling, business seminars/workshops, small business incubation, and a large collection of business information resources. The SBDMI has identified its target markets as those individuals in the pre-venture stage, start-up businesses, and on-going businesses that are primarily comprised of 1-20 employees.

Vision Statement

The vision of the SBDMI is to position small and emerging businesses to become a vital force in the economic development of the Greater New Orleans area and the State of Louisiana by increasing entrepreneurship, empowering businesses through the development of sustained financial strategies, providing education and training for the workforce of the small and emerging businesses, and securing procurement opportunities for these businesses.

Goals

1. Provide entrepreneurs and small business owners' opportunities to learn more about starting and managing their small business.
2. Provide entrepreneurs and small business owners' management and technical assistance in planning, implementing, and controlling their ventures.
3. Provide a research support system that generates information for entrepreneurs and small business owners that relates to starting and managing small businesses.
4. Establish and maintain an environment conducive to business incubation that will contribute to business faculty and student academic growth through hands-on learning that will enable business students to acquire skills and abilities necessary for careers in business, industry, and entrepreneurship.
5. Promote the growth of workforce development opportunities for small businesses in order to expand and diversify the local and regional economy.
6. Increase partnerships in the SUNO community and the community at large by creating links to other departments at SUNO, local businesses, for-profit and non-profit organizations, and government agencies to foster economic development opportunities.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT (CoEHD)

Willie Jones III, Ed.D., **Interim Dean**

Office: Lake Campus Multipurpose Complex (LCMC), Building B Room 320

Phone: (504) 286-5351

Email: wijones@suno.edu

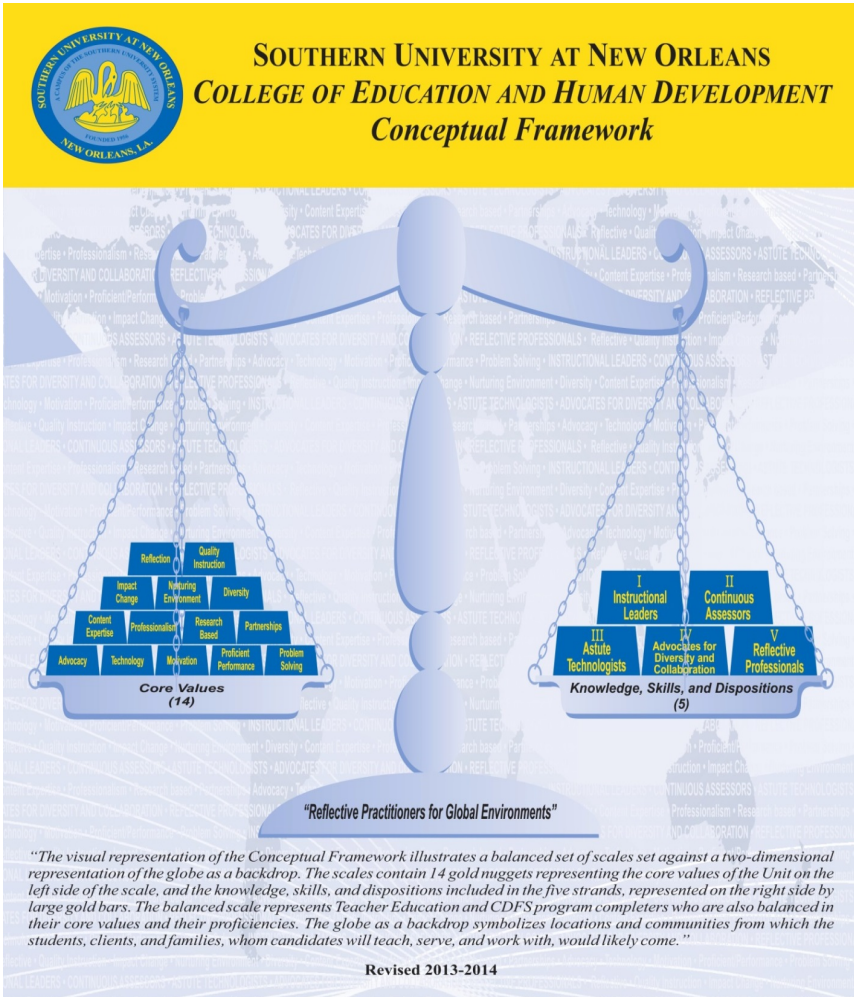
Professor(s): Pamela E. Wanga, Ph.D.; **Associate Professor(s):** Sherry Bachus, Ph.D, Diane Bordenave, Ed.D, Vincent T. Johnson, Ph.D., and Louise Kaltenbaugh, Ph. D.; **Assistant Professors:** Celina Carson, M. Ed., Deborah Darby, Ph.D., Jenita C. Hegwood, Ed.D., Charlie T. Johnson, M.F.A., Willie Jones III, Ed.D., Gloria Major, M.Ed., Katherine Robinson, Ph.D.; **Pre-K–16+ Coordinator:** Katherine Robinson, Ph.D.; **Alternative Certification Director and Certification Officer:** Louise Kaltenbaugh, Ph.D.; **Field Experience and Student Teaching Director:** Jenita C. Hegwood, Ed.D.; **Teacher Candidacy Coordinator:** Tanisca Wilson, Ph.D; **Assessment Coordinator:** Diane Bordenave, Ed.D., **Teacher Education Department Chair and CAEP Coordinator:** Willie Jones III, Ed.D.; **Child Development and Family Studies Chair/Director and AAFCS Accreditation Coordinator:** Pamela E. Wanga, Ph.D.

REFLECTIVE PRACTITIONERS FOR GLOBAL ENVIRONMENTS

Mission Statement

The mission of the Unit is the preparation and development of effective and reflective professional educators who think critically and analytically and who are transformative practitioners and learner advocates for children functioning in global environments. The Unit emphasizes efficient and successful teaching practices, policies, and procedures to enhance and support the academic achievement and social development of all PK-12 students. The commitment and responsibility of the Unit are based on its conceptual framework -- **Reflective Practitioners for Global Environments** -- that manifests a performance-based paradigm to ensure the teaching practices of professional practitioners who are: **1) instructional leaders; 2) continuous assessors; 3) astute technologists; 4) advocates for diversity and collaboration; and 5) reflective professionals.**

Conceptual Framework of the CoEHD



The visual representation of the Conceptual Framework illustrates a balanced set of scales against a backdrop of a two-dimensional representation of the globe. The scales contain 14 nuggets representing the core values of the Unit on the left side of the scale, and the knowledge, skills, and dispositions included in the five strands, represented on the right side by large gold bars. The balanced scale represents program completers who are also balanced in their core values and their proficiencies. The backdrop of the globe represents locations from which the students and clients, whom the graduates of the college will serve, will come.

Degrees offered

The CoEHD offers the following degrees:

- The Bachelor of Arts (B.A.) in Child Development and Family Studies
- The Bachelor of Science (B.S.) in Early Childhood Education (PK-3) (*Phased out effective 1/2016; No new students will be admitted to this program*)
- The Bachelor of Science (B.S.) in Educational Studies (To begin Fall 2017)
- The Bachelor of Science (B.S.) in Elementary Education (1-5) (*Terminated Effective June 2017*)
- The Bachelor of Science (B.S.) in Birth to Kindergarten(To begin Fall 2018 Upon Approval)

The CoEHD's teacher preparation programs accredited by the National Council for Accreditation of the Teacher Education (NCATE); that accrediting has now become the Council for the Accreditation of Educational Programs. The Elementary Education (1-5) program is nationally recognized. The Child Development and Family Studies program is accredited by the American Association of Family and Consumer Sciences (AAFCS). All CoEHD programs are approved by the Louisiana State Department of Education.

TEACHER CERTIFICATION PROGRAMS

The CoEHD offers two teacher certification programs:

- Early Childhood Education(PK-3) and
- Elementary Education (1-5).

These programs are offered at two levels:

- Undergraduate level: leading to degree and certification and
- Post-baccalaureate level: leading to initial certification only.

IMPORTANT NOTES TO STUDENTS:

- 1) **Programs in the CoEHD are subject to change based on accreditation and program approval guidelines; therefore, information in the Catalog does not constitute a contract or official program of study. It represents information in place at the time the Catalog information was submitted and may be subject to changes that have taken effect since the date of this submission.** Students pursuing degrees and licensure through the CoEHD must check with their official advisor in the CoEHD for a written Program of Study, which must be signed by the candidate (student) and the advisor. Advisors are assigned according to the first letter of student's last name. Candidates (students) are to receive and retain a copy of this Program of Study. It constitutes a formal contract for the work that must be completed, the sequence in which the courses are to be taken, and additional requirements (e.g., field experience hours, PRAXIS testing requirements, and all other requirements at the time of your enrollment). Candidates are to meet with their advisors prior to enrolling in courses each semester and prior to making changes in the course schedule. Candidates who sit out for a semester or more may be subject to change in contract, based on new requirements that are in place at the time of re-enrollment.

- 2) A one-time laboratory fee is required for all students seeking Teacher Certification.
- 3) A fee for taking PRAXIS I/Core Academic Skills for Educators effective: 9/1/14 and PRAXIS II must be paid directly to the Educational Testing Service (**not** to Southern University at New Orleans). The fee is to be submitted with the application to take the exam approximately 6-8 weeks prior to the test administration date.

Admission Requirements

Applicants pursuing a degree through the CoEHD must submit the necessary documents and be accepted by Southern University at New Orleans. Upon notification that an applicant has been admitted to the University and is seeking a degree in education, the applicant's folder containing his/her high school GPA, ACT and/or SAT scores will be reviewed by the department chair of the respective program/department in which the applicant seeks admission. Evidence that this review has been completed will be presented to and verified by the Dean before the applicant is accepted into a program. The student will then be assigned an advisor by the Dean. This advisor will provide the student with an official program of study and will continue to advise the student regarding the options for the sequence of courses required for admission to the respective program (i.e., recognized as an official candidate in a program). This process is recognized as **Admission to Candidacy**.

Applicants with ACT scores of 17 or below, in English, Social Studies, and Mathematics will be required to enroll in enhancement courses that will not count toward the degree. Prior to Admission to Candidacy, pre-candidates must take and pass PRAXIS I/Core Academic Skills for Educators effective: 9/1/14 with scores that are accepted as satisfactory by the Louisiana State Department of Education (PPST Reading, Writing, and Mathematics) and submit the official scores to the Office of the Dean, CoEHD, Southern University at New Orleans prior to applying for admission (candidacy) to a teaching program. Applicants for the Certification-Only Alternate Path to Certification Program must also submit passing scores on PRAXIS II, content knowledge in addition to PRAXIS I/Core Academic Skills for Educators effective: 9/1/14 requirements.

Note: Candidates are required to submit a criminal background check prior to being assigned to a school for field experiences and student teaching. This is required each semester.

Admission to a Teaching Program: Teacher Education Candidacy

In the semester that the pre-candidate completes at least 30 hours of the General Education requirements, he/she submits a formal application for admission to the CoEHD (forms are available in the CoEHD's office), with the required documentation listed below to the respective department program. These documents include the following:

- Official copies of passing scores (Louisiana) on PRAXIS I/Core Academic Skills for Educators effective: 9/1/14: PPST Reading, Writing, and Mathematics. (An ACT composite score of 22 or an SAT combined verbal and math score of 1030 may be substituted for the PRAXIS I/Core Academic Skills for Educators effective: 9/1/14 requirements.)

- A writing sample as indicated in EDUC 110: Introduction to Teaching.
- Transcripts reflecting the completion of a minimum of 30 credit hours, grades of "C" or better in all General Education courses and an overall grade point average (GPA) of 2.5 or better and indicating completion of English 111 and 112, Math 151 or 161, and 162 or 232 with a grade of "C" or better; a cumulative GPA of at least 2.5; and completion of up to 60 credit hours applicable toward a degree (SUNO transcripts will be available through the respective department).
- Three (3) letters of recommendation, including a letter from a former (high school) teacher of the student, a community person, and a faculty member who has taught the student. The letter should give indication that the student possesses the qualities and dispositions becoming to a certified teacher.
- The Program of Study that has been signed by both the candidate and advisor as evidence of previous advisement.
- Official copies of passing scores on PRAXIS I/Core Academic Skills for Educators effective: 9/1/14 in Reading, Writing, and Mathematics.
- A completed Disposition Survey, in which faculty in the CoEHD has rated the pre-candidate.

After submission of the documents, the pre-candidate makes an appointment to be interviewed by the CoEHD Admissions Committee. The CoEHD Admissions Committee will convene an official meeting at least once each semester (Fall and Spring). At least two of the three members must be in attendance to interview the prospective candidates. The Committee will then:

- Review documents submitted by the pre-candidate.
- Schedule an interview with the pre-candidate.
- Rate the writing sample, using a pre-approved rubric.
- Conduct interview and rate the pre-candidate.
- Prepare a list of pre-candidates to be recommended to the Teacher Education Council for Admission to Candidacy.

The Assessment Coordinator provides recommendations on candidacy to the Teacher Education Council (TEC), the policy-making body for the College. The TEC decides candidacy admissions in Fall (**not later than November 1**) and in Spring (**not later than April 1**). Notifications to applicants are to be made within two weeks of the TEC decision.

Admission to Teaching Methods

Prior to enrolling in any Teaching Methods courses, candidates must have on file in the CoEHD, all of the following information that has been verified by the Certification Officer of the CoEHD:

- Official PRAXIS Scores (PRAXIS I/Core Academic Skills for Educators effective: 9/1/14) as required.
- A current transcript.
- Grades of "C" or better in all general education and education courses, and an overall GPA of 2.5 or better.
- A Statement of understanding from the candidate indicating that completion of all required university course (except student teaching) will be completed satisfactorily and that PRAXIS II (PLT and Content Knowledge) must be passed before enrolling in Student Teaching and Student Teaching Seminar.

- A signed statement providing evidence that the candidate understands that he/she must complete 180 clock hours of supervised field experiences.
- A signed statement from the candidate providing evidence that the candidate understands that he/she must satisfactorily complete 60 hours of community service (required by the University before graduation).
- A completed Course Audit by the Director of Student Teaching.

Admission to Student Teaching and Student Teaching Seminar

In the semester prior to enrolling in Student Teaching, the Director of Student Teaching will verify **the following information for each candidate requesting admission to Student Teaching:**

- Official (original) passing scores on PRAXIS I/Core Academic Skills for Educators effective: 9/1/14 and II (all parts).
- A current transcript indicating completion of all coursework, except for student teaching and student teaching seminar, grades of "C" or better in English, Mathematics, and all general education courses and courses in professional education, and an overall GPA of 2.5 or better.
- A statement from the student indicating that the student understands that completion of all required University courses (except Student Teaching) will be verified before enrollment in Student Teaching and Student Teaching Seminar is approved.
- Completion of Course Audit by the Director of Student Teaching.
- An application to Student Teaching. (This form may be obtained from the CoEHD office).
- An updated criminal background check.
- An application for graduation is completed and filed with the Registrar's Office.

Students for whom the information cannot be verified will not be admitted to Student Teaching or Student Teaching Seminar.

Exit from Student Teaching and Graduation from the University*

Prior to completing Student Teaching, the Certification Officer will verify that the following documents are on file in the CoEHD office:

- Official (original) passing scores on PRAXIS I/Core Academic Skills for Educators effective: 9/1/14 and II are on file.
- Transcripts indicating completion of all remaining coursework.
- Grades of "C" or better in all general education and professional education courses, and an overall GPA of 2.5 or better.
- Documentation of successful completion of 60 hours of community service.
- Documentation of successful completion of 400 hours of Student Teaching.
- Submission and formal presentation of the Electronic Portfolio.
- Application and fees for initial Teacher Certification (Louisiana).
- Successful Exit from Student Teaching and Graduation from the University.

*Students must apply for graduation. Upon completion of the form in the CoEHD office, the application must be submitted to the designated office.

CHILD DEVELOPMENT AND FAMILY STUDIES (CDFS)

Chair/Director: Pamela E. Wanga, Ph.D., Professor

Office: Lakefront Campus Multipurpose Complex (LCMC), Room C-318

Phone: 504.286. 5351/5086

Fax: 504.284.5546

Email: pwanga@suno.edu

Professor: Pamela E. Wanga, Ph.D.

Associate Professors: Sherry D. Bachus, Ph.D., Diane Bordenave, Ed.D.

Assistant Professor: Celina P. Carson, M.Ed.

Mission Statement: The Child Development and Family Studies Program (CDFS) is Committed to Developing Families to Sustain communities. This mission is derived from the Louisiana Board of Regents' CIP Code 190707, which describes CDFS as a *"program that focuses on the development and implementation of public, private, and voluntary support services for individuals, families, and localities and that prepares individuals to function in a variety of occupations promoting family life, and family/community development. [The program] includes instruction in family systems, human development, social services, community social and economic development, social policy, voluntary sector activities, and outreach and community education."*

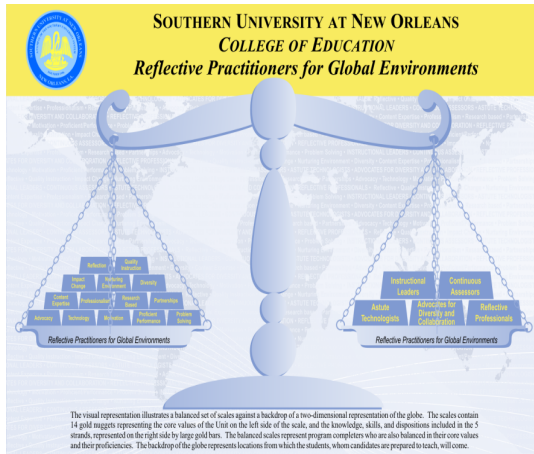
CDFS Program majors graduate with a Bachelor of Arts degree in Child Development and Family Studies. U.S. Department of Labor foresees an increase in employment opportunities for human service workers.

A wide range of topics and issues are addressed in child development and family studies as specified in the CDFS Program of Study. CDFS candidates select electives that may include courses in social work, criminal justice, psychology, substance abuse, sociology, and education, with the goal of pursuing a multi-disciplinary career path that prepares them for entry level professional positions in a variety of settings, including, but not limited to, administration of programs for children, services for youth and the elderly, social and public policy advocacy for children, and family and community service liaisons.

The students pursuing this major are also prepared to assume leadership roles in the areas related to human development and family studies. Graduates of the program may be found in public and private schools; in non-profit and for profit community agencies; in media such as newspapers and broadcasting companies; and in research institutions. Some graduates of the program have opened their own day care centers within the first two years after graduation. The Child Development and Family Studies major provides an excellent basis for future careers in law, business, child and family advocacy, social work and education. It also provides a strong foundation for those candidates who wish to pursue research or graduate level study in these fields.

Candidates completing the CDFS program are expected to demonstrate attributes characteristic of the College of Education and Human Development's Conceptual Framework theme, *"Reflective Practitioners for Global Environments"*. The College of Education and Human Development prepares practitioners who are: I) Instructional Leaders, II) Continuous Assessors, III) Advocates for Diversity and Collaboration, IV) Reflective Professionals, and V) Astute Technologists. Four principles support this framework: 1) A focus on people's strength; 2) A celebration of human diversity; 3) Application of multi-system practice methods to promote human well-being and fair, equitable communities; and 4) A commitment to social justice. A visual representation of the framework is provided below.

Conceptual Framework of the College of Education and Human Development



The visual representation of the Conceptual Framework illustrates a balanced set of scales against a backdrop of a two-dimensional representation of the globe. The scales contain 14 gold nuggets representing the core values of the Unit on the left side of the scale, and the knowledge, skills, and dispositions included in the five strands, represented on the right side by large gold bars. The balanced scale represents program completers who are also balanced in their core values and their proficiencies. The backdrop of the globe represents locations from which the students and clients, whom the graduates of the college will serve, will come.

To enhance the Conceptual Framework theme and components, the CDFS program, in addition, applies the principles outlined in the *Body of Knowledge Model* developed by the American Association of Family and Consumer Sciences (AAFCS), which is the CDFS program's accrediting body. Students understand the synergistic, integrative nature of the family and consumer sciences profession with its focus on the interrelationships among individuals, families, consumers, and communities. The *Body of Knowledge Model*, visually displayed below, provides a context for all of the CDFS course offerings, field experiences, and practicum.

Family and Consumer Sciences Body of Knowledge



**Program of Study Leading to the Bachelor of Arts Degree In
Child Development and Family Studies
121 Credit Hours Required**

Profile of Program Requirements	Credit Hours
I. General Education Courses	44
II. Courses in the Major, including Practicum	50
III. Selection 1 Career-Focused Electives	18
IV. Selection 2 Electives in the Major	9
TOTAL	121

Curriculum in Child Development and Family Studies

YEAR 1: Freshman (33 Credit Hours)

First Semester

Course	Credit Hrs.
ENGL 111 (English Composition I).....	3
MATH 151 (College Algebra).....	3
BIOL 105 (Introduction to Biology I).....	3
POLI 110 (American Government).....	3
JRDV 111 (College Survival Skills).....	1
MGIS 164 (Intro. to Info. Processing).....	3
----	----
	16

Second Semester

Course	Credit Hrs.
ENGL 112 (English Composition II).....	3
MATH 250 (Elementary Statistics).....	3
FIAR/MUSC 101(Intro. to Art/Music).....	3
BIOL 106 (Intro. to Biology II).....	3
HIST 210 or 220 (U.S. History I/II).....	3
JRDV 111A (Freshman Assembly).....	0
CDFS 201 (First Aid and Safety).....	2
----	----
	17

YEAR 2: Sophomore (31 Credit Hours)

First Semester

Course	Credit Hrs.
COMM 210 (Fundamentals of Pub. Speak.)..	3
PHYS 101 (Physical Science I).....	3
PHYS 101 (Physical Science I Lab).....	1
SOCL 210 (Introduction to Sociology).....	3
ENGL 203 (Introduction to Literature).....	3
CDFS 207 (Infant and Child Development)...	3
----	----
	16

Second Semester

Course	Credit Hrs.
Directed Electives 1 (See Advisor).....	3
CDFS 208 (Child. with Special Needs)..	3
Directed Elective 1 (See Advisor).....	3
CDFS 300 (Parenting & Fam. Relations). 3	3
CDFS 302 (Current Issues in CDFS).....	3
----	----
	15

YEAR 3: Junior (30 Credit Hours)

First Semester		Second Semester	
Course	Credit Hrs.	Course	Credit Hrs.
CDFS 303 (Lifespan Dev./Family Context).....	3	CDFS 312 (Values and Ethics in CDFS)..	3
CDFS 319 (Family Health and Nutrition).....	3	CDFS 324 (Patterns - Fam. Interaction)..	3
CDFS 321 (Child Development in Family).....	3	CDFS 325 (Family Theory).....	3
CDFS 323 (Adolescent/Adult Dev./Family).....	3	CDFS 341 (Fam. Resource Mgmt.).....	3
Directed Elective 2 (See Advisor).....	3	Directed Elective 2 (See Advisor).....	3
	---		---
	15		15

YEAR 4: Senior (30 Credit Hours)

First Semester		Second Semester	
Course	Credit Hrs.	Course	Credit Hrs.
CDFS 395 (Child, Family & Public Policy).....	3	CDFS 467 (Changing Amer. Family).....	3
CDFS 453(Research Methods/CDFS).....	3	*CDFS 499 (Practicum).....	6
Directed Elective 1 (See Advisor).....	3	Directed Elective 1 (See Advisor).....	3
Directed Elective 1 (See Advisor).....	3		
Directed Elective 1 (See Advisor).....	3		
	---		---
	15		12

Total: 121 Credit Hours

CHILD DEVELOPMENT AND FAMILY STUDIES
***SELECTIONS 1 and 2 ELECTIVES**

(*Please consult with your advisor prior to enrolling in the electives)

Directed Electives are applicable where indicated in the Program of Study, and are chosen by students in consultation with their advisors from the following selections:

SELECTION 1: CAREER-FOCUSED ELECTIVES

(no more than 18 credit hours from this selection)

ABCP 215 Introduction to Drug and Alcohol Abuse (3)

EDUC 275 Foundations to Multicultural Education (3)

CDFS 470* Special Topics in Child Development and Family Studies (3)

(*This course is repeatable for three different topics for no more than 9 credit hours)

SOWK 211 Social Welfare Policy and Services I (3)

SOWK 435 Older Persons in Family Settings (3)

300-400 level courses, not to exceed 18 hours from Sociology, Criminal Justice, Psychology, Education, or Addictive Behaviors Counseling and Prevention (ABCP).

SELECTION 2: ELECTIVES IN THE MAJOR

(no more than 6 credit hours from this selection)

CDFS 301 Children Under Stress (3)

CDFS 322 Abuse in the Family (3)

CDFS 326 Experiences for Young Children (3)

CDFS 346 Resolving Middle Childhood and Adolescent Developmental Issues (3)

CDFS 430 Family and Social Policy (3)

CDFS 445 Administration of Programs for Children (3)

NOTE: *CDFS 499, Practicum, is taken in the final semester before graduation. Ideally, Practicum should be taken alone as the final course, however, you are allowed to take Practicum **with no more than two remaining courses**. Please work with your advisor to plan your course schedule accordingly.

CHILD DEVELOPMENT AND FAMILY STUDIES COURSE DESCRIPTIONS

CDFS 201 FIRST AID AND SAFETY

2 credit hours

This is an introductory course in First Aid and Safety. This course will offer coverage to the recognition and first aid of injuries, illnesses common to athletes, recreation and to the general public. Knowledge of these areas provides the student, athletes, trainer, or coach/physical education instructor with the basic tools to care for any life threatening conditions until medical help arrives. The course includes relevant field experiences. (Prerequisites: Acceptable GPA and consent of the department chair)

CDFS 207 INFANT AND EARLY CHILDHOOD DEVELOPMENT

3 credit hours

This course surveys influences from prenatal through early childhood. It focuses on growth and development from prenatal into early childhood and examines the historical context for the modern conception of child development. Emphasis is given to contemporary research in physiological and motor development, socio-emotional development, cognitive development, health and nutrition, child-rearing practices and infant stimulation. Highlights will be given to the social-historical-contextual approach to the development of young children and families. Field experiences are assigned in this course to link theory to practice. (Prerequisites: Acceptable GPA and consent of the department chair)

CDFS 208 CHILDREN WITH SPECIAL NEEDS

3 credit hours

This course explores the needs of children with special physical, mental, behavioral and emotional handicaps, legal issues relating to the rights of these children and their families, and problems and issues related to providing services to families of children with special needs. Observation and field experiences are included as part of the course. (Prerequisites: Acceptable GPA and consent of the department chair)

CDFS 300 PARENTING AND FAMILY RELATIONS

3 credit hours

Emphasis is on parent education, interpersonal communication and system awareness. Course examines developmental and instructional approaches in child services programs to support parenting abilities and requirements for developing parenting programs that address parent and community goals; parenting rights and responsibilities; issues regarding special needs in families (including adoptive, foster, migrant, low income, military, and blended families as well as those with members with special needs) will be addressed. Relevant field experiences will be planned to enhance the course offering. (Prerequisites: CDFS 201, 207, and 208)

CDFS 301 CHILDREN UNDER STRESS (ELECTIVE 2)

3 credit hours

This course examines issues in identifying, understanding, and intervening in childhood stress. Attention is given to coping strategies and resources available to children and their families. The course requires applicable field experiences. (Prerequisites: This is an elective 2 course and only requires acceptable GPA and consent of the department chair)

CDFS 302 CURRENT ISSUES IN CHILD DEVELOPMENT AND FAMILY STUDIES

3 credit hours

The purpose of this course is to introduce students to current issues facing families and children. Students will learn to think critically about information and sources of information and they will develop skills in evaluating research relevant to their lives. Observations and field experiences may be required

based on the issue being explored. (Prerequisites: CDFS 201, 207, 208 and/or consent of the department chair)

CDFS 303 LIFESPAN DEVELOPMENT IN FAMILY CONTEXT 3 credit hours

This course explores child development, adolescent and emergent adult, and adult and aging development within the context of the family and a focus on significant developmental transitions. Topics will include discussions on the physiological, psychological, and social aspects of human sexual development throughout the life span. (Prerequisites: CDFS 201, 207 and 208)

CDFS 312 VALUES AND ETHICS IN CHILD DEVELOPMENT AND FAMILY STUDIES PROFESSIONS 3 credit hours

This course guides students in developing an understanding of the character and quality of human social contact, and the ability to critically examine ethical questions and issues. Discussions related to appraising career potential, formulating a professional code of ethics, and exploring career options will be included. (Prerequisites: CDFS 201, 207 and 208)

CDFS 319 FAMILY HEALTH AND NUTRITION 3 credit hours

This course explores the relationships between lifestyle choices and disease prevention and wellness. It studies the impact of nutrition, physical activity, and tobacco use on the health of the family. The course requires relevant field experiences. (Prerequisites: CDFS 201 and 300)

CDFS 321 CHILD DEVELOPMENT IN THE FAMILY 3 credit hours

This course explores the various stages of cognitive, psychomotor and social development of young children, the importance of play and the impact of the economic conditions of the family. Students will study selected social service agencies. (Prerequisites: 207 and 300)

CDFS 322 ABUSE IN FAMILIES (ELECTIVE) 3 credit hours

This course explores causes and consequences of physical, sexual, and emotional abuse in families across the life cycle and their effects on the child. The course will also address the interplay between victims, offenders, and the treatment system. (Prerequisites: Acceptable GPA and consent of the department chair)

CDFS 323 ADOLESCENT AND ADULT DEVELOPMENT IN THE FAMILY 3 credit hours

The course provides an analysis of adolescent and adult development employing an ecological framework. Focus will also be directed toward an understanding of the development and maintenance of interpersonal relationships including self and others; communications skills, intimacy, love and romance; relating to others with respect, sincerity, and responsibility. The course requires field experiences. (Prerequisites: CDFS 300 and 303)

CDFS 324 PATTERNS OF FAMILY INTERACTION 3 credit hours

This course provides an examination of family processes and interaction, conflict management, communication (patterns & problems in husband-wife relationships and parent-child relationships, including stress & and conflict management.) emphasizing major conceptual frameworks of family development. (Prerequisites: CDFS 300, 301, and 303)

CDFS 325 FAMILY THEORY

3 credit hours

This course examines social psychological theories and research relevant to the study of families. Theories framing the foundation for working with families are explored as they assist in the understanding of various concepts in the relationship between the family and its environment; intergenerational family culture, structure, and process; family life cycle processes; internal family organization and process; individual and family meanings and narratives; cultural variations (family heritage, social class, geography, ethnicity, race and religion); changing gender roles; and demographic trends, among others. Students will examine the American family as a social institution embedded in a cultural and historical context. (Prerequisites: CDFS 300 and may be taken concurrently with CDFS 324)

CDFS 326 EXPERIENCES FOR YOUNG CHILDREN (ELECTIVE 2)

3 credit hours

A study of the principles and techniques used to guide in planning of experiences for children based on varying philosophies of child development including Montessori, Piaget and others. Students will plan and evaluate the various environments suggested by the content of the respective theorist. The course requires field experiences in an infant/toddler program, family child care, preschool child development center, and other relevant programs and services, including diverse and special education programs, in order for the student to relate all previous theory courses to practice in the field. (Prerequisite: Consent of the department chair)

CDFS 341 FAMILY RESOURCE MANAGEMENT

3 credit hours

This course focuses on an understanding of the decisions individuals and families make about developing and allocating resources including time, money, material assets, energy, friends, neighbors, and space, to meet their goals. The course will examine topics related to goal setting and decision-making; development and allocation of resources, social environment influences; life-cycle and family structure influences; and consumer and economic issues and decisions, among others. Field experiences will be required to enhance theoretical course stipulations. (Prerequisites: CDFS 300, 324, 325)

CDFS 346 RESOLVING DEVELOPMENTAL ISSUES (ELECTIVE 2)

3 credit hours

This course examines issues and problems encountered in middle childhood and early adolescence. It examines the role of family and interpersonal skills in helping children to adjust. The course requires field experiences. (Prerequisites: Consent of the department chair)

CDFS 395 CHILDREN, FAMILIES, AND PUBLIC POLICY

3 credit hours

This course examines the structure and function of the legal system and public policy relative to children and families. Aspects of family and the law (relating to marriage, divorce, family support, child custody, child protection and rights, & family planning) as well as family and social services and the economy will be examined and enhanced by appropriate field experience assignments. (Prerequisites: CDFS 300, 324, 325)

CDFS 400 FAMILY HEALTH, FITNESS, AND WELLNESS (ELECTIVE 2)

3 credit hours

This course helps candidates develop, implement, and evaluate plans to improve family health and fitness. It emphasizes the components of wellness and the basic principles of fitness. (Prerequisites: CDFS 319 and/or consent of the department chair)

CDFS 410 HEALTHY COMMUNITIES AND FAMILIES (ELECTIVE 2) 3 credit hours

This course explores processes that promote healthy development of the individual, family, and the community. It examines maladaptive individual or family processes such as family and community violence, substance abuse, sexually transmitted diseases, as well as problems related to environmental factors, and other problems that impact the health of the entire community. The course requires field experience placements. (Prerequisites: CDFS 319 and/or consent of the department chair)

CDFS 430 FAMILY AND SOCIAL POLICY (ELECTIVE 2) 3 credit hours

This course provides an examination and critique of social policies from a family perspective. (Prerequisites: CDFS 395 and/or consent of the department chair)

CDFS 445 ADMINISTRATION OF PROGRAMS FOR CHILDREN (ELECTIVE 2) 3 credit hours

This course is designed to explore the planning and administration of programs for young children. The course examines topics in budget and staffing, including the use of computers. This course includes proposal writing, advocacy, staff relations, in-service training, working with parents, dealing with supervising agencies or boards, professional field experience activities, current research in the field, as well as changes in the laws. (Prerequisites: CDFS 207 and/or consent of the department chair)

CDFS 453 RESEARCH METHODS IN CHILD DEVELOPMENT AND FAMILY STUDIES 3 credit hours

This course provides an examination of methods, implications and ethics in research on child development and family studies. It includes theory-based research and emphasizes competency in reading and interpreting empirical studies. (Prerequisites: CDFS 302 and/or consent of the department chair)

CDFS 467 THE CHANGING AMERICAN FAMILY 3 credit hours

This course presents a survey of the contemporary American family with emphasis on changes in form, functions and expectations. The history of the family, both public and private, will be considered and examined in relation to the effects of class, ethnicity and social policy. The effects on the family of common life events experienced by individuals and family members will be covered including sexuality, mate selection, marriage, childbearing, the working family, divorce, domestic violence and aging. The future of the family including implications for the individual and society will be discussed. Field experience activities will be required. (Prerequisites: CDFS 325)

CDFS 470 SPECIAL TOPICS IN CHILD DEVELOPMENT AND FAMILY STUDIES (ELECTIVE 1) 3 credit hours

This course presents a study of selected topics or current issues in child development and family studies. It provides students an opportunity to explore various topics in greater detail. This course is repeatable for different topics but no more than 9 credits of special topics may be applied toward this elective. Field experiences may be required depending on the topic. (Prerequisites: Consent of the department chair)

CDFS 499 PRACTICUM/INTERNSHIP: PROFESSIONAL PRACTICE 3 credit hours

Under supervision by qualified site supervisors and faculty, the Practicum/Internship enables students to be placed in approved professional work environments to build upon previous university classroom knowledge and experiences to gain work-related knowledge and skills, and to explore appropriate career options. (Prerequisites: The Practicum/Internship is taken in the final semester before graduation. Practicum can be taken with no more than two other courses. Students are required to apply for the Practicum in consultation with their respective advisors. Course audits must be approved by the advisors and department chair before acceptance of students into the Practicum.)



DEPARTMENT OF TEACHER EDUCATION

Dr. Willie Jones III, **Chair and Assistant Professor**

Office: Lake Campus Multipurpose Complex (LCMC), Building B Room 319

Phone: (504) 284-5520

Email: wjones@suno.edu

The Department of Teacher Education offers teacher certification degree programs, which include, the Bachelor of Science Degree in Early Childhood Education (PK-3) and the Bachelor of Science Degree in Elementary Education (K-5). The Department of Teacher Education is organized around the conceptual framework, "Teachers as Reflective Practitioners in Global Environments." The department's mission is to prepare reflective professional educators to work with children functioning in Pre-K and elementary educational settings.

The Department of Teacher Education Student Learning Outcomes (SLOs) guide course and field experience design, inform assessments, and provide a framework for students to reflect and develop on their journeys as professional educators. The Learning Outcomes incorporate four domains: Teaching, Planning for Instruction and Assessment, Learner and the Learner Environment, and Professionalism.

SLO 1(Teaching):

- Candidates will be able to deliver meaningful learning experiences by integrating their knowledge of content, pedagogy, the learner and the learning environment.
- Candidates will demonstrate how to connect concepts by using multiple instructional strategies to engage learners in critical thinking, creativity, problem solving, and effective use of technology.

SLO 2 (Planning Instruction and Assessment):

- Candidates will demonstrate the ability to organize curriculum, instruction, and assessment to help diverse learners meet rigorous learning goals by drawing upon knowledge of the concepts in content areas, curriculum, pedagogy, and knowledge of learner.
- Candidates will apply formal and informal assessment strategies, including technology application, to evaluate and assess special learning needs and to ensure the continuous intellectual and social development of the learner.

SLO 3 (Learner and the Learner Environment):

- Candidates will demonstrate their understanding of cognitive, social, and emotional development by creating an environment that ensures respect and a culture of learning for all students.
- Candidates will demonstrate the knowledge of understanding individual differences and diverse cultures to insure inclusive learning environment that will enable each learner to meet state and national standards.
- Candidates will demonstrate their knowledge of how learners grow and develop across the cognitive, social, emotional, and physical areas, and design developmentally appropriate learning experiences.

SLO 4 (Professionalism):

- Candidates will demonstrate their commitment to life-long learning by engaging in professional learning and collaborative practices and uses evidence to continually evaluate their practice to improve teaching and learning.
- Candidates will demonstrate teacher leadership by collaborating with learners, families, colleagues, other school professionals, and the community to ensure learner growth and to demonstrate a commitment to ethical and equitable behavior.

BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION (PK-3)

(No new students will be admitted into this program as of August 2016)

Assistant Professors: Willie Jones III, Ed.D, Gloria Major, M.A., and Chanel Payne, M.Ed.

The Early Childhood Education Program prepares teachers for early childhood PK-3 grades. This program provides the candidates with the basic knowledge and understanding of young children, their development, and how to help them become academically successful. The program provides opportunities to work in schools, under the guidance and supervision of master teachers and university faculty. Candidates are provided early field experiences in diverse settings as well as opportunities for clinical practice prior to student teaching. The program requires 180 hours of field experiences prior to student teaching and 400 clock hours of student teaching. Candidates must provide their own transportation for clinical experiences and student teaching in schools in the Greater New Orleans Metropolitan area.

Completers of the program are expected to demonstrate the characteristics of Reflective Practitioners for Global Environments. These attributes include being instructional leaders, continuous assessors, astute technologists, advocates for diversity and collaboration and reflective professionals.

Candidates seeking teacher certification are required to meet the PRAXIS I/Core Academic Skills for Educators effective: 9/1/14 (Reading, Writing, and Mathematics) requirements prior to enrolling in 300 and 400 level teaching methods courses (except for ECED 314: Creative Curriculum and HLTH 320: Health and Nutrition). Candidates are required to pass PRAXIS II (Content Area) and PRAXIS II (PLT) prior to enrollment in Student Teaching.

Majors in this program may elect to take courses on-line when offered. Candidates enrolling in on-line courses must complete required field experiences and PRAXIS requirements equivalent to those for on-land candidates.

**Program of Study Leading to Bachelor of Science Degree
In
Early Childhood Education (PK-3)**

Profile of Program Requirements	Credit Hours
I. General Education	39
II. Professional Core	21
III. Professional Methodology	39
IV. Specialty Content	22
TOTAL	121

YEAR 1

First Semester		Second Semester	
Course	Hrs. Credit	Course	Hrs. Credit
ENGL 111 (English Composition I)	3	ENGL 112 (English Composition II).....	3
Math 151(College Algebra).....	3	MATH 232 (Finite Mathematics)	3
BIOL 105/105L (General Biology I Lec/Lab) 4		BIOL 106/106L (General Biology II Lec/Lab)4	
FIAR or MUSC 101 (Intro to Art or Music) 3		HIST 210 (U.S. History before 1865)	3
JRVD 111 (College Survival Skills).....	1	EDUC 110 (Introduction to Teaching).....	3
GEOG 110 (Regional Geography).....	3	JRDV 11A (Freshman Assembly)	0
	----		----
	17		16

YEAR 2

First Semester		Second Semester	
Course	Hrs. Credit	Course	Hrs. Credit
.....		EDUC 212 (Communication for Teachers) 3	
ECED 211(Intro to ECE and Child Dev.) ..	3	EDUC 275 (Multicultural Education).....	3
PHYS/PHYSL (Phys. Sci. + Lab).....	4	EDUC 230 (Child Psychology).....	3
MATH 210 (Math for Teachers)	3	EDUC 311 (Children’s Lit. & Media)	3
HIST 220 (U.S. History after 1865)	3	English Elective.....	3
ENGL 203 (Intro to Literature)	3		
	----		----
	16		15

YEAR 3

First Semester		Second Semester	
Course	Hrs. Credit	Course	Hrs. Credit
MATH 250 (Elementary Statistics).....	3	EDUC 301 (Teaching Reading I).....	3
ECED 311 (Language Development)	3	EDUC 310 (Educational Psychology)	3
EDUC 311 (Technology & Media Educ.)...	3	EDUC 314 (Creative Curriculum)	3
EDUC 315 (Diverse Learners).....	3	EDUC 316 (Current Iss. in Early Childhood)	3
EDUC 330 (Assessment, Meas., & Eval.)...	3	ECED 357 (School and Family).....	3
	----		---
	15		15

YEAR 4

First Semester		Second Semester	
Course	Hrs. Credit	Course	Hrs. Credit
ECED 410 (Teaching Reading II)	3	EDUC 470 (Student Teaching)	9
ECED 467(Soc. Std. & Lang. Arts Methods)	3	EDUC 480 (Student Teaching Seminar)...	3
ECED 440 (Classroom Org. /Mgmt. in ECE)	3		
ECED 460 (Practicum in ECE).....	3		
ECED 466 (Math & Science Methods).....	3		
	----		----
	15		12

TOTAL: 121 Credit Hours

BACHELOR OF SCIENCE IN EDUCATIONAL STUDIES (NON-CERTIFICATION)

The Bachelor of Science in Educational Studies (BSES) is an interdisciplinary program designed for students who want a broad view of education and learning processes, yet seek careers outside the traditional classroom. It focuses on the general theory and practice of learning and teaching. This degree, in itself, does not include licensure. Students who choose this major will be exposed to a broad range of courses designed to prepare them for graduate school and positions in education settings that do not require teacher certification. With additional training and licensure, students can also work in Pk-12 school settings. Graduates of the program will join the workforce while some will pursue teacher licensure through alternative routes thus becoming the future teachers. Some graduates will pursue graduate or professional degrees in areas such as curriculum and instruction, education administration, education policy, educational research, law, and organizational development and training.

Completers of the program are expected to demonstrate characteristics of Reflective Practitioners for Global Environments. These attributes include being instructional leaders, continuous assessors, astute technologists, advocates for diversity and collaboration and reflective professionals.

Students who are seeking teacher certification should apply to the College of Education & Human Development's Alternative Certification Program after completion of the B.S. in Educational Studies Degree program. The Alternative Certification Program provides opportunities for individuals with non-teacher certification degrees to become certified public school teachers. Candidates for admission must have an earned Baccalaureate Degree from a regionally accredited institution. An overall grade point average (GPA) of 2.5 (4.0 scale) is also required. Students must pass PRAXIS I/Core Academic Skills for Educators effective: 9/1/14 (all parts) and PRAXIS II (Content Area) with scores approved by the Louisiana Department of Education prior to enrolling in the program.

Program of Study Leading to the Bachelor of Science Degree In Educational Studies

Profile of Program Requirements	Credit Hours
I. General Education(Required)	39
II. Other General Ed. Courses	9
III. Education Foundation Core	33
IV. Communications	9
V. Professional Concentration	24
VI. Research and Capstone	6

TOTAL	120

Curriculum in Educational Studies

FRESHMAN YEAR (Total: 30 Semester Hours)

(1 st Semester)	<u>CREDITS</u>	(2 nd Semester)	<u>CREDITS</u>
ENGL111 English Composition I	3.0	ENGL 112 English Composition II	3.0
MATH 151 College Algebra	3.0	MATH 232 Finite Math	3.0
BIOL 101/105L General Biology I & Lab	4.0	POLI 110 American Government	3.0
FIAR/MUS101 Intro to Art/Music	3.0	BIOL 106/106L General Biology II	4.0
JRDV 111 College Survival Skills	1.0	CISP 164 Comp.Prod. Applications	<u>3.0</u>
JRDV 111A Freshman Assembly	<u>0.0</u>		16
	14		

SOPHOMORE YEAR (Total: 30 Semester Hours)

(1 st Semester)	<u>CREDITS</u>	(2 nd Semester)	<u>CREDITS</u>
PHYS 101 Intro. to Physical Science	3.0	EDUC 230 Child Psychology	3.0
EDUC 110 Introduction to Teaching	3.0	SOC 210 Introduction to Sociology	3.0
ENG 203 Introduction to Literature	3.0	Free Elective, or Content Area(Secondary)	3.0
EDUC 212 Comm. For Teachers	3.0	Free Elective, or Content Area(Secondary)	3.0
HIST 210/103 U.S. History before 1865;or History of Civ. to 1500	<u>3.0</u> 15	HIST 210/103 U.S. History since 1865;or History of Civ. since 1500	<u>3.0</u> 15

JUNIOR YEAR (Total: 30 Semester Hours)

(1 st Semester)	<u>CREDITS</u>	(2 nd Semester)	<u>CREDITS</u>
ECED 211 Intro. to Early Childhood	3.0	EDUC 315 Diverse Learner	3.0
EDUC 275 Multicultural Education	3.0	COMM 110 Intro. to Human Comm.	3.0
EDUC 310 Educational Psychology	3.0	COMM 210 Fund. of Public Speaking	3.0
ECED 357 School and Family	3.0	COMM 320 Persuasion & Soc. Activism	3.0
EDUC 312 Tech. & Media in Educ.	<u>3.0</u> 15	Free Elective, or Content Area(Secondary)	<u>3.0</u> 15

SENIOR YEAR (Core + Concentration + Capstone=Total 30 Semester Hours)

(CAPSTONE Project, Required for All Concentrations)

	<u>CREDITS</u>	<u>CREDITS</u>
EDUC 330 Assessment, Measurement & Evaluation	3.0	EDST 400 Foundations of Educ. Research 3.0
EDST 327 Foundations of Curriculum Development	3.0	EDST 481 Educational Studies Capstone 3.0
ELED 440 Classroom Organization & Management	3.0	

Concentration Options

Concentration: Educational Foundations and Theory

EDST 300 Historical and Cultural Fnds. of Education	3.0
HLTH 300 Human Sexuality and Gender Roles	3.0
EDST 327 Foundations of Curriculum Development	3.0
PSYC 480 Theories of Learning	3.0
SOCL 380 Sociology of Education	3.0

Concentration: Methods of Learning (PK-3)

ECED 301 Teaching Reading I	3.0
ECED 410 Teaching Reading II	3.0
ELED 466 M/M Teaching Sci & Math in Elem	3.0
ELED 467 M/M Lang Arts & Soc. Studies in Elem	3.0
ELED 441 Reading Practicum	3.0

Concentration: Methods of Learning (1-5)

ELED 332	Elementary Reading Methods	3.0
ELED 352	Diagnostic & Prescriptive Reading	3.0
ELED 467	M/M Lang Arts & Soc. Studies in Elem	3.0
ELED 466	M/M Teaching Sci & Math in Elem	3.0
ELED 441	Reading Practicum	3.0

Concentration: Methods of Learning (6th-12)

EDSN 320	Adolescent Psychology	3.0
EDSN 350	Teaching Reading, Secondary Content Areas	3.0
EDSN 442	M/M for Secondary Math, Gr 6-12	3.0
EDSN 440	M/M for Secondary Content Areas	3.0
Content Area Course		3.0

(Senior Year Total: 30)

Total Credit Hours: 120

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION (1-5) (Terminated Effective August 2017)

Associate Professors: Vincent Johnson, Ph.D., Louise Kaltenbaugh, Ph.D.; **Assistant Professors:** Deborah Darby, Ph.D., Jenita Hegwood, Ed.D., Charlie Johnson, M.F.A., Katherine Robinson, Ph.D.

The Elementary Education Program prepares teachers for the elementary school grades 1-5. This program provides the candidates with the basic knowledge and understanding the middle childhood years, including their physical, mental, and social development. Candidates will reflect on their roles in helping these children become academically successful. The program provides opportunities to work in schools, under the guidance and supervision of master teachers and university faculty. Candidates are provided early field experiences in diverse settings as well as opportunities for clinical practice prior to student teaching. The program requires 180 hours of field experiences prior to student teaching and 400 clock hours of student teaching. Candidates must provide their own transportation for clinical experiences and student teaching in schools in the greater New Orleans metropolitan area.

Completers of the program are expected to demonstrate characteristics of Reflective Practitioners for Global Environments. These attributes include being instructional leaders, continuous assessors, astute technologists, advocates for diversity and collaboration and reflective professionals.

Candidates seeking teacher certification are required to meet the PRAXIS I/Core Academic Skills for Educators effective: 9/1/14 (Reading, Writing, and Mathematics) requirements prior to enrolling 300 and 400 Methods Courses (with the exception of EDUC 310: Educational Psychology, EDUC 311: Children's Literature and Media, and EDUC 312: Technology & Media in Education). Teacher candidates are required to pass PRAXIS II: Content knowledge and PLT prior to enrolling in Student Teaching and Student Teaching Seminar.

**Program of Study Leading to the Bachelor of Science Degree
In
Elementary Education (1-5)**

Profile of Program Requirements	Credit Hours
VII. General Education	39
VIII. Professional Core	21
IX. Professional Methodology	39
X. Specialty Content	20
XI. Other Courses	5

TOTAL	124

Curriculum in Elementary Education (1-5)

YEAR 1

First Semester		Second Semester	
Hrs.		Hrs.	
Course	Credit	Course	Credit
ENGL 111 (English Composition I)	3	ENGL 112 (English Composition II).....	3
MATH 151(College Algebra)	3	MATH 232 (Finite Mathematics)	3
BIOL 105/105L (Gen. Biology I Lec/Lab) .	4	BIOL 106/106L (Gen. Biology II Lec/Lab)	4
FIAR or MUSC 101 (Intro. to Art or Music)	3	GEOG 110 (Regional Geography)	3
POLI 110 (American Government)	3	EDUC 110 (Introduction to Teaching)	3
JRDV 111 (College Survival Skills).....	1	JRDV 11A (Freshman Assembly)	0
	-----		-----
	17		16

YEAR 2

First Semester		Second Semester	
Hrs.		Hrs.	
Course	Credit	Course	Credit
HIST 210 (U.S. History to 1865).....	3	HIST 220 (U.S. History Since 1865).....	3
MATH 210(Mathematics for Teachers.) ...	3	PHYS 102 (Physical Science II)	3
ENGL 203 (Intro to Literature)	3	MATH 220 (College Geometry).....	3
EDUC 275 (Multicultural Education)	3	English Elective.....	3
EDUC 212 (Communication for Teachers)	3	EDUC 220 (Child Psychology)	3
PHYS 101/101L (Intro. Physical Science I)	4	EDUC 275 (Multicultural Education).....	3
	-----		-----
	19		18

YEAR 3

First Semester		Second Semester	
Hrs.		Hrs.	
Course	Credit	Course	Credit
MATH 250 (Elementary Statistics).....	3	EDUC 312 (Tech. & Media in Education) .	3
EDUC 310(Educational Psychology)	3	EDUC 315 (Diverse Learners).....	3
EDUC 311 (Children’s Literature & Media)	3	EDUC 334 (Elementary Math Methods)...	3
EDUC 330 (Assess. Measurement & Eval.)	3	EDUC 336 (Elem. Art & Music Methods)..	3
ELED 332 (Reading Methods).....	3	EDUC 352 (Diagnostic Reading)	3
	-----		-----
	15		15

YEAR 4

First Semester		Second Semester	
Hrs.		Hrs.	
Course	Credit	Course	Credit
ELED 431 (Health/P.E. Methods)	3	ELED 470 (Student Teaching)	9
ELED 467 (Soc. Stds. & Lang. Arts Mthds)	3	EDUC 480 (Student Teaching Seminar)...	3
ELED 440 (Classroom Org./Mgmt.)	3		
ELED 441 (Reading Practicum).....	3		
ELED 466 (Math & Science Methods)	3		
	-----		-----
	15		12

TOTAL: 124 Credit Hours

CERTIFICATION-ONLY ALTERNATE PATH TO CERTIFICATION PROGRAM

Director: Louise Kaltenbaugh, Ph.D.

Office: Lake Campus Multipurpose Complex (LCMC), Building B Room 317

Phone: (504) 284-5019

Email: lkaltenbaugh@suno.edu

The CoEHD offers a Certification-only Alternate Path to Certification teacher program for degreed students who wish to prepare for positions as early childhood, elementary or secondary school teachers. The early childhood education program prepares students to teach in grades PK-3. The program in elementary education prepares candidates to teach in grades 1-5. The program in secondary education prepares candidates to teach in grades 6-12. The secondary 6-12 programs are in Biology, English, Mathematics, and Social Studies. Two All-Level K-12 programs are offered in Art and Health and Physical Education.

Students who have earned undergraduate degrees in areas other than education may pursue teacher certification as non-degree students through the CoEHD by completing education courses required for certification plus necessary specialty course requirements. Students who are seeking teacher certification should apply to the CoEHD for admission to the Alt-Cert Program. Before applying for admission to the CoEHD, interested students must first apply to the Office of Admissions for admission to Southern University at New Orleans.

The Alt-Cert Program provides opportunities for individuals with non-teaching degrees to become certified public school teachers. Candidates for admission must have an earned Baccalaureate Degree from a regionally accredited institution. An overall grade point average (GPA) of 2.5 (4.0 scale) is also required. Students must pass PRAXIS I/Core Academic Skills for Educators effective: 9/1/14 (all parts) and PRAXIS II (Content Area) with scores approved by the Louisiana Department of Education prior to enrolling in the program.

Eligibility for Certification-Only Program Alternate Path to Certification

The goal of the Alt-Cert Program is to recruit the most qualified individuals to teach students; therefore, the admissions decisions are based on a review of past academic and professional performance. The minimum qualifications for admission to the Alt-Cert Program include the following:

1. Bachelor's Degree with an undergraduate GPA of 2.5 or better on a 4.0 scale.
2. Passing scores on PRAXIS I/Core Academic Skills for Educators effective: 9/1/14 (score requirements: Reading =176; Writing =175; Mathematics =175). An ACT composite score of 22 or an SAT combined verbal and math score of 1030 may be substituted for the PRAXIS I/Core Academic Skills for Educators effective: 9/1/14 requirements. If any part of PRAXIS I has been taken (whether or not a passing score was achieved), the ACT/SAT option is forfeited. Individuals with a Master's Degree are exempted from the PRAXIS I/Core Academic Skills for Educators effective: 9/1/14 requirement.

3. Passing scores on the appropriate PRAXIS II subject area exam. The test is offered seven (7) times per year. Candidates may register online or print a paper registration form by visiting the PRAXIS website at www.ets.org/PRAXIS.
4. Candidates are required to take and pass PRAXIS II, Principles of Learning and Teaching, prior to enrolling in the Internship II.
- 5. PRAXIS required exams and/or test scores may change; always refer to the Teach Louisiana website (<http://www.teachlouisiana.net>) to verify the Louisiana requirements regarding PRAXIS Exams and Scores.**

To apply for the Alt-Cert Program, the following documents must be submitted:

- An application for admission to Southern University at New Orleans and evidence of acceptance
 - An application to the CoEHD for admission to the Certification-Only Alternative Path to Certification Program
 - A completed Applicant Survey form
 - A typed personal statement addressing the following questions:
 - Why do you want to teach in an urban environment?
 - How will you use your previous experiences to ensure high academic achievement for your students?
 - A current resume, including work experience, leadership roles, community involvement, and past education/training
 - Two (2) official transcripts from each college/university attended
 - Two (2) letters of recommendation from professional contacts
 - Official copy of PRAXIS I/Core Academic Skills for Educators effective: 9/1/14 and PRAXIS II scores
 - Clean criminal background check
- ❖ *Upon entering the Certification-Only Program, Alternative Path to Certification candidates must complete an eighty (80) hour "Classroom Readiness Training" workshop. The workshop is designed to be completed in four modules: (1) classroom environment; (2) classroom management; (3) instructional design; and (4) instructional delivery.*
- ❖ *Exemption may be granted if candidate is able to provide proof of having taught for one calendar year.*
- ❖ *The Classroom Readiness Training is a State-Mandated requirement.*

IMPORTANT NOTE: Candidates who have not taken and passed PRAXIS I/Core Academic Skills for Educators effective: 9/1/14 (Reading, Writing, and Mathematics) and PRAXIS II (Content Area) are ineligible for admission to the Alternative Certification Program.

**Program of Study Leading to
Alternative Teacher Certification
In Early Childhood Education (PK-3)**

Course #	Title	Credit Hrs.
ECED 211	Introduction to Child Development and ECE	3
ECED 357	School and Family	3
EDUC 315	Diverse Learners	3
EDUC 275	Foundations of Multicultural Education	3
ECED 466	Methods/Materials Teaching Science and Math in ECE	3
ECED 467	Methods/Materials Teaching Language Arts/Soc. Studies-ECE	3
ECED 301	Teaching Reading I	3
ECED 410	Teaching Reading II	3
ECED 441	Reading Practicum	3
ECED 498	Internship I	3
ECED 499	Internship II	3

TOTAL HOURS REQUIRED		33

Candidates may opt to enroll in student teaching/seminar for one semester in place of the two-semester internship. These students will enroll in the following courses:

Course #	Title	Credit Hrs.
ECED 470	Student Teaching	9
-OR-		

Candidates who are employed by a school district may opt to complete three years of teaching experience in the appropriate subject field and the appropriate grade level(s) and provide proof of receiving satisfactory rating from the school district's administration to satisfy the Internship requirements.

**Program of Study Leading to
Alternative Teacher Certification
In Elementary Education (1-5)**

Course #	Title	Credit Hrs.
EDUC 230	Child Psychology	3
EDUC 275	Multicultural Education	3
EDUC 310	Education Psychology	3
EDUC 315	Diverse Learners	3
ELED 466	Methods and Materials for Teaching Science and Mathematics in Elementary Schools	3
ELED 467	Methods and Materials for Teaching English/Language Arts and Social Studies in Elementary Schools	3
ELED 332	Elementary Reading Methods	3
ELED 352	Diagnostic and Prescriptive Reading	3
ELED 441	Reading Practicum	3
ELED 498	Internship I	3
ELED 499	Internship II	3
TOTAL HOURS REQUIRED		33

Candidates may opt to enroll in student teaching/seminar for one semester in place of the two-semester internship. These students will enroll in the following courses:

Course #	Title	Credit Hrs.
ELED 470	Student Teaching	9

-OR-

Candidates who are employed by a school district may opt to complete three years of teaching experience in the appropriate subject field and the appropriate grade level(s) and provide proof of receiving satisfactory ratings from the school district's administration to satisfy the Internship requirements.

**Certification-Only Program
Alternative Path to Certification
Secondary Education-Biology**

EDUC 110	Introduction to Teaching	3
EDUC 315	Diverse Learners or	
EDUC 275	Multicultural Education	3
EDUC 320	Adolescent Psychology	3
EDUC 330	Assessment, Measurement, & Evaluation	3
EDSN 350	Teaching Reading in Secondary Content Areas	3
EDSN 440	Methods/Materials for Secondary Content Areas	3
EDSN 441	Methods/Materials for Science/Biology for grades 6-12	
EDSN 498	Internship I	3
EDSN 499	Internship II	3
	-OR-	
EDSN 470	Student Teaching	9
	-OR-	

Candidates who are employed by a school district may opt to complete three years of teaching experience in the appropriate subject field and the appropriate grade level(s) AND provide proof of receiving satisfactory ratings from the school district's administration to satisfy the Internship requirements.

**Certification-Only Program
Alternative Path to Certification
Secondary Education-English**

EDUC 110	Introduction to Teaching	3
EDUC 315	Diverse Learners or	
EDUC 275	Multicultural Education	3
EDUC 320	Adolescent Psychology	3
EDUC 330	Assessment, Measurement, & Evaluation	3
EDSN 350	Teaching Reading in Secondary Content Areas	3
EDSN 440	Methods/Materials for Secondary Content Areas	3
EDSN 444	Methods/Materials for Secondary English, Grades 6-12	3
EDSN 498	Internship I	3
EDSN 499	Internship II	3
	-OR-	
EDSN 470	Student Teaching	9
	-OR-	

Candidates who are employed by a school district may opt to complete three years of teaching experience in the appropriate subject field and the appropriate grade level(s) AND provide proof of receiving satisfactory ratings from the school district's administration to satisfy the Internship requirements.

**Certification-Only Program
Alternative Path to Certification
Secondary Education-Mathematics**

EDUC 110	Introduction to Teaching	3
EDUC 315	Diverse Learners or	
EDUC 275	Multicultural Education	3
EDUC 320	Adolescent Psychology	3
EDUC 330	Assessment, Measurement, & Evaluation	3
EDSN 350	Teaching Reading in Secondary Content Areas	3
EDSN 440	Methods/Materials for Secondary Content Areas	3
EDSN 442	Methods/Materials for Secondary Mathematics, Grades 6-12	
EDSN 498	Internship I	3
EDSN 499	Internship II	3
	-OR-	
EDSN 470	Student Teaching	9
	-OR-	

Candidates who are employed by a school district may opt to complete three years of teaching experience in the appropriate subject field and the appropriate grade level(s) AND provide proof of receiving satisfactory ratings from the school district's administration to satisfy the Internship requirements.

**Certification-Only Program
Alternative Path to Certification
Secondary Education-Social Studies**

EDUC 110	Introduction to Teaching	3
EDUC 315	Diverse Learners or	
EDUC 275	Multicultural Education	3
EDUC 320	Adolescent Psychology	3
EDUC 330	Assessment, Measurement, & Evaluation	3
EDSN 350	Teaching Reading in Secondary Content Areas	3
EDSN 440	Methods/Materials for Secondary Content Areas	3
EDSN 443	Methods/Materials for Secondary Social Studies, Grades 6-12	
EDSN 498	Internship I	3
EDSN 499	Internship II	3
	-OR-	
EDSN 470	Student Teaching	9
	-OR-	

Candidates who are employed by a school district may opt to complete three years of teaching experience in the appropriate subject field and the appropriate grade level(s) AND provide proof of receiving satisfactory ratings from the school district's administration to satisfy the Internship requirements.

**Certification-Only Program
Alternative Path to Certification
All-Level K-12 Art Education**

EDUC 110	Introduction to Teaching	3
EDUC 230	Child Psychology	3
EDUC 315	Diverse Learners or	
EDUC 275	Multicultural Education	3
EDUC 320	Adolescent Psychology	3
EDUC 330	Assessment, Measurement, & Evaluation	3
EDSN 350	Teaching Reading in Secondary Content Areas	3
ELED 432	Art Methods for Teaching in Elementary Schools	3
EDSN 432	Art Methods for Teaching in Secondary Social Studies, Grades 6-12	3
EDSN 498	Internship I	3
EDSN 499	Internship II	3
	-OR-	
EDSN 470	Student Teaching	9
	-OR-	

Candidates who are employed by a school district may opt to complete three years of teaching experience in the appropriate subject field and the appropriate grade level(s) AND provide proof of receiving satisfactory ratings from the school district's administration to satisfy the Internship requirements.

**Certification-Only Program
Alternative Path to Certification
All-Level K-12, Health and Physical Education**

EDUC 110	Introduction to Teaching	3
EDUC 230	Child Psychology	3
EDUC 315	Diverse Learners or	
EDUC 275	Multicultural Education	3
EDUC 320	Adolescent Psychology	3
EDUC 330	Assessment, Measurement, & Evaluation	3
EDSN 350	Teaching Reading in Secondary Content Areas	3
ELED 432	Health/P.E Methods in Elementary Schools	3
EDSN 432	Health/P.E. Methods in Secondary Education, Grades 6-12	3
EDSN 498	Internship I	3
EDSN 499	Internship II	3
	-OR-	
EDSN 470	Student Teaching	9
	-OR-	

Candidates who are employed by a school district may opt to complete three years of teaching experience in the appropriate subject field and the appropriate grade level(s) AND provide proof of receiving satisfactory ratings from the school district's administration to satisfy the Internship requirements.

EARLY CHILDHOOD EDUCATION (PK-3) COURSE DESCRIPTIONS

ECED 211 INTRODUCTION TO EARLY CHILDHOOD AND DEVELOPMENT 3 credit hours

This course surveys stages of growth and development and pertinent influences from prenatal into early childhood. It examines historical context of the modern conception of child development, emphasizing contemporary research in the developmental areas. Contextual approaches to the development of young children and families are also emphasized. Field experiences are a part of this course.

ECED 301 TEACHING READING I 3 credit hours

This course will focus on providing the body of knowledge in phonemic awareness, phonological awareness, vocabulary development, fluency, and comprehension for instruction in PK-Grade 3. This course will also focus on the fluency in reading and writing. Field experiences are a part of this course.

ECED 311 LANGUAGE DEVELOPMENT 3 credit hours

This course focuses on the typical and atypical communication and language development of young children, developmentally appropriate practices for facilitating young children's construction of language, creating quality language-learning environments, and the relationship between language and literacy. This course examines the emergence of language and literacy in young children, as a dynamic process requiring support of receptive and expressive language skills, both oral and written. Students will learn to assess language development and literacy learning and analyze and select appropriate literature and other learning materials for diverse learners, including linguistic diversity. Field experiences are a part of this course.

ECED 314 CREATIVE CURRICULUM 3 credit hours

This course provides teacher candidates with the necessary knowledge base to optimize the creative development of children in the areas of personal awareness, emotional well-being, socialization, communication, cognition, and perceptual motor skills. The observation and authentic assessment of each child's growth will be targeted.

ECED 316 CURRENT ISSUES IN EARLY CHILDHOOD MATH 3 credit hours

This course explores current developments and issues in early childhood education mathematics. It examines trends that impact early childhood mathematics teaching and learning, including teacher qualifications, curriculum, textbooks, developmentally appropriate instructional strategies and assessments, state, national, and professional association standards, accountability, parental involvement, legal and ethical, and diversity issues. **(Prerequisites: Admission to Candidacy, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14)**

ECED 357 SCHOOL AND THE FAMILY 3 credit hours

This course will provide students with an understanding of the partnership home and school share by the establishment of a successful learning environment for children. Students will examine social, cultural, and ethnic differences within families so that they may gain an appreciation of the many diverse backgrounds that exist throughout the school population. The involvement of parents and programs that support families will be researched, so that candidates can become more familiar with the roles and responsibilities as an advocate for children. Field experiences are a part of this course.

ECED 410 TEACHING READING II

3 credit hours

Continuation of ECED 301 and includes the teaching of reading in early childhood education, emphasizing developmentally appropriate active learning related to the reading process in the primary grades. Critical examination of current practices, content, procedures, and materials for beginning reading through third grade. Field experiences are a part of this course. **(Prerequisites: ECED 301 Teaching Reading I)**

ECED 440 CLASSROOM ORGANIZATION AND MANAGEMENT IN ECE

3 credit hours

This course is designed to integrate teaching the research on effective teaching and learning with theory and practice. Students will engage in micro-teaching and will be expected to demonstrate mastery of the competencies measured by the COMPASS State Teacher rubric. Students will also be introduced to classroom management strategies for effective classroom discipline and teaching routines.

ECED 460 PRACTICUM IN EARLY CHILDHOOD EDUCATION

3 credit hours

This course reinforces the skills learned throughout the program and provides an opportunity to integrate skills and competencies into an individual philosophy and methodology of Early Childhood care and education. This course extends the experiences of the earlier field work requiring participation in planning and implementing all classroom routines. It enables students to put their skills and knowledge into practice in an Early Childhood setting and enhance their classroom competence. Field experiences are a part of this course.

ECED 466 METHODS FOR TEACHING MATH AND SCIENCE IN EARLY CHILDHOOD

3 credit hours

This methodology course is designed to help early childhood education majors put theory into practice, which includes content, methods, and materials for teaching mathematics and science. Teacher candidates will learn classroom management of activities/materials, planning lessons, using technology, and integrating mathematics and science into other content areas. **(Prerequisites: ECED 440 Classroom Organization & Management)**

ECED 467 METHODS FOR TEACHING ENGLISH/LANGUAGE ARTS & SOCIAL STUDIES IN EARLY CHILDHOOD

3 credit hours

This course teaches early childhood education majors to: (1) develop and deliver integrated thematic Social Science and Language Arts instruction; (2) provide explicit instruction in vocabulary and Social Studies and English Language Arts concepts to enhance comprehension with an emphasis in contextual reading and writing across the curriculum; (3) vary strategies, methods, and classroom organization to expand understanding of social/civic efficacy and best practices for teaching Reading and Language Arts in elementary grades, and (4) discuss and explain the social content and the topics that are of interest and essential to all children. Field experiences are a part of this course. **(Prerequisites: ECED 440 Classroom Organization & Management)**

ECED 470 STUDENT TEACHING IN PK-3 EARLY CHILDHOOD EDUCATION

9 credit hours

This course provides the teacher candidate with directed experiences in planning, organizing, and instructing children within a primary classroom and within a preschool classroom in public schools. A student is supervised in both placements by a Southern University at New Orleans faculty member and school-based cooperating teacher. This course Includes 15 weeks of full-time classroom experience.

(Prerequisites: Completion of all coursework with a minimum of a C in every course, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14, PRAXIS II: Content Knowledge, and PRAXIS II: PLT)

EDUCATION COURSE DESCRIPTIONS

EDUC 110 INTRODUCTION TO TEACHING

3 credit hours

This is an introductory course for individuals pursuing a career as a teacher. Participants become familiar with the language of education, (e.g. vocabulary used in teacher education, teaching standards, dispositions, programs of study and program sequencing in the CoEHD, assessment in teacher education, field and clinical experiences), and other relevant concepts. This course also focuses on the philosophy, organization, and structure of the urban elementary school. Emphasis will be placed on the philosophical and socio-cultural perspectives of urban education, and ways in which urban education differs from traditional suburban schools. Candidates are introduced to philosophy in education and will develop their own philosophy of education. They will be required to develop a working portfolio and to engage in field experiences in the schools.

EDUC 205 Teacher Prep: Praxis Core Academic Skills- Reading and Writing

3 credit hours

This elective course is designed to better prepare students to take the Praxis I Core Academic Skills-Reading and Writing. This course also include computer and laboratory experiences. Students are required to take Praxis I Core- Reading and Writing while enrolled in this course (3 credit hours). Pre-requisite: Students must have a PLATO Assessment completed by the Teacher Candidacy Coordinator before enrolling in this course.

EDUC 212 COMMUNICATION FOR TEACHERS

3 credit hours

This course will survey the various types/aspects of communication (i.e., *listening, verbal, nonverbal, intra-personal, interpersonal, small group, public, mass, and intercultural*), with an emphasis on developing communication skills for teachers. Teacher candidates will learn the basic elements of the communication process and the role each of these elements plays in communication effectiveness in and outside the classroom. Candidates will also develop their skills in speech preparation and performance competency as they prepare a variety of speeches and present them before a live audience.

EDUC 225 Teacher Prep: Praxis Core Academic Skills-Mathematics

3 credit hours

This elective course is designed to better prepare students to take Praxis I Core- Mathematics. This course also includes computer and laboratory experiences. Students are required to take Praxis I Core Mathematics while enrolled in this course (3 credit hours). Pre-requisite: Students have a PLATO Assessment completed by the Teacher Candidacy Coordinator before enrolling in this course.

EDUC 230 CHILD PSYCHOLOGY

3 credit hours

This course addresses the growth and development of young children from birth through age eight. It provides opportunities for understanding the interdependency of physical cognitive and social-emotional development. It presents major principles, theories, concepts, assessment strategies and current research in child development. It provides opportunities to observe children in a variety of situations to develop understanding of the meaning and degree of variation and exceptionality.

EDUC 275 FOUNDATIONS TO MULTICULTURAL EDUCATION

3 credit hours

This course seeks to address student learning through a multicultural context. Historical, philosophical, and cultural foundations will be explored. Social concerns such as prejudice and stereotyping, cross cultural attitudes, bilingual issues, family and community involvement and their effect on student learning will be examined. Field experiences are a part of this course.

EDUC 310 EDUCATIONAL PSYCHOLOGY

3 credit hours

This course is designed to explore the contexts of principles and/or theories of psychology applied to teaching and learning. This course includes clinical field experiences. The course provides candidates with basic information that will be required for the professional examination in Principles of Teaching and Learning (PRAXIS II).

EDUC 311 CHILDREN'S LITERATURE AND MEDIA

3 credit hours

This course is designed for the pre-professional development of a knowledge base and performance skills to deal effectively and reflectively with the urban multicultural contexts of children's books and principles of book selections and their use for teaching and learning. The course also emphasizes the use of a multimedia approach in the teaching and understanding of literature for children.

EDUC 312 TECHNOLOGY AND MEDIA IN EDUCATION

3 credit hours

This course is designed to explore the appropriate uses of technology and technology application for teaching and learning in PK-12 settings. Participants will gain practical experience in curriculum planning that takes specific advantage of technology to enhance and extend learning. Students will evaluate hardware and software. State academic standards and national technology standards will be used to make decisions about curriculum content and to plan technology-based activities. Participants will use databases and spreadsheets in support of inquiry learning. Writing and presentation software will be used for communication; and multimedia and web-tools will be used to design engaging learning environments.

EDUC 315 DIVERSE LEARNERS

3 credit hours

Historical trends and current issues related to providing appropriate and equitable experiences for diverse learners. Best pedagogical practices, specific needs and abilities of children are addressed. This course includes clinical field experiences.

EDUC 330 ASSESSMENT, MEASUREMENT, AND EVALUATION

3 credit hours

This course is an introduction to assessment and evaluation theories, the use of assessment to inform instruction, and best practices for assessment in student-centered classroom. This course incorporates technology applications appropriate for use in assessment and evaluation.

EDUC 480 STUDENT TEACHING SEMINAR

3 credit hours

This required core course is taken concurrently with student teaching and focuses on the pre-professional development of an enhanced knowledge base and performance skills to deal effectively and reflectively with educational and socio-cultural considerations inherent to multicultural (diverse) school settings. **(Prerequisites: Completion of all coursework with a minimum of a C in every course, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14, PRAXIS II: Content Knowledge, and PRAXIS II: PLT)**

EDUCATIONAL STUDIES COURSE DESCRIPTIONS

EDST 300 Historical and Cultural Foundations of Education

3 credit hours

This course is designed to study the historical facts and philosophical ideas, which have influence modern education. The course will also include a study of representative topics in the philosophy of education that encompass teaching and moral issues in education.

EDST 327 Foundations of Curriculum Development (3.0)

3 credit hours

This course is designed to study the foundations of curriculum development ranging from exploring the philosophies of curriculum design to the use of technology in today's K-12 schools. Principles and practices regarding the implementation and evaluation of goals and objectives in elementary, middle, and secondary school are discussed in addition to examining programming issues and research-based models proven to provide effective instruction in today's schools.

EDST 400 Foundations of Educational Research (3.0)

3 credit hours

This course is designed to cover the basics of research writing in the discipline. Students will learn the rudiments of researching in professional journals, submitting article abstracts and applying that knowledge in writing a paper using the American Psychological Association Writing Manual. A secondary goal of this course is to show students the importance of utilizing educational research for the development, evaluation, intervention and improvement of education. (***Can be substituted with CDFS 453***)

EDST 450 Current Trends in ESL Instruction

3 credit hours

This course will provide the foundations for language acquisition and methodology for Second Language Learners, including basic interpersonal communication skills and academic skills applicable in a school setting. This course is an introduction to the issues, principles, and practices of teaching English to speakers of other languages. It provides foundations for language acquisition and methodology for Second Language Learners, including basic interpersonal communication skills and academic skills applicable in a school setting. Students will have 15 hours of field experience.

EDST 481 Educational Studies Senior Capstone Project

3 credit hours

This course provides students with the opportunity to integrate and apply learning from their professional program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. The students will use digital tools to showcase their scholarly artifacts through the creation of a digital portfolio for course and professional related purposes.

ELEMENTARY EDUCATION (1-5) COURSE DESCRIPTIONS

ELED 226 TEACHER PREPAREDNESS: ELEMENTARY CONTENT

3 credit hours

This elective course is designed to better prepare students to take the standardized elementary education examination for teacher certification. This course also includes computer and laboratory experiences. Students are required to take PRAXIS II – Content Knowledge while enrolled in this course.

ELED 227 TEACHER PREPAREDNESS: PLT

3 credit hours

This elective course is designed to better prepare students to take Principles for Learning and Teaching for elementary education. This course also includes computer and laboratory experiences. Students are required to take PRAXIS II – PLT while enrolled in this course.

ELED 332 ELEMENTARY READING METHODS

3 credit hours

This course teaches elementary education majors how to: (1) plan for effective instruction; (2) maintain an environment which is conducive for learning; (3) maximize the amount of time available for instruction; (4) manage learner behavior. The course is based on balanced reading instruction. Field experiences are a part of this course.

ELED 334 ELEMENTARY MATH METHODS

3 credit hours

This course is designed to provide candidates with the content knowledge, instructional strategies, and initial clinical experiences to develop mathematical reasoning skills at the elementary level. The content emphasizes problem-solving and communication skills in mathematics and emphasizes the use of manipulatives in developing conceptualization and reasoning skills. Using the State Grade Level Expectations, candidates will plan, assess, and evaluate classroom learning. Field experiences will include teaching mini-lessons, tutoring individual students needing remediation in mathematics, and working with cooperative learning groups.

ELED 336 ELEMENTARY ART AND MUSIC METHODS

3 credit hours

This required specialized course integrates art and music methods. It is designed to enable the students to examine the role of visual arts in the education of children while at the same time providing them with the cognitive and affective skills required in a meaningful music program for elementary school students. Art studio and music activities include hands-on experiences with the materials and methods which have application in the elementary classroom. The practical aspects of program planning and classroom management are considered. Twenty (20) clock hours of field experiences are required.

ELED 352 DIAGNOSTIC READING

3 credit hours

This methodology course teaches elementary education majors how to assess reading abilities in students, and how to use assessment results to provide effective instruction to expand existing reading abilities. Field experiences are a part this course. **(Prerequisites: ELED 332 Elementary Reading Methods)**

ELED 431 HEALTH/P.E. METHODS in the Elementary School

3 credit hours

Focus is on teaching skills and age-appropriate curriculum in health and physical education for grades PK-6 and the integration of movement and health issues into classroom curriculum. In addition, focus will include the collaborative efforts of classroom and P.E. teachers to affect the learning of diverse students. Field experiences are required in this course.

ELED 432 ART METHODS FOR TEACHING IN ELEMENTARY SCHOOL

3 credit hours

This required methodology course is a requirement for students majoring in elementary education and K-12 are education. The course enables students to examine the role visual arts plays in the education of young children and its impact on culture and child development. Studio activities for this methods course include the educational theory and pedagogy, hands-on experiences with a variety of materials and techniques, and field experiences. This course also examines teaching methods appropriate for

the elementary classrooms with emphasis on practical aspects of program planning and classroom management. Candidate outcomes are aligned with national, state standards and LCET. This course requires a minimum of 15 hours of field experiences. **(Prerequisites: Admission to the Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14)**

ELED 440 CLASSROOM ORGANIZATION AND MANAGEMENT IN ELED 3 credit hours

This course is designed to integrate teaching the research on effective teaching and learning with theory and practice. Students will engage in micro-teaching and will be expected to demonstrate mastery of the competencies measured by the current state teacher rubric. Students will also be introduced to classroom management strategies for effective classroom discipline and teaching routines.

ELED 441 READING PRACTICUM 3 credit hours

This required methodology course is designed for the pre-professional development of a knowledge base and performance skills to deal effectively and reflectively with the urban multicultural contexts inherent to a clinical laboratory experience that is focused on the diagnostic, instructional, and evaluative nature of teaching and learning in reading. Field experiences are a part of this course. **(Prerequisites: ELED 332 Elementary Reading Methods & ELED 352 Diagnostic Reading)**

ELED 466 METHODS FOR TEACHING MATH AND SCIENCE IN ELEMENTARY

3 credit hours

This methodology course is designed to help elementary education majors put theory into practice, which includes content, methods, and materials for teaching mathematics and science. Teacher candidates will learn classroom management of activities/materials, planning lessons, using technology, and integrating mathematics and science into other content areas. **(Prerequisites: ELED 440 Classroom Management and Organization)**

ELED 467 METHODS FOR TEACHING ENGLISH/LANGUAGE ARTS & SOCIAL STUDIES IN ELEMENTARY

3 credit hours

This course teaches elementary education majors to: (1) develop and deliver integrated thematic Social Science and Language Arts instruction; (2) provide explicit instruction in vocabulary and Social Studies and English Language Arts concepts to enhance comprehension with an emphasis in contextual reading and writing across the curriculum; (3) vary strategies, methods, and classroom organization to expand understanding of social/civic efficacy and best practices for teaching Reading and Language Arts in elementary grades, and (4) discuss and explain the social content and the topics that are of interest and essential to all children. Field experiences are a part of this course. **(Prerequisites: ELED 440 Classroom Management and Organization)**

ELED 470 STUDENT TEACHING IN THE ELEMENTARY SCHOOL 9 credit hours

This required clinical/field course is designed to provide the student with experiences in observing and teaching in a selected off-campus elementary school. This collaborative course will be under the direction of the university supervisor and the elementary school classroom teacher. (Fall and Spring only) **(Prerequisites: Admission to Candidacy, Passed PRAXIS I/Core Academic Skills for Educators effective: 9/1/14, PRAXIS II: Content Knowledge, PRAXIS II: PLT, passed each course with a C or better)**

OTHER COURSES TAUGHT IN THE COE&HD**HLTH 300 HUMAN SEXUALITY**

3 credit hours

This course consists of a combination of discussions, debates, and research regarding sexuality from a physiological, psychological, and sociological perspective. Topics include social and biological foundations of human sexuality, cross-cultural perspectives on sexual behavior and contemporary society, gender roles and stereotyping, human reproduction and contraception, current and controversial issues in sex education, and the effects of economics, class, public policy, and the political climate on expression of human sexuality.

HLTH 320 HEALTH AND NUTRITION

3 credit hours

Exploration of school health, safety, first aid/CPR, disease control and nutrition; development of health and nutrition policies and standards in early childhood settings based on current public policy; creating a healthy and safe school environment for young children; exploration of materials and methods for teaching health, safety and nutrition in early childhood.

CERTIFICATION-ONLY**ALTERNATIVE PATH TO CERTIFICATION:**

Please note: All courses in the Certification-Only Programs of Study require that the Certification-Only Candidate meets Admission requirements which are to have taken and passed or have been exempted from the PRAXIS I/Core Academic Skills for Educators effective: 9/1/14 requirements and have taken and passed the Content are examinations and has been accepted into the Certification-Only Alternative path to Certification Program.

Also, Certification-Only Candidates who have been accepted into the Programs of Study must complete an 80 hour Classroom Readiness Training Workshop that incorporates the following modules: (1) Classroom environment; (2) Classroom Management; (3) Instructional Design; and (4) Instructional Delivery. LCET Standards, Louisiana Comprehensive Curriculum, Common Core Standards, and national Curriculum Standards (i.e., NCTE, NCTM, etc. form the basis for modules (3) and (4). There is a nominal fee associated with the Workshop. If a Certification-Only Candidate provides proof that he/she has taught for one year and has had a satisfactory evaluation, then that candidate may be given permission to opt out of the Workshop.

**CERTIFICATION-ONLY
ALTERNATIVE PATH TO CERTIFICATION**

EARLY CHILDHOOD EDUCATION (PK-3) COURSE DESCRIPTIONS

ECED 211 INTRODUCTION TO EARLY CHILDHOOD AND DEVELOPMENT 3 credit hours

This course surveys stages of growth and development and pertinent influences from prenatal into early childhood. It examines historical context of the modern conception of child development, emphasizing contemporary research in the developmental areas. Contextual approaches to the development of young children and families are also emphasized. Field experiences are a part of this course.

EDUC 275 FOUNDATIONS TO MULTICULTURAL EDUCATION 3 credit hours

This course seeks to address student learning through a multicultural context. Historical, philosophical, and cultural foundations will be explored. Social concerns such as prejudice and stereotyping, cross cultural attitudes, bilingual issues, family and community involvement and their effect on student learning will be examined. Field experiences are a part of this course.

ECED 301 TEACHING READING I 3 credit hours

This course will focus on providing the body of knowledge in phonemic awareness, phonological awareness, vocabulary development, fluency, and comprehension for instruction in PK-Grade 3. This course will also focus on the fluency in reading and writing. Field experiences are a part of this course. **(Prerequisite: Admission to the Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14, and PRAXIS II: Content Knowledge)**

EDUC 310 EDUCATIONAL PSYCHOLOGY 3 credit hours

This course is designed to explore the contexts of principles and/or theories of psychology applied to teaching and learning. This course includes clinical field experiences. The course provides candidates with basic information that will be required for the professional examination in Principles of Teaching and Learning (PRAXIS II).

ECED 314 CREATIVE CURRICULUM 3 credit hours

This course provides teacher candidates with the necessary knowledge base to optimize the creative development of children in the areas of personal awareness, emotional well-being, socialization, communication, cognition, and perceptual motor skills. The observation and authentic assessment of each child's growth will be targeted by the candidate.

EDUC 315 DIVERSE LEARNERS 3 credit hours

Historical trends and current issues related to providing appropriate and equitable experiences for diverse learners. Best pedagogical practices, specific needs and abilities of children are addressed. This course includes clinical field experiences.

ELED 431 HEALTH AND PHYSICAL EDUCATION METHODS IN SECONDARY SCHOOLS

3 credit hours

This course provides Physical Education and health Education majors with opportunities to study, discuss, organize, and practice instructional methods specifically designed for students in grades 1-5. Candidate outcomes are aligned with national, state standards, and LCET. Field experiences are required in this course. **(Prerequisite: Admission to the Certification-Only Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14/Core Academic Skills for Educators effective: 9/1/14, PRAXIS II: Content Knowledge)**

ECED 357 SCHOOL AND THE FAMILY

3 credit hours

This course will provide students with an understanding of the partnership home and school share by the establishment of a successful learning environment for children. Students will examine social, cultural, and ethnic differences within families so that they may gain an appreciation of the many diverse backgrounds that exist throughout the school population. The involvement of parents and programs that support families will be researched, so that candidates can become more familiar with the roles and responsibilities as an advocate for children.

ECED 410 TEACHING READING II

3 credit hours

Continuation of ECED 301 and includes the teaching of reading in early childhood education, emphasizing developmentally appropriate active learning related to the reading process in the primary grades. Critical examination of current practices, content, procedures, and materials for beginning reading through third grade. Field experiences are a part of this course. **(Prerequisite: Admission to the Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14, and PRAXIS II: Content Knowledge)**

ECED 466 METHODS AND MATERIALS FOR TEACHING SCIENCE AND MATH IN ELEMENTARY SCHOOLS

3 credit hours

This methodology course is designed to help elementary education majors put theory into practice, which includes content, methods, and materials for teaching mathematics and science. Teacher candidates will learn classroom management of activities/materials, planning lessons, using technology, and integrating mathematics and science into other content areas. Field experiences are included in this course. **(Prerequisites: (Prerequisite: Admission to the Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14, and PRAXIS II: Content Knowledge)**

ECED 467 METHODS AND MATERIALS FOR TEACHING ENGLISH/LANGUAGE ARTS AND SOCIAL STUDIES IN ELEMENTARY SCHOOL

3 credit hours

This course teaches elementary education majors to: (1) develop and deliver integrated thematic Social Science and Language Arts instruction; (2) provide explicit instruction in vocabulary and Social Studies and English Language Arts concepts to enhance comprehension with an emphasis in contextual reading and writing across the curriculum; (3) vary strategies, methods, and classroom organization to expand understanding of social/civic efficacy and best practices for teaching Reading and Language Arts in elementary grades, and (4) discuss and explain the social content and the topics that are of interest and essential to all children. Field experiences are a part of this course. **(Prerequisites: (Prerequisite: Admission to the Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14, and PRAXIS II: Content Knowledge)**

ECED 498 INTERNSHIP IN PK-3 EARLY CHILDHOOD EDUCATION I 3 credit hours

This is the first semester course of a two semester internship. This course provides a planned and supervised teaching experience for alternate certification teacher candidates who are a "teacher of record" in a PK-3 classroom. Teaching readiness of interns will be observed and evaluated in the school setting. The candidate's teaching experiences and on-going dialogue with university supervisors, teacher mentors, and other school site personnel enables the student to interact with children, teachers, school staff, and parents; plan, execute, and evaluate learning experiences for children; and develop competencies in leading a PK-3 grade setting. Course content includes activity planning, instructional methods, guidance techniques, teacher-child relations, home-school communication, and professional development. **(Prerequisite: Admission to the Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14, PRAXIS II: Content Knowledge, and PRAXIS II: PLT)**

ECED 499 INTERNSHIP IN PK-3 EARLY CHILDHOOD EDUCATION II 3 credit hours

This is the second course in a two semester internship. This course provides a planned and supervised teaching experience for alternate certification teacher candidates who are a "teacher of record" in a PK-3 classroom. Teaching readiness of interns will be observed and evaluated in the school setting. The candidate's teaching experiences and on-going dialogue with university supervisors, teacher mentors, and other school site personnel enables the student to interact with children, teachers, school staff, and parents; plan, execute, and evaluate learning experiences for children; and develop competencies in leading a PK-3 grade setting. Course content includes activity planning, instructional methods, guidance techniques, teacher-child relations, home-school communication, and professional development. **(Prerequisites: Admission to the Alternative Teacher Certification Program, GPA of 2.5, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14: Content Knowledge, and PRAXIS II: PLT)**

**CERTIFICATION-ONLY PROGRAM
ALTERNATIVE PATH TO CERTIFICATION:**

ELEMENTARY EDUCATION (1-5) COURSE DESCRIPTIONS

EDUC 230 CHILD PSYCHOLOGY 3 credit hours

This course addresses the growth and development of young children from birth through age eight. It provides opportunities for understanding the interdependency of physical cognitive and social-emotional development. It presents major principles, theories, concepts, assessment strategies and current research in child development. It provides opportunities to observe children in a variety of situations to develop understanding of the meaning and degree of variation and exceptionality.

EDUC 275 FOUNDATIONS TO MULTICULTURAL EDUCATION 3 credit hours

This course seeks to address student learning through a multicultural context. Historical, philosophical, and cultural foundations will be explored. Social concerns such as prejudice and stereotyping, cross

cultural attitudes, bilingual issues, family and community involvement and their effect on student learning will be examined. Field experiences are a part of this course.

EDUC 310 EDUCATIONAL PSYCHOLOGY

3 credit hours

This course is designed to explore the contexts of principles and/or theories of psychology applied to teaching and learning. This course includes clinical field experiences.

EDUC 315 DIVERSE LEARNERS

3 credit hours

Historical trends and current issues related to providing appropriate and equitable experiences for diverse learners. Best pedagogical practices, specific needs and abilities of children are addressed. This course includes clinical field experiences.

ELED 332 ELEMENTARY READING METHODS

3 credit hours

This course teaches Elementary Education majors how to: (1) plan for effective instruction; (2) maintain an environment which is conducive for learning; (3) maximize the amount of time available for instruction; (4) manage learner behavior. The course is based on balanced reading instruction. This course requires a clinical field experience of 25 hours. **(Prerequisite: Admission to the Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14, and PRAXIS II: Content Knowledge)**

ELED 352 DIAGNOSTIC AND PRESCRIPTIVE READING

3 credit hours

This methodology course teaches Elementary Education majors how to assess reading abilities in students, and how to use assessment results to provide effective instruction to expand existing reading abilities. This course includes clinical field experiences. **(Prerequisite: Admission to the Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14, and PRAXIS II: Content Knowledge)**

ELED 432 – ARTS METHODS FOR TEACHING IN ELEMENTARY SCHOOLS

3 credit hours

This course is a requirement for students majoring in art education, all level (K-120). The course enables students to examine the role visual arts plays in the education of young children, and its impact on culture and child development. Studio activities for this methods course include educational theory and pedagogy, hands-on experiences with a variety of materials and techniques, and field experiences. This course also examines teaching methods appropriate for elementary classrooms with emphasis on practical aspects of program planning and classroom management. Candidate outcomes are aligned with national, state standards, and LCET. Field experiences are required in this course. **(Prerequisite: Admission to the Certification-Only Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14, PRAXIS II: Content Knowledge)**

ELED 441 READING PRACTICUM

3 credit hours

This required methodology course is designed for the pre-professional development of a knowledge base and performance skills to deal effectively and reflectively with the urban multicultural contexts inherent to a clinical laboratory experience that is focused on the diagnostic, instructional, and evaluative nature of teaching and learning in reading. **(Prerequisite: Admission to the Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14, and PRAXIS II: Content Knowledge)**

ELED 466 METHODS FOR TEACHING MATH AND SCIENCE IN ELEMENTARY

3 credit hours

This course teaches Elementary Education majors the concepts of elementary school curriculum with emphasis on integrated mathematics and science. The course provides guidelines for the integration of technology across the disciplines, and the skills to promote student learning in a balanced mathematics and science curriculum. Students are required to investigate mathematical and scientific research, incorporate age appropriate teaching strategies and instructional materials that contribute to effective teaching in the elementary school, with focus on inquiry teaching, and construct mathematical and science experiments based on standards and benchmarks. Course laboratories provide direct hands-on experiences to support teaching and learning in elementary mathematics and science.

(Prerequisite: Admission to the Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14, and PRAXIS II: Content Knowledge) This course requires thirty hours of field experiences.

ELED 467 METHODS FOR TEACHING ENGLISH/LANGUAGE ARTS & SOCIAL STUDIES IN ELEMENTARY

3 credit hours

This course teaches Elementary Education majors to: (1) develop and deliver integrated thematic Social Science and Language Arts instruction; (2) provide explicit instruction in vocabulary and Social Studies/English/Language Arts concepts to enhance comprehension with an emphasis in contextual reading and writing across the curriculum; (3) vary strategies, methods and classroom organization to expand understanding of social/civic efficacy and best practices for teaching Reading and Language Arts in elementary grades; and (4) discuss and explain the social content and the topics that are of interest and essential to urban children. **(Prerequisite: Admission to the Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14, and PRAXIS II: Content Knowledge)**

ELED 498 INTERNSHIP IN ELEMENTARY EDUCATION I

3 credit hours

This is the first semester of a two semester internship. A performance-based required clinical/field course and internship seminar designed for Alternate Certification students who are a "teacher of record," for the enhancement of their knowledge base and performance skills to deal effectively and reflectively with the urban multicultural contexts of teaching and learning in elementary schools. This course is designed to assist Alternate Certification students with their teaching experiences. This will be accomplished by offering selected courses in pedagogy, specialized content instruction, and informational workshops and seminars. Teaching readiness of interns will be observed and evaluated in the school setting. **(Prerequisites: Admission to the Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14, PRAXIS II: Content Knowledge, and PRAXIS II: PLT)**

ELED 499 INTERNSHIP IN ELEMENTARY EDUCATION II

3 credit hours

This is the second semester of a two semester internship. A performance based required clinical/field course and internship seminar designed for Alternate Certification students who are a "teacher of record," for the enhancement of their knowledge base and performance skills to deal effectively and reflectively with the urban multicultural contexts of teaching and learning in elementary schools. This course is designed to assist Alternate Certification students with their teaching experiences. This will be accomplished by offering selected courses in pedagogy, specialized content instruction, and informational workshops and seminars. Teaching readiness of interns will be observed and evaluated in the school setting. The course is offered in the fall and spring, and students may enroll for either

semester in order to fulfill the requirement for teacher certification. **(Prerequisite: Admission to the Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14, PRAXIS II: Content Knowledge, and PRAXIS II: PLT)**



**CERTIFICATION-ONLY PROGRAM
ALTERNATIVE PATH TO CERTIFICATION**

SECONDARY, GRADES 6-12

EDUC 110 INTRODUCTION TO TEACHING

3 credit hours

This is an introductory course for individuals pursuing a career as a teacher. Participants become familiar with the language of education, (e.g. vocabulary used in teacher education, teaching standards, dispositions, programs of study and program sequencing in the CoEHD, assessment in teacher education, field and clinical experiences), and other relevant concepts. This course also focuses on the philosophy, organization, and structure of the urban elementary school. Emphasis will be placed on the philosophical and socio-cultural perspectives of urban education, and ways in which urban education differs from traditional suburban schools. Candidates are introduced to philosophy in education and will develop their own philosophy of education. They will be required to develop a working portfolio and to engage in field experiences in the schools. **(This course requires field experiences.)**

EDUC 275 FOUNDATIONS OF MULTICULTURAL EDUCATION

3 credit hours

This course seeks to address student learning through a multicultural context. Historical, philosophical, and cultural foundations will be explored. Social concerns such as prejudice and stereotyping, cross cultural attitudes, bilingual issues, family and community involvement and their effect on student learning will be examined. **(This course requires field experiences.)**

EDUC 315 DIVERSE LEARNERS

3 credit hours

Historical trends and current issues related to providing appropriate and equitable experiences for diverse learners. Best pedagogical practices, specific needs and abilities of children are addressed.

EDSN 320 ADOLESCENT PSYCHOLOGY

3 credit hours

This course is a study of adolescents and their physiological, psychological, emotional, social, and intellectual development. It is designed to explore the cognitive and affective factors that influence the learning process as well as the cultural diversity that permeates the urban setting. This course will explore growth and development for students in grades 6th – 12th. It incorporates class discussions, simulations, independent study projects and lectures. Candidate outcomes are aligned with national, state standards and LCET.

EDSN 350 TEACHING READING IN SECONDARY CONTENT AREAS

3 credit hours

This course is a required methodology course designed to assist candidates to address middle-high school students' reading and learning across grade levels and content areas, equip them with methods and techniques to support students' continued literacy development that includes concept acquisition across disciplines, reading strategies, vocabulary enhancement, and research/support writing. This course will also provide candidates with additional techniques to identify and prescribe reading instruction for students who are struggling with reading. Candidate expected outcomes are aligned with state and national standards regarding reading competencies and LCAT. Twenty-five hours of field experiences are required in this course. **(Prerequisite: Admission to the Certification-Only Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14/Core Academic Skills for Educators effective: 9/1/14, PRAXIS II: Content Knowledge)**

EDSN 431 HEALTH AND PHYSICAL EDUCATION METHODS IN SECONDARY SCHOOLS

3 credit hours

This course provides Physical Education and health Education majors with opportunities to study, discuss, organize, and practice instructional methods specifically designed for students in grades 6-12. Candidate outcomes are aligned with national, state standards, and LCET. Field experiences are required in this course. **(Prerequisite: Admission to the Certification-Only Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14/Core Academic Skills for Educators effective: 9/1/14, PRAXIS II: Content Knowledge)**

EDSN 432 ARTS METHODS FOR TEACHING IN SECONDARY SCHOOLS 3 credit hours

The Visual Arts Methods for Teaching in Secondary Schools is a required course for art education majors. It is designed to enhance aesthetic growth, increase creativity, provide effective ways to use art materials, equip candidates with visual arts pedagogy, provide a laboratory for best practices, and advance the candidates' teaching skills. Practical aspects of lesson plans, program planning, and classroom management on the secondary school level are also considered. Candidate outcomes are aligned with national, state standards, and LCET. Thirty hours of field experiences are required in this course. **(Prerequisite: Admission to the Certification-Only Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14, PRAXIS II: Content Knowledge)**

EDSN 440 METHODS/MATERIALS FOR SECONDARY CONTENT AREA 3 credit hours

This course is designed to develop knowledge, skills, and understandings needed to teach effectively and reflectively in a global environment. Specifically, this course develops an understanding of various learning modes, learning styles, multiple intelligences, questioning techniques, and other instructional strategies needed to engage students in the secondary classroom. In addition, this course demonstrates how to use lesson plan designs, technology, various assessment techniques, as well as strategies for ongoing professional development for teachers. Thirty hours of field experiences are required in this course. Candidate outcomes are aligned with national and state standards and LCET. **(Prerequisite: Admission to the Certification-Only Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14, PRAXIS II: Content Knowledge)**

EDSN 441 METHODS/MATERIALS FOR SECONDARY SCIENCES GRADES 6TH – 12TH

3 credit hours

This course is designed to provide investigation of current specific knowledge, teaching strategies, and instructional materials contributing to effective teaching of science in the middle and secondary schools with a focus on teaching biological (Primarily), chemical, and physical sciences. This course is based on best practices for teaching of science and is structured using two (2) modules of instruction that will address grades 6-12. Clinical field experiences are required in this course. Candidate outcomes are aligned with national, state standards, and LCET. **(Prerequisite: Admission to the Certification-Only Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14, PRAXIS II: Content Knowledge)**

EDSN 442 METHODS/MATERIALS FOR SECONDARY SCHOOL MATHEMATICS

3 credit hours

This course is designed to provide candidates with theory and research-based instructional strategies and clinical experiences to teach mathematics at the secondary level. The content emphasizes mathematical conceptualization, communication, problem-solving skills and reasoning skills necessary for effective teaching at the secondary level. Using the State Grade level Expectations (GLEs), Common Core Standards, Louisiana Comprehensive Curriculum (LCC), and the National Council of Teachers of mathematics (NCTM) standards, candidates will plan, assess, and evaluate classroom learning. Thirty hours of field experiences are required for this course. This course will include min-lessons, tutoring individual students needing remediation in mathematics and working with cooperative learning groups. Candidate outcomes are aligned with national and state standards, and LCET. **(Prerequisite:**

Admission to the Certification-Only Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14, PRAXIS II: Content Knowledge)

EDSN 443 METHODS/MATERIALS FOR SECONDARY SCHOOL SOCIAL STUDIES IN GRADES 6 – 12 3 credit hours

This course is designed to assist in the development of knowledge skills and understandings needed to manage and teach in secondary social studies classrooms. Specifically, this course will provide a comprehensive overview of the most effective approaches needed in planning, implementing, and assessing effective learning experiences in the secondary social studies classrooms. With the assistance of technology, emphasis will be placed on exploring the relationship between educational theory and the development of practical teaching techniques. Thirty hours of field experiences are required in this course. Candidate outcomes are aligned with national, state standards and LCET. **(Prerequisites: Admission to the Certification-Only Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14, PRAXIS II: Content Knowledge)**

EDSN 444 METHODS/MATERIALS FOR SECONDARY ENGLISH, GRADES 6-12 3 credit hours

This course prepares candidates for teaching English/Language Arts concepts in secondary school curricula. It addresses appropriate instructional skills and strategies for and the appropriate cognitive/perceptual development per concept for teaching secondary students. Instruction is delivered in modules which include the necessary competencies to enhance student learning in grades 6-12. This course is based on best practices for teaching English/Language Arts and utilizes the Louisiana Comprehensive Curriculum as a basis for determine scope and sequence of skills/knowledge. Candidate outcomes are aligned with national and state standards and LCET. Thirty hours of field experiences are required in this course. **(Prerequisite: Admission to the Certification-Only Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14, PRAXIS II: Content Knowledge)**

EDSN 470 STUDENT TEACHING IN GRADES 6-12 3 credit hours

This course is an option for Certification-Only Candidates in lieu of a two semester internship. This clinical/field course is designed to provide the certification-only candidate with experiences in observing and teaching in a selected off-campus middle-secondary school in grades 6-12. This collaborative course will be under the direction of the university supervisor. The Certification-Only candidate must complete a semester of Student Teaching (15 weeks). During the course of the 15 weeks, the candidate must complete 270 hours and of the 270 hours, 180 hours must be actual teaching hours. Candidate outcomes are aligned with national, state standards and LCET. **(Prerequisite: Admission to the Certification-Only Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14, PRAXIS II: Content Knowledge and PLT)**

EDSN 498 INTERNSHIP I 3 credit hours

This is a first semester of a two semester requirement. This required clinical/field course is designed to provide Certification-Only candidates with experiences in teaching in a selected off-campus middle/secondary school. This collaborative course will be under the direction of the University supervisor. Candidate outcomes are aligned with national, state standards and LCET. **(Prerequisite: Admission to the Certification-Only Alternative Teacher Certification Program, PRAXIS**

I/Core Academic Skills for Educators effective: 9/1/14, PRAXIS II: Content Knowledge and PLT)

EDSN 499 INTERSHIP II

3 credit hours

This is a second semester of a two semester requirement. This required clinical/field course is designed to provide Certification-Only candidates with experiences in teaching in a selected off-campus middle/secondary school. Candidate outcomes are aligned with national, state standards and LCET. **(Prerequisite: Admission to the Certification-Only Alternative Teacher Certification Program, PRAXIS I/Core Academic Skills for Educators effective: 9/1/14, PRAXIS II: Content Knowledge and PLT)**



SCHOOL OF SOCIAL WORK

School of Social Work BSW Program

Rebecca A. Chaisson, Ph.D., **Dean**

Office: New Science Building – Room 216B

Phone: (504) 286-5376

Email: rchaisson@suno.edu

Ronald Mancoske, D.S.W., **Professor, Millie M. Charles Endowed Chair of Human Rights and Social Work and Interim Dean (2014-2017)**

Gladys Merrick, M.S.W., **Undergraduate (BSW) Program Director**

Office: NSC 211D

Phone: (504) 286-5071

Email: gmerrick@suno.edu

Claude Montegut, M.S.W., **Acting Director of Field**

Office: NSC 212D

Phone: (504) 286-5058

Email: cmontegut@suno.edu

Professor, Millie M. Charles Endowed Chair of Human Rights and Social Work and Interim Dean (2014-2017): Ronald Mancoske, D.S.W.,

Associate Professors: Rebecca Chaisson, Ph.D., Patricia Guillory, Ph.D., Jill E. Murray, Ph.D., Ira A. Neighbors, D.S.W., and Harry Russell, Ph.D.; **Assistant Professors:** Edgar Blanchard, M.S.W., Derrick Freeman, Ph.D., Gladys Merrick, M.S.W., Claude Montegut, M.S.W., Samuel Odom, Ph.D., Ben Robertson, Ph.D., Torin Sanders, Ph.D., and Gail Wise, D.S.W.

MISSION

The mission of SUNO-SSW is to prepare competent and effective social workers committed to addressing strengths and challenges of a diverse client population in a changing and evolving global community. Quality educational experiences, undergirded by the Schools themes of advocacy, empowerment and transformation, prepare baccalaureate students for agency based generalist practice and master students for agency based advanced social work practice. Such practice is further guided by the School's dedication to critical practice knowledge and skills and the essential values of the profession: service, social and economic justice, the dignity and worth of the individual, and the importance of human relationships.

GOALS

Teaching

1. To use learning approaches that prepare students to integrate the values, ethics, knowledge, and skill base of the social work profession with systems of all sizes and with respect for all people aimed toward social change and promotion of social and economic justice.
2. To anchor social work knowledge in our program's themes of advocacy, empowerment and transformation.

Service

1. To provide leadership to the university, the community, and the profession.
2. To serve the local, national and international areas by preparing students to fill the dynamic social welfare resource needs for generalist and advanced practitioners.
3. To foster the commitment of students and faculty to active involvement in improving the quality of life in the community in which they live.

Scholarship

1. To effectively assist the process of professional development among faculty and students.
2. To contribute to the knowledge base of the strengths of diverse client populations.

COMPETENCIES: Upon completion, students will be able to:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic and Environmental Justice
4. Engage in Practice Informed Research and Research Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

Provisions of these programs are subject to change without notice and do not constitute an irrevocable contract between the University and any student.

THE PROFESSION OF SOCIAL WORK

The profession of social work is concerned with enhancing social functioning and improving the human condition through the promotion of social and institutional change and the provision of opportunities and resources to individuals, families, groups, organizations, and communities. The fundamental concern of social work is the relationship between individuals and social institutions. Of central importance is the development of these relationships in such a way as to promote social and economic justice and protect the opportunities for people to live with dignity and freedom. Professional practice focuses on the transactions between people and their environments that affect their ability to accomplish life tasks.

EDUCATIONAL PHILOSOPHY AND THEMES

The Southern University School of Social Work is committed to a view of social work that is holistic and transcending in its approach. Emphasis is placed on the strengths and growth potentials of people, individually and collectively. The BSW and MSW curricula focus on generalist and advanced social work practice, respectively, which are concerned with enhancing and improving the human condition through the promotion of social and institutional change and the provision of opportunities and resources to individuals, families, groups, organizations and communities.

The themes of **ADVOCACY, EMPOWERMENT, AND TRANSFORMATION** provide a pivotal and integrating link between the educational objectives of the program and the curriculum content.

These themes embrace a view of the individual, family, group, organization and community, as responsible actors in the self-actualization and change processes.

Advocacy

Refers to the act of providing support to and intervention in the interest of client system. These efforts are directed toward the realignment of power to effect change and achieve freedom from oppression.

Empowerment

Focuses attention on the fact that powerlessness is pervasive and preeminent among oppressed people. As a profession which impacts the lives of these people, we are committed to teaching strategies which incorporate the concept of empowering individuals, families, groups, organizations, and communities to take control of their own lives, and shape their destinies.

Transformation

To accomplish transformation, the profession of social work must assist individuals, families, groups, organizations and communities to change the structure of systems that exert a confining and oppressive hold on their opportunities for achievement.

ORGANIZATION AND STRUCTURE OF THE SCHOOL OF SOCIAL WORK

The SUNO School of Social Work administers two programs: (1) a four-year bachelor of Social Work program (BSW) which provides social work education in preparation for beginning generalist professional practice; and (2) graduate Social Work program (MSW) which provides social work education in preparation for advanced specialized professional practice. A doctoral level social work program (D.S.W) is pending final approvals.

ACCREDITATION AND PROGRAM APPROVAL

Bachelor of Social Work Program

The SUNO bachelor social work program is accredited by the Council on Social Work Education and the Commission on Colleges of the Southern Associations of Colleges and Schools. Students in the program are eligible for membership in professional social work organizations. The BSW Program has been accredited since 1974.

REQUIREMENTS OF BSW PROGRAM

The Bachelor of Social Work degree (BSW) is an academic as well as a professional degree. Students entering the University and declaring Social Work as a major are considered Pre-Social Work majors. In the School of Social Work, students become social work majors during their junior year after they have completed 60 hours of University requirements with a 2.3 GPA. Students must complete a BSW application, transcript evaluation and an interview. They cannot take junior level social work courses until they have been accepted by the School of Social Work BSW Committee.

Students majoring in social work complete credit hours within the department, including SOWK 100, 211, 241, 311, 341, 343, 350, 351, 352, 431, 432, 443, 4810/481G, 4820/482H, 492, six credit hours of social work electives, and also six credit hours of non-social work electives and 3 hrs. of either psychology or sociology electives beyond introductory courses. Grades earned in social work courses lower than a C cannot be accepted for graduation. Grades earned in each English course must be no lower than a C. The grade point average for graduation must be a least 2.0 overall and 2.5 within the program. All students are required to actively participate in at least one (1) personal growth experience (Annual Spring Retreat), and at least four (4) seminars for majors which meet once during the summer,

fall and spring semesters. Students can be suspended or expelled from the program based on academic failure (which includes plagiarism & cheating) and/or based on violations of the NASW Code of Ethics.

REQUIREMENTS FOR BSW FIELD INSTRUCTION

FIELD APPLICATION PROCESS

The School of Social Work cannot guarantee evening and weekend field sites. Field hours are required to complete the BSW degree.

1. Students must apply for the Field Practicum during the Spring Semester prior to beginning the practicum in the fall semester. Field faculty will discuss Field education during Direct Service and HBSE classes to familiarize students with the application process.
2. Students must submit the field application with resume and a transcript before February 15th reflecting pre-requisites taken.
3. All applications must be reviewed and signed by the student's faculty advisor prior to submission to designated Field Faculty Instructor.
4. Students will be notified by April 1st to pre-register for Field Education contingent upon successful completion of Spring Semester. Students will be notified of final approval for Field by July 15th. Thereafter, students will be assigned to Field Placement sites before August 1st.

FIELD REQUIREMENTS

1. Students must complete seven social work courses by the end of the spring semester prior to entry to the Field Practicum. These courses are: SW100 (Introduction to Social work); SW211 and SW311 (Social Welfare as a Social Institution I & II); SW241 (Communication Skills); SW341 (Human Behavior I); SW443 (Diversity and Empowerment); and SW350 (Direct Service I). Individual considerations for exceptions will be made by the Field Director.
2. Students must have earned a cumulative grade average of 2.0 or better. An earned cumulative GPA average of 2.5 or better in School of Social Work courses is required.
3. Selection of the practicum site will be made by the Field Seminar Instructor, with approval from the Director of Field.
4. Each student is expected to complete two (2) semesters in field practicum. A minimum of 225 clock hours, approximately 16 hours per week, in the practicum setting is required each semester. A student cannot pass the field courses without the requisite field hours completed.
5. If the practicum experience is terminated for any reason during the semester, the student must agree to an extended practicum period.

CURRICULUM IN SOCIAL WORK
Bachelor of Social Work Degree

FRESHMAN YEAR

Course	Hrs. Credit	Course	Hrs. Credit
ENGL 111 English I	3	ENGL 112 English II	3
MATH 151 College Algebra.....	3	MATH 250 Elem. Stats	3
BIOL 105 (Intro. to Biology I Lec.)	3	BIOL 106/106L Biol Lab.....	4
FIAR or MUSC 101	3	MGIS 164 Info Process.....	3
SOWK 100 Intro. To Social Welfare....	3	or Computer Literacy Exam	
JRDV 111 (College Survival Skills).....	1	HIST 104 Hist. Civ./1500.....	3
JRDV 111A (Freshman Assembly).....	0	SOWK 200 (Sem. Majors).....	0
SOWK 200 (Seminar for Majors)	0		
	----		----
	16		16

SOPHOMORE YEAR

SOWK 200 Seminar for Majors	0	SOWK 200 Sem.Majors	0
ECON 200 or 211	3		
Psych 210.....	3	SOWK 241 Com. Skills	3
POLI 110 American Government.....	3	HIST 220 U.S. Hist./1865	3
SOCL 210 Intro. Sociology	3	CHEM101/PHYS101/	3
ENGL 260 Profess/Technical Writing	3	COMM 210 Pub. Speaking.....	3
SOWK 211 Policy I.....	3	SPAN 101 or Sign Lang.	3
	----		----
	18		15

JUNIOR YEAR

SOWK 200 Seminar for Majors	0	SOWK 200 Sem. Majors	0
SOWK 311 Policy II	3	SOWK 443 Diversity.....	3
SOWK 341 HBSE I).....	3	HUMANITIES 315/or 311	3
SOWK 350 Direct Service I.....	3	SOWK 351 Dir. Serv.II.....	3
Non Social Work Elective	3	Non Social Work Elective.....	3
SOWK 343 HBSE III	3	*Community Service	0
	----		----
	15		12

*Students are expected to complete Community Service (60 hours). Contact the Office of Community Services.

SENIOR YEAR

SOWK 200 Seminar for Majors	0	SOWK 200 Sem. Majors	0
SOWK 352 Admin/Planning/Organizing I3		SOWK2810 Sem./Retreat.0	
SOWK 481G Field Instruction I... ..	4	SOWK 482H Field II.....	4
SOWK 4810 Field Seminar I	0	SOWK 4820 Field II	0
Social Work Elective	3	Social Work Elective.....	3
SOWK 431 Research.....	3	SOWK 492S Sr. Seminar	2
Psychology or Sociology Elective	3	SOWK 432(Statistics)	3
	----		----
	13		15

Total: 120 Credit

The School of Social Work offers **a minor in Social Work**. Students are not required to be admitted to the Social Work Program to take this minor. Student interested in a minor can take the following courses: SOWK 100, SOWK 211, SOWK 241, SOWK 341, SOWK 350. Students can take an additional social work course except SOWK 481G, SOWK 4810, SOWK 482H, SOWK 4820. Courses are not offered each semester. See suggested curriculum.

BSW PROGRAM COURSE DESCRIPTIONS

SOWK 100 INTRODUCTION TO SOCIAL WELFARE 3 credit hours
 This course is a study of how social welfare services operate by addressing their evolutionary processes, their present and future functions; analysis of social welfare as an effective and/or ineffective delivery system for welfare as a helping system; examination of the development of the social work profession, and the roles of social workers.

SOWK 200 SEMINAR FOR MAJORS 0 credit hours
 This course provides a forum for professional development; social work knowledge, and familiarity of social work roles relative to contemporary social issues. It also presents departmental and university expectations, and concerns. (Prerequisite: Social Work 100)

SOWK 211 SOCIAL WELFARE POLICY/SERVICES I 3 credit hours
 This course is an examination of the social welfare system. It also studies the historical development of social welfare policies, programs and services.

SOWK 241 COMMUNICATION SKILLS/SOC. WKBERS 3 credit hours
 This course is designed to study and develop skills the interviewing process. Written and verbal communication within a social work context are emphasized. A lab is incorporated in the course.

SOWK 2810 FIELD SEMINAR (RETREAT)

0 credit hours

This course provides a forum for professional development. It reflects on the self-assessment of the students and incorporates the values and ethics of the social work profession. (Prerequisite: Junior status)

SOWK 311 SOCIAL WELFARE POLICY/SERVICE II

3 credit hours

This course focuses on various models to analyze social problems, welfare programs, and social and public policies. (Prerequisite: SOWK 211 or Consent of Program Director)

SOWK 341 HUMAN BEHAVIOR/SOCIAL ENVIRON. I

3 credit hours

This course is a study of individual and social behavior, wherein behavior is considered a consequence of the total social situation in which individual subsystems, group subsystems, or other social units find themselves. General Systems Theory provides a construct which enables us to examine new dimensions of human behavior, the nature and range of social experiences and the effects of interaction and transaction among individual and group and social environments. The focus of this course is on the developmental models of infants, children, adolescents, and young adults. (Prerequisite: SOWK 100; SOWK 241; Can be taken concurrently with SOWK 343)

SOWK 343 HUMAN BEH./SOCIAL ENVIRON. III

3 credit hours

This course builds on theoretical perspectives and developmental models in HBSE I. The focus of this course is on adult and later adult (elderly) biopsychosocial development. It provides students with core knowledge and theory pertaining to macro systems. Economic and sociological principles and the themes of empowerment, advocacy, and transformation are used to understand the dimensions and dynamics of broad social units (the workplace, human service organizations, institutions, ideologies, and world views). (Prerequisites:

SOWK 100, SOWK 241; Can be taken concurrently with SOWK 341)

SOWK 350 DIRECT SERVICE I

3 credit hours

This course is a study of the components of social work practice, social systems and the dynamics of planned social change as they find application in social work practice; and identification and development of basic skills essential to the appropriate concepts and methods common to all social and rehabilitation services. The focus of this course is on generalist practice in engagement, assessment, intervention and practice evaluation. (Prerequisite: SOWK 100, SOWK 241 or consent of Program Director)

SOWK 351 DIRECT SERVICE II

3 credit hours

This course examines generalist practice of engagement, assessment, interventions, and evaluation of family and group practice, interactional phenomena and the development of family and group practice skills. Emphasis is on the application of knowledge and values of family and group processes in social work practice. (Prerequisite: SOWK 100, SOWK 241, SOWK 350 or Consent of Director)

SOWK 352 APO I: SOCIAL WORK PRACTICE WITH ORGANIZATIONS AND COMMUNITIES

3 credit hours

This course is a study of social work techniques applied to problem solving in the community and the development of macro level skills for engaging, assessing, intervening and evaluating community

practice. The theoretical models utilized are community development, social planning, and social action as a means for effecting social change in the community. (Prerequisite: SOWK 100, SOWK 343) Can be taken concurrently with SOWK 350.

SOWK 360 INTERACTIONAL SEMINAR ON AGING (ELECTIVE)

3 credit hours

This elective course provides examination of the views and feelings of the elderly about this phase of life, the way the elderly relate to youth, problems, needs, and interest of the aged. This is a generalist practice course examining engagement, assessment, interventions and evaluations of services with the elderly. (Open to undergraduate students only)

SOWK 410 SOCIAL WELFARE SEMINAR (ELECTIVE)

3 credit hours

This elective course is a process that focuses on an issue of current concern in the field. The topic varies from one semester to another. (Open to undergraduate students only)

SOWK 420 WORKING WITH CHILDREN (ELECTIVE)

3 credit hours

This elective course focuses on the biopsychosocial and developmental needs of children. Consideration is given to devising suitable goals in light of family attitudes and agency function, as well as the child's own unique personality. Particular attention is given to the diagnostic analysis of non-verbal communication and to the role of expressive activities, such as play, crafts, and games. Students learn to engage, assess, intervene and evaluate practice with children in a family context. (Open to undergraduate students only)

SOWK 422 FAMILIES IN STRESS (ELECTIVE)

3 credit hours

This elective course provides a perspective about the family as a viable and dynamic unit. It is based on a theoretical framework consistent with the preventive services of social work intervention. This course draws upon knowledge of theories, explaining family dynamics as they adapt to the various crisis that confront families in today's society. Focus of the course is on awareness of family dynamics for corrective and preventive social work services. Students learn to engage, assess, intervene, and evaluate practice with families in stress. (Open to undergraduate students only)

SOWK 429 MEDICAL AND SOCIAL ASPECTS OF HEALTH AND DISEASE (ELECTIVE)

3 credit hours

This elective course is an examination of the interdependence of medical and social aspects of health and disease and their relevance to the practice of social work. This is a generalist practice course where students learn to engage, assess, intervene and evaluate practice in work with people with health problems. (Open to undergraduate students)

SOWK 430 INDEPENDENT STUDY

3 credit hours

In this course, students select a topic of special interest and submit a written proposal which must be approved and supervised by a Social Work instructor. Requested course cannot be a required course in the program. **This course is only available with prior approval.** (Prerequisite: Consent of BSW Director) (Open to undergraduate students only)

SOWK 431 SOCIAL WORK RESEARCH

3 credit hours

This course is a study of fundamental research concepts and methods used in Social Welfare research designed to equip students with skills in practice evaluation. This first research course focuses on concepts and terms commonly used in research, learning skills in practice evaluation research and skills in selecting topics in preparing research reports. Students examine research designs, including participant observation, case study, content analysis, social surveys and unobtrusive research. (Prerequisites: SOWK 351)

SOWK 432 SOCIAL WORK STATISTICS

3 credit hours

This course is a continuation of part one of the research sequence with an emphasis on statistical data analysis. During the second semester, the students focus on learning statistical techniques and computer techniques in the analysis of data sets to support learning skills and techniques in practice evaluation. (Prerequisite: SOWK 431; Open to MSW students to meet undergraduate statistics requirement)

SOWK 433 INSTITUTIONAL RACISM (ELECTIVE)

3 credit hours

This elective course is an examination of the nature and significance of racism in American life. The economic, political and psychological attitudes and, institutional practices are also investigated. The course focus is on institutional racism, privilege, and the impact of discrimination. (Open to undergraduate students only)

SOWK 434 SOCIAL LEGISLATION, POLICY AND PROCESS (ELECTIVE)

3 credit hours

This elective course is a study of selected phases of social legislation, the constitutional framework, problems and inadequacies of these laws and programs, and methods for improvement. Students examine congressional records and study laws; visit courts, city council and state legislative meetings in order to develop an in depth understanding of and sensitivity to the political system as a means of effecting social change and "strategizing" social action. (Open to undergraduate students only)

SOWK 435 OLDER PERSONS IN FAMILY SETTINGS (ELECTIVE)

3 credit hours

This elective course is an issues and practice elective for BSW students. It focuses on the meaning of the family system including all members from the young to the elderly. Students learn generalist practice in work with the elderly. (Open to undergraduate students only)

SOWK 436 CHILD WELFARE SERVICES (ELECTIVE)

3 credit hours

This elective course is a comprehensive study of the principal child welfare services, including an historical perspective on the current socioeconomic context in which child welfare social work operates. Students learn to engage, assess, intervene and evaluate practice in public child welfare practices. (Open to undergraduate students only)

SOWK 437 SOCIAL SERVICES FOR THE HANICAPPED (ELECTIVE)

3 credit hours

This elective course is an examination of the broad concept and the specialized programs of rehabilitation and the handicapped individual; a study of the handicapping effects of specific disabilities; psychological and social implications which provide a framework for understanding the handicapped individual; and determining levels and areas for intervention. Community programs are visited; films and tapes are used to acquaint the student with current trends and the utilization of the team approach to treatment. (Open to undergraduate students only)

SOWK 438 AGING: PROCESS AND PROBLEMS (ELECTIVE)

3 credit hours

This course is a study of the aging process in its various aspects; the cultural, social and economic influences upon the elderly; their adjustments to the roles and status of late life; and a consideration of social service programs and community resources for the elderly. (Open to undergraduate students only)

SOWK 440 HUMAN SEXUALITY (ELECTIVE)

3 credit hours

This elective course examines, in historical context, the myths, misinformation, and taboos that have influenced present views on sexual behavior. The broad range of sexual behaviors are reviewed as well as selected aspects of individuals and social problems such as rape, abortion, sexually abused children, sexual functioning and dysfunction. This course is structured to convey knowledge and dispel myths within a biological, social, cultural, and psychological framework. The course includes engagement, assessment, interventions, and evaluation of practice content with sexual minorities from an empowerment perspective. (Open to undergraduate students only)

SOWK 441 INTRODUCTION TO MENTAL HEALTH

3 credit hours

This elective course is an introduction to the field of mental health as a vital part of the social welfare. Students learn to assess for major mental disorders while engaging, developing intervention plans, and evaluating practice with people with mental health challenges. This course objective is to demonstrate the need for knowledge in theory of mental health which includes an analysis of social system, values and attitudes, the growth of the individual and community, development and maintenance of self-concept, and the mental health system in our community. (Open to undergraduate students only)

SOWK 442 INTEGRATION OF COMMUNICATION MEDIA IN SOCIAL WORK (ELECTIVE)

3 credit hours

This elective course provides the student with experiences in selecting, preparing and utilizing communication media in social work. The student acquires skills in planning, designing and producing materials for presentation. The student also learns to operate various types of audio-visual equipment. The formal project is a correlation of issues and topics in other courses in social work. (Open to undergraduate students only)

SOWK 443 DIVERSITY AND EMPOWERMENT

3 credit hours

This course examines historical and current commitment to social justice as related to oppressed groups in a multicultural society. It enhances understanding of and appreciation for diversity in self and others. The course addresses issues of power, inequality, privilege, and resulting oppression. The focus includes a social justice perspective for the study of oppressed groups. The course included learning about cultural competency standards. (Prerequisite: SOWK 341 or consent of Program Director)

SOWK 444 DEATH, DYING AND GRIEF (ELECTIVE)

3 credit hours

This elective course provides an introduction and surveys of the current generalist practice issues, concepts, and research of the psychological aspects of death, the stages of dying and the grieving processes. The biopsychosocial needs of the dying, the families of the dying, and the role of the caring relationship of the social worker are examined. (Open to undergraduate students only)

SOWK 445 FAMILY VIOLENCE (ELECTIVE)

3 credit hours

This elective course is designed to examine and suggest generalist practice strategies for social work intervention with violent families, including those involving child abuse and neglect, spouse abuse and

abuse of the elderly. The focus is on current research related to societal, interpersonal, and individual factors associated with family violence and emphasizes socio-cultural variations in patterns based upon lifestyle, social class, and racial/ethnic factors. The problem is viewed from the dual perspectives of societal concern and interventions including policies and programs designed to work within individual families. (Open to undergraduate students only)

SOWK 450 SUPERVISION FOR DIRECT SERVICES (ELECTIVE)

3 credit hours

This elective course is an examination of the methods employed by professional social workers in supervision and/or leadership with other types of social service personnel. (Open to undergraduate students only)

SOWK 452 MOBILIZING AGAINST AIDS (ELECTIVE)

3 credit hours

This elective course is an examination of the policy and generalist practice implications, and the effectiveness of intervention efforts confronting the biopsychosocial challenges of HIV and AIDS disparities on diverse individuals and communities. The course emphasis is on engagement, assessment, interventions and practice evaluation in working with people with HIV/AIDS. (Open to undergraduate students only)

SOWK 460 ADMINISTRATION AND MANAGEMENT IN SOCIAL WELFARE (ELECTIVE)

3 credit hours

This elective course is a study of the problems and principles in social service administration. Special emphasis is upon finance, personnel standards, and management. (Open to undergraduate students only)

SOWK 481 (FIELD I) AND 482 (FIELD II)

4 credit hours each

Students participate in an internship which affords an opportunity for educationally directed practice in traditional and non-traditional settings. The overall goal of the field instruction course is to allow the student to integrate and test his/her theoretical knowledge, and to acquire generalist skills that will prepare the student for an entry level position in the social work profession. A minimum of sixteen hours per week, during a period of two semesters of field work is required. Must be taken concurrently with SOWK 4810 and 4820. (Prerequisite: SOWK 100, 211, 241, 311, 341, 350, 431, 432, Senior Status, Consent of Field Director)

SOWK 4810 AND 4820 FIELD SEMINAR I AND II

0 credit hours

Students must participate in an integrative field seminar course concurrently with the field instruction courses. The seminar courses meet two hours per week to ensure that the educational objectives of field instruction are being met. Must be taken concurrently with SOWK 481G and 482H. (Prerequisite: SOWK 100, 211, 241, 311, 341, 350, 431, 432, Senior Status, Consent of Field Director)

SOWK 492S SENIOR SEMINAR

2 credit hours

This course must be taken by students completing the final semester of BSW course work. It examines and assesses the BSW majors' knowledge, skills and values needed to engage in effective generalist practice. It consists of seminars which help prepare students for entry into the marketplace and/or graduate school. An exam is administered at the completion of this course that covers content on all social work required courses (intro, human behavior, social work methods, research, communication skills and social welfare policy. (Prerequisite: Open to Social Work Seniors only)



The School of Graduate Studies

GRADUATE DEGREE PROGRAMS, REQUIREMENTS, CURRICULA

Wesley T. Bishop, J.D, **Acting Dean**

Office: Administration Building Room 202

Phone: (504) 286-5385

Email: wbishop@suno.edu

Deidrea Hazure, **Administrative Specialist/Graduate Studies Admissions Coordinator**

Valencia Jackson, **Administrative Assistant IV**

As a result of the implementation of the Higher Education Desegregation Settlement Agreement, Southern University at New Orleans (SUNO) implemented four new graduate programs in addition to the Master of Social Work (MSW) program that has been fully operational for over twenty-five years. The Master of Social Work program currently has 300 students enrolled and awards more than 100 MSW degrees each year. Of the new programs, the Master of Criminal Justice program began offering classes Fall, 1996. The Master of Computer Information Systems began offering classes in the Fall, 1997 and was fully approved by the Louisiana Board of Regents to begin offering courses as of the Fall, 1999 semester along with the Master of Arts in Urban Education Program. The fifth graduate program, Museum Studies, obtained its initial approval and began offering classes in the Fall, 2002. The Master of Computer Information Systems was converted to the Master of Management Information Systems in the Fall Semester 2006. The Master of Arts in Urban Education is no longer available.

The University established the School of Graduate Studies (SGS) to coordinate and support all graduate degree programs. The School of the Graduate Studies is under the general supervision of the Vice Chancellor for Academic Affairs and is administered by the Dean of Graduate Studies. Under the direction of the Graduate Dean, this office is responsible for the creation, monitoring, and continued improvement of all graduate programs and their curricula. It also assists with the establishment of graduate level policies, keeping records, budget management, and student recruitment, processing applications to the various graduate studies programs, and providing support and professional development services for the individual graduate programs. The Graduate Dean is additionally responsible for aiding the accreditation process of all graduate programs.

The School of Graduate Studies has developed the policies and procedures contained in this document as a means of standardizing and institutionalizing its daily operations and services to students. The policies are in accordance with the power vested in the SGS through the legislative authority which emanates from those policies set by the Southern University and Agricultural and Mechanical College System, of which SUNO is a member campus. These policies and procedures are consistent with those national standards which are set by such scholarly organizations as the National Council of Graduate Schools. Such policies are intended to guide the administration of the program, as well as all actions and decisions that result, in a fair and impartial manner. As published, the policies are to be followed by all faculty, staff and students in the SUNO School of Graduate Studies.

GRADUATE STUDIES PROGRAMS' MISSION STATEMENT

The School of Graduate Studies at SUNO expands the mission of the University to the graduate and professional level. The graduate programs which are currently available provide excellent opportunities for advanced study in contemporary and *cutting edge* areas. These programs have each been created to extend the higher education opportunity for students from all sectors of the community. Each of the graduate degree programs is open to recent graduates of SUNO's undergraduate programs, graduates from all other accredited colleges and universities, as well as professionals who have been working in their fields for a number of years.

SUNO has a longstanding commitment to support the educational goals of non-traditional students, including working adults and those enrolled in evening and weekend programs or in non-credit courses. The SGS broadens the University's tradition of accommodating all citizens through innovative and non-traditional course offerings and scheduling.

GOALS

The primary focus of the School of Graduate Studies Program is to promote quality and excellence in graduate education, as well as to promote research and scholarly activities. In accordance with this perspective, the Graduate Studies Program has undertaken the following goals:

1. to offer programs that will encourage students of all races and backgrounds to enroll;
2. to prepare each student for successful completion of graduate studies;
3. to prepare all students for successful employment in their chosen professions;
4. to increase the number of graduate students involved in research and other scholarly activities;
5. to develop an effective program of enrollment management that would enable the University to maintain a student body of graduate students who are committed to high academic achievement and who represent diversified social, economic, and geographical origins; and,
6. to provide available financial resources for eligible students where possible.

ORGANIZATION

The Office of the School of Graduate Studies consists of a Dean, Graduate Recruiter, Administrative Specialist/Budget Unit Supervisor, and Administrative Assistant IV. The Office is responsible for enforcing minimum general standards of graduate work at Southern University at New Orleans and for the coordination of graduate degree programs in the various colleges. Central policies and standards of the SGS are established by the Graduate Council. The responsibility for the detailed day-to-day operations of graduate programs lies with the individual departments and colleges.

The Office of the School of Graduate Studies processes admission to the master's degree programs. This includes the receipt and processing of all graduate admission applications, and the processing and clearing of graduation applications for all graduate students.

THE GRADUATE COUNCIL

The *By-Laws and Regulations* of the Board of Supervisors of the Southern University and Agricultural and Mechanical College System (Section 1-2.10; Part A.) commissioned the Graduate Council, as follows: "There shall be a Graduate Council on each campus having a graduate program." Parts B, through E articulate the membership, duties, officers, terms of office, and the meeting regulations around which such councils should organize.

The Graduate Council is the policy-making body for the SGS and, as such, has responsibility for its governance, including authority to grant exceptions in special cases to any policy it establishes. All decisions of the Graduate Council are subject to review by the Vice Chancellor for Academic Affairs and the Chancellor of SUNO. The purpose of the Graduate Council is to provide a forum for broad participation in the formulation of academic policies which govern graduate programs. The Graduate Council functions in recognition of the need for a shared responsibility in graduate education. To a large extent, colleges are responsible for maintaining and managing graduate programs; however, the Graduate Council performs the function of review and coordination.

As a representative body of faculty scholars and graduate students of the SGS, the Graduate Council is composed of ten (10) faculty members with at least one representative selected from the graduate faculty of each academic program; the Library Director; a representative from the Office of Academic Affairs as an *ex-officio* member; and two graduate students who are elected or appointed from the various graduate programs on a rotating basis.

ADMINISTRATION

The executive and administrative matters of the SGS are the responsibility of the Graduate Dean, who is charged directly with enforcement of the regulations of the SGS and with the organization of its administrative procedures. Although the colleges and individual graduate programs assume responsibility for the maintenance of program quality, the Graduate Dean has a major responsibility to provide the leadership to ensure and enhance a high quality of graduate study and research. The measure of program accountability shall be in the form of periodic external reviews and overall on-going internal programmatic assessments. The Graduate Dean exercises leadership in initiating new programs and facilitating appropriate interdisciplinary collaboration. As the chief administrative officer within the Graduate School, the Dean serves as an *ex officio* member of all committees formed to conduct, oversee, or make determination in matters relative to graduate education.

Some of the other duties with which the Graduate Dean is charged include the financial and budget management; securing and administering external funding and research opportunities for graduate faculty and students; strategic planning processes; international programs and collaboration opportunities; utilizing effective communication and negotiation skills; and continual student recruitment. The Graduate Dean is assisted in this work by an administrative and clerical staff.

ADMISSION TO THE SCHOOL OF GRADUATE STUDIES

Admission to the SGS and all of its programs and operations is open to all persons regardless of race, creed, color, sex, age, marital status, disability, veterans' status, or national origin who meet the requirements and qualifications of the SUNO programs. A baccalaureate degree from an accredited

college or university is required for admission to the SGS. Official undergraduate transcripts must accompany all applications. No application will be considered unless it is complete and is accompanied by all official transcripts that reflect all of the student's undergraduate, and graduate if any, credits earned and in process. No transcript will be accepted as official unless it is received directly from the registrar of the institution where the work was done. Official supplementary transcripts are required as soon as they are available for work completed after the submission of the application and official transcripts.

There are two levels of admission to graduate programs: (1) Admission to the SGS and (2) Admission to the degree granting graduate program. Admission to the SGS is a prerequisite for admissions to a graduate degree program and is used to assure that applicants meet all of the minimum qualifications set by the University. The degree program in which the student plans to study shall determine whether or not the student is qualified to be admitted for graduate study in that particular program. Upon receipt of the completed application, the Office of the School of Graduate Studies shall determine whether the student meets the general SUNO graduate admission requirements. The office shall notify the degree program and shall request that the program evaluate the student's credentials. After having done so, the program shall communicate its decision to the SGS office so that the student can be officially admitted or advised otherwise.

ADMISSIONS COMMITTEES

Each graduate degree program shall have a committee, consisting of current graduate faculty and chaired by the program director/chair, whose functions include serving as the screening and admissions body for that program. This committee and other interested faculty from the colleges shall scrutinize the credentials of the applicants and make recommendations concerning admission decisions. The program level admissions decisions are then submitted to the SGS office and the appropriate actions are immediately taken.

ADMISSION CRITERIA

To be considered for admission to the SGS the applicant must submit to the SGS Office the following:

- A baccalaureate degree from a university or college approved by a recognized accrediting agency.
- One completed copy of an application form and a medical form which can be obtained from the SGS Office. Individual graduate degree program **deadlines for applying are listed on the application and must be adhered to.**
- One copy of an **official transcript** from each institution attended. Transcripts must be sent directly to the SGS Office from each college attended, even if no credit was earned and even though the work may be shown on another transcript. The request for the transcripts must be made early in order to arrive in the SGS Office in sufficient time to be considered for admission into the desired degree program. ***Applications will not be processed unless an official transcript has been received.***
- Grade point averages of at least 2.5 for undergraduate work and 3.0 for all graduate and post-baccalaureate work for which a grade is given. (A-4, B-3, C-2, D-1, F-0, WF considered F)

- Satisfactory academic standing at the last university or college attended; that is, the applicant must be eligible to re-enter in good standing.
- Three (3) typewritten letters of recommendation addressed to the Graduate Dean.
- A written Philosophy Statement or other writing sample as may be required by specific programs.
- All applications must be accompanied by a non-refundable one-time application fee of \$25 (\$35 for international students) in the form of a money order or check made payable to Southern University at New Orleans (**do not send cash through the mail**).
- International students must pay the additional fees associated with the required third-party evaluation of foreign transcripts.

Admission to the SGS does not automatically admit a student to candidacy for an advanced degree.

REGULAR ADMISSION

An applicant who meets all the above requirements is normally granted unconditional admission, provided the applicant is accepted by the degree program. It should be understood that admission to the SGS does not imply admission to any specific degree granting program. A student may be required to take additional coursework to meet the prerequisites of the particular degree program. **Degree program admission standards may be higher than the minimum SGS requirements.** Also, applicants who do not meet all the criteria for admission may be granted a conditional or provisional admission classification upon a recommendation from the appropriate program. International students are not eligible for conditional or provisional admission classification.

CONDITIONAL ADMISSION

Applicants who fail to meet all the admission requirements may, in rare instances, be considered for conditional admission, but only upon very strong recommendation by the degree granting program. The recommendation will be based on the grounds of other evidence of the student's ability to carry out the graduate program of study successfully. The Office of the School of Graduate Studies will consider the merits of the case and determine whether conditional admission is warranted.

Conditional admission may be granted as a temporary classification for only one academic year to applicants who otherwise satisfy the criteria for admission. The applicant can be admitted **only** under the **condition** that the deficiency be removed before the end of the academic year. It will also be required that at least a **B** (3.0) average be maintained for all coursework attempted during the period of conditional admission. If the **condition** of admission is not met by the end of the period, the academic program must evaluate the student's performance and notify the Dean of the SGS and the student of the action to be taken to change the student's admission classification to either *fully admitted* or to being expelled from the University.

PROVISIONAL ADMISSION

Applicants who have applied to the SGS for admission, but who are unable to supply complete credentials or to complete any step in the admission process by the admission deadline, may be admitted provisionally for one semester upon a recommendation to the Graduate Dean from the program to which the student has applied. The *provisional* admission classification cannot be extended beyond one semester.

When a student is currently enrolled in a university program, he/she may be granted provisional admission as a temporary classification provided that all other records except for the semester in progress have been submitted. In such cases, complete credentials must be received no later than thirty (30) days after the first day of classes in the fall and spring semester and no later than fifteen (15) days after the first day of classes in the summer session, or admission may be canceled. ***Students will not be allowed a second provisional admission.***

PROBATIONARY ADMISSION

An applicant who does not meet the academic admission standards because his/her undergraduate grade point average is below that required by the SGS or the specific graduate program, which they seek admission, may be admitted on probation. If admitted on probation, the student must earn a 3.0 (**B**) grade point average by the end of the first two (2) semesters. Failure to meet this requirement can result in expulsion.

NON-DEGREE SEEKING ADMISSION

Unlike a graduate *degree seeking* applicant who seeks formal and full admission into a degree-granting program for the purpose of completing all master degree requirements, a *non-degree seeking* applicant is one who does not desire to matriculate through an entire graduate degree program.

Applicants who hold baccalaureate or graduate degrees and who desire to enroll in selected graduate courses at SUNO without formally entering a degree program must, however, submit an admission application, all official transcripts, and must pay the non-refundable application fee. The non-degree status provides an applicant permission to take courses and does not in any way imply or guarantee a subsequent change to regular admission classification and acceptance into a degree-granting graduate program. This classification is appropriate for students who wish to take graduate level courses for personal enrichment, professional development, certification purposes, or to later apply for the degree seeking classification.

Students should carefully consider the potential problems associated with this classification: (1) some 600-level courses may not be open to non-degree students; (2) non-degree students are not eligible for federal financial aid; and, (3) the short-term benefits of avoiding admission tests should be weighed against the long-term disadvantage of not being able to apply credits earned towards a degree program until satisfactory admission test scores are earned.

Where non-degree seeking students wish to change their classification to regular admission, they will be required to notify the Graduate Dean in writing and complete their admission package with letters of recommendation, appropriate GRE or GMAT scores, and all other required documents. Non-degree

seeking students are only allowed to complete twelve (12) graduate credit hours under this status. Credits earned under this status will apply toward a degree if the student is later fully admitted to a degree-granting program; provided that the credit hours consist of graduate level courses, however. The courses must also be a part of the *Plan of Study* in the selected degree-granting program and an advisor in the graduate program, the graduate program director/chair, and the Graduate Dean must approve those courses.

AUDITING COURSES

Graduate students who wish to audit a course must obtain the approval of the instructor, the graduate program director/chair, and the Graduate Dean. The student must be enrolled or eligible to enroll in the University as a regular, visiting, or special student in order to be eligible to audit a course. A student who is allowed to audit a course must register for an audit classification and must pay the same tuition and fees as for academic credit enrollment. No student may receive academic credit for audited courses. Students who audit courses must understand that:

- No credit can be earned for an audited course.
- If examinations are taken, no credit can be awarded at a later date.
- No more than two courses may be audited in the same semester.
- Courses audited will be included in a student's course load calculation.
- "AU" will be posted as the grade for an audited course.

Students who are not listed on the official class roll under an "AUDIT" status will not be allowed to sit in the class unofficially.

RE-ENTRY

Students who have interrupted their graduate program residence at SUNO, and have not registered for any regular semester, must file an application for re-entry and pay the appropriate fee. A student in attendance during the spring semester and not enrolled in the summer session, need not file for re-entry for the next fall semester. Degree students must submit supplemental transcripts if any work has been taken at another institution during the interim if they desire consideration of such work.

Students who follow the University's procedures to withdraw voluntarily from a graduate program, and who are in good standing at the time of withdrawal, may re-enter no later than after one academic year and continue under the same curriculum policy which was in effect when they originally entered.

The re-entry policies of the individual graduate degree programs must be adhered to by every student who returns. Students in good standing who return later than one academic year must re-apply and pay the appropriate application fee. These students are required to follow the curriculum policies in force at the time of re-entry.

Students who voluntarily withdraw from SUNO while *NOT* in good standing, or those who have been asked to withdraw due to poor scholarship, must re-apply by submitting a full application packet. Such students are subject to the same levels of screening and admission committee reviews as are first time applicants. Students who are asked to withdraw for poor scholarship twice will not be considered for re-entry. Students who are expelled will be not be readmitted.

In the case of suspensions for disciplinary actions, students who are expelled for only one semester

may re-enter according to the policies of the individual degree program and must submit a new application for admission. If admitted, these students will return on probation. **The terms of such probationary status are determined at the program level at the time of the suspension.**

TRANSFER STUDENTS

Applicants transferring from other universities must meet all of the requirements for admission. Students with prior graduate coursework are allowed to request a transfer of credits, not to exceed twelve (12) credit hours. Courses requested for transfer must have been taken no longer than seven (7) years prior to the application for enrollment at SUNO. Only courses with an earned grade of **B** or better will be considered (**B-** grades are not transferable).

Students requesting a transfer must submit a *Letter of Good Standing* from their last college or university. This letter must include a statement that the student: (1) is not on probation; and, (2) has not been dismissed because of poor academic performance or other violations that are governed by a code of conduct.

The SGS has no articulation agreements for courses at the graduate level with other Universities in the State of Louisiana at this time. Graduate credits may be transferred only from a regionally accredited university or college (a recognized university, if international). Acceptable transfer courses are limited to those in which a student has earned a grade of **B** or better. Transfer credits must not be more than seven (7) years old at the time of graduation (the date on which degree is awarded).

Graduate programs are permitted to accept a limited number of graduate credit hours for transfer to satisfy the requirement for master's degrees. This must be done with the approval of the Graduate Dean and such transfers may not be used to satisfy the residency requirement. This policy applies to graduate work completed at SUNO and other accredited colleges and universities. In all instances where a transfer of credit is granted, it must be the considered judgment of the program faculty that the work is relevant and meets the same objectives as a comparable course in the SUNO program. Even though a course requested for transfer may be suitable and meet the criteria above, faculty may still reserve the right to require that the SUNO course(s) be taken.

All transfers of credit from another institution require the recommendation of the degree program faculty and the approval of the graduate director and Graduate Dean. A grade of **C** may not be transferred for credit toward a graduate degree at SUNO. Also observe that:

- Graduate credits may be transferred only when they can be reconciled with the requirements of the student's chosen degree program. (1. Recommendation of Faculty, 2. Approval of Director/Chair, and 3. Approval of Dean)
- Only graduate level courses (500 level and above) may be transferred.
- Credits that were previously used toward a degree cannot be applied toward another degree.
- The total number of graduate credits that can be accepted for transfer cannot exceed twelve (12) hours.

- A transfer of credit application form, official transcripts and a *Plan of Study* must be submitted to the School of Graduate Studies Dean for approval immediately after the initial advisement and assessment of the in-coming student's transcript. **No transfer of credit request will be approved after the end of the first semester of a student's enrollment in a graduate degree program.**
- Pass (**P**)/Fail (**F**) grades are not transferable unless it can be clearly substantiated for SUNO graduate faculty by the former institution that the **P** represents at least **B** quality work.

TRANSFER OF GRADUATE CREDIT TAKEN AS A NON-DEGREE STUDENT TOWARD A GRADUATE DEGREE

Graduate credit may only be transferred from a regionally accredited university or college (or a recognized institution in the case of international students) in courses in which a student has earned a grade of **B** or better. Those credits must not be older than seven (7) years at the time of graduation and may only be transferred when they can be reconciled with the requirements of the student's chosen graduate degree program.

A maximum of twelve (12) semester hours of coursework that has been taken while the student was enrolled as a non-degree student may be transferred toward a degree at SUNO provided that they are graduate level (500 level or above) courses. Graduate credit will not be officially transferred without a fully executed application form, appropriate support documentation (official transcripts), an approved *Plan of Study* and the required approvals from the student's advisor and the graduate program director. The request to transfer credit must be submitted to the Dean of the School of Graduate Studies no later than the end of the first semester of enrollment in the graduate degree program.

CREDIT BY EXAMINATION

An examination to establish credit for work done in absentia or without formal class work may be used to remove undergraduate deficiencies, but not to earn credit towards an advanced degree. Arrangements are made by the student, the advisor and the program director through the SGS Office. The results of such examination must be certified by the professor under whom the course would have normally been taken. The examination must be given in a semester when the course is offered and the student must register for the course in order to receive credit.

RESIDENCY REQUIREMENT

At least two-thirds (2/3) of the hours required for a master's degree must be earned in residence at SUNO. Credits older than seven (7) years may not be used, nor may these credits be used to satisfy any part of this residency requirement. A student must be in residence in SUNO's SGS for at least two semesters in order to be recommended for a graduate degree.

STATUTE OF LIMITATIONS

All work, including transferred credit, counted toward the master's degree must be completed during the seven (7) years immediately preceding the date on which the degree is awarded.

THE SECOND MASTER'S DEGREE

A student seeking a second master's degree may be allowed to apply credits from a previous degree program towards the requirements of a second graduate degree at SUNO with the approval of specific courses being recorded by the faculty in the second degree program. **The specific stipulations are that the second degree must be different from the previous degree and that not more than twelve (12) semester hours of appropriate credit from the previous degree may be applied to the second degree.**

CONCURRENT REGISTRATION

A graduate student registered at SUNO may not receive degree credit for any work taken concurrently at another college or university without prior approval of their academic advisor, their graduate program director/chair, and the Graduate Dean. Degree-seeking graduate students who wish to take courses at another college or university during a summer session, or during a regular semester when not enrolled at SUNO, must also obtain prior approval of their advisor, their program director/chair and the Graduate Dean.

Any student interested in pursuing concurrent degrees at SUNO should discuss the proposed study with the Graduate Dean and the graduate program directors/chair prior to applying to the programs. If the request for concurrent enrollment is approved, the student must be officially admitted to both programs through regular procedures. If the student is approved to pursue two master's degree programs, no more than six (6) hours of coursework from one-degree program may be applied toward meeting the requirements for the second degree. These six (6) hours must be agreed to by the faculty in the second degree program through a petition submitted to the Graduate Dean.

It is the responsibility of each graduate student pursuing continuing enrollment at SUNO to submit to the office of the Dean of the School of Graduate Studies an official transcript of work pursued elsewhere. SUNO will not grant credit for coursework taken by a student during any period of time in which the student was suspended or dismissed from any other college or university.

FINANCIAL ASSISTANCE FOR GRADUATE STUDENTS

Southern University at New Orleans offers a comprehensive program of financial aid to assist graduate students. The following federal and institutional programs are available through the University's Office of Financial Assistance:

1. Federal Perkins Loans
2. Federal Stafford Student Loans
3. Federal Work Study
4. Graduate Assistantships

The University accepts the *Free Application for Federal Student Aid* for all types of Title IV financial aid. This packet is available through the Office of Student Financial Assistance.

ASSISTANTSHIPS AND GUIDELINES

The Southern Association of Colleges and Schools (SACS) in its *Criteria for Accreditation* mandates that the GSP develop policies to govern the selection and evaluation and monitoring of graduate assistants (GAs). These policies include setting minimum academic qualifications for holding a GA appointment, creating a process for renewing an appointment, workload and stipend ranges, and procedures for the supervision of GAs within the employing graduate programs and by the office of the SGS.

SUNO will offer teaching, research and service assistantships on a semester-by-semester basis as funds are available. Applications and supporting documents should be submitted to the appropriate graduate degree program in accordance with published deadlines. Only full time graduate students with regular admission status and acceptable academic records (**B** average or better) will be appointed to assistantships. Students who are admitted on conditional or provisional status are not eligible to apply. International students must provide evidence of a current and valid Visa in order to be eligible, and must satisfy all other GA criteria established by the graduate degree program, the SGS and the University. Applications and information regarding the availability of assistantships can be obtained in the SGS Office and in various graduate degree program offices as funds become available.

UNDERGRADUATE ENROLLMENT IN GRADUATE PROGRAMS

A SUNO undergraduate student who, in his/her final semester, is completing not more than six (6) hours toward a baccalaureate degree may be approved to take up to six (6) hours of graduate courses at the 500 level. Exceptions may apply if students are matriculating in a professional certification program. Courses at the 600 level are prohibited for any undergraduate student. This applies to undergraduate students who audit 600 level courses as well. **Undergraduate students cannot be enrolled in 600 level courses even if they are not seeking graduate credit.** Requirements for this include a cumulative GPA of 3.0, approval by the undergraduate faculty advisor, approval by the intended graduate program, approval of the professor(s) of the 500 level course(s) to be taken for graduate credit, and approval of the Graduate Dean. These approvals must be obtained prior to the beginning of the semester in which the undergraduate student seeks to enroll in graduate courses.

If the undergraduate student earns at least a B while taking a graduate level course, the credit can be applied toward a graduate degree at SUNO if it has not already been used for undergraduate degree credit. Credit for such graduate work may also be transferred to another institution, provided the transfer of credit is approved by the graduate program selected by the student. Such transfer of credit requests must be made as soon as the student is admitted into a graduate program. ***It should be noted that permission to take graduate courses as an undergraduate student does not imply or in any way guarantee later admission into the graduate program.***

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID/SCHOLARSHIPS POLICY

This policy provides the framework for monitoring academic progress and eligibility determination for all federal, scholarship, and other aid programs. All graduate students receiving any financial aid or scholarships from SUNO must abide by this policy, as well as any specific requirements for scholarships or exemptions as applicable. This policy applies to all new, transfer, reentry, and continuing graduate students at SUNO, effective Fall 2001.

General Guidelines - Students must be in *good standing* academically, and enrolled in an eligible curriculum. Students must also maintain a cumulative GPA of 3.0 and a total earned hours/pursued hours ratio in accordance with the Satisfactory Academic Progress Earned Hours/Pursued Hours Ratio Table which can be found in the front of this catalog under **Financial Aid**, in order to retain their financial aid eligibility.

Earned/Pursued Hours Ratio and GPA Standard - Graduate students must earn at least two-thirds (2/3) of their hours pursued at SUNO and maintain an overall GPA of 3.0 in all coursework.

WITHDRAWAL FROM COURSES AND THE UNIVERSITY

The University publishes its yearly academic calendar which lists a period of time during which students may add or drop classes at the beginning of each semester. Students intending to add or drop courses must obtain the necessary signatures on the appropriate form found in the Registrar's office. Students may not add classes after the published deadline and will not be allowed to attend classes for which their names do not appear on the official roll. Students are only allowed to drop or add courses with the signatures of their advisors, the graduate program director and/or the college dean.

If classes are dropped before the 14th day of the semester (7th day of the summer session), there will not be a listing of those courses on the student's record. When courses are dropped after the 14th day (7th day in summer), a **W** is recorded. In cases where a student drop all the classes they are registered for, the action is equivalent to resigning from the University and the appropriate *Withdrawal Form* must be executed.

A student's intent to drop a course or withdraw from the University must be documented by his/her signature on the appropriate form which must be also signed by several University officials. Students who are withdrawing from the University must have their forms signed by the Dean of the School of Graduate Studies.

When students simply stop attending one class or discontinue attendance in all classes, without filing a *Withdrawal Form* and clearing University accounts, an **F** will be posted to their transcripts for all classes appearing on their records that semester. Further, the right to a statement of honorable dismissal will be forfeited, thereby jeopardizing re-entrance to SUNO or transfer to another accredited institution.

It is the student's responsibility to follow the required procedures and to meet the deadlines published by the University for dropping courses and withdrawing from the University. Failure to comply will usually result in a grade of F.

INTERNATIONAL STUDENTS

Prospective students who are citizens of countries other than the United States are particularly welcome in the SUNO School of Graduate Studies. An application for the SGS should be requested early and the request should contain information regarding the prospective student's citizenship status, country of birth, formal academic preparation, evidence of financial support, dependents, English language proficiency, standardized test scores and proposed area of graduate study. Transcripts from foreign institutions which are not in English must be translated and/or evaluated to determine appropriate

United States bachelor's degree (or graduate) equivalencies. **However, the applicant must submit both the official/original foreign transcript along with an official course-by-course transcript evaluation**, preferably translated by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), One Dupont Circle NW, Suite 520, Washington, DC 20036, (202) 296-3359, oies@aacrao.org, or www.AACRO.com. [Foreign Credential Evaluations, Inc., 1425 Market Boulevard, suite 330, PMB # 305, Roswell, GA, 770-642-1108, Fax 770-641-8381, www.fceatlanta.com, BECotter@mindspring.com; or World Education Services, Inc., P. O. Box 745, Old Chelsea Station, New York, NY 10011, (212) 966-6395 or 800-937-3895, info@wes.org, may also be used.] The fees for the required certified translations and evaluations must be paid by the applicant who should request that the translation and evaluation be mailed directly to: The Dean of the School of Graduate Studies, Southern University at New Orleans, 6400 Press Drive, New Orleans, LA 70126. International students will be required to have an earned bachelor's degree and the appropriate grade point average for the graduate program of choice. **Fees must be submitted in U.S. currency.**

International students must present a minimum composite score of 500 on the Test of English as a Foreign Language (TOEFL), with at least 50 on the listening comprehension component. Individual programs may require higher scores. A student needing to take the TOEFL should write directly to: TOEFL, Educational Testing Service, Princeton, New Jersey 08540. The Immigration and Naturalization Service (INS) has strict rules governing the enrollment and employment of international students. In general, the INS requires graduate students to be enrolled for a full course load as defined by the University. Applications from international students are due **90 days** prior to the semester of desired initial entry. Upon notification of acceptance into the SGS, prospective students who are not already in the United States will receive a letter of admission and an immigration document (SEVIS Form I-20). In compliance with the current student reporting regulation - 8 CRF 214.2(f), 214.2(m) and 214.3, students must report to the Office of International Student Services in order to be officially entered in SEVIS once they arrive in New Orleans.

The SGS considers an applicant an international student if the applicant currently holds or will hold *F-1* (student) or *J-1* (exchange visitor) visa status. Students requiring a student visa **may not** be admitted on probation or provisionally. The U. S. Department of Justice, Immigration and Naturalization Service, the agency that governs non-immigrant F-1 students, requires international students in this category to pursue a full course of study while maintaining non-immigrant student status. Under this regulation, a graduate student must register for a minimum of six (6) semester hours of coursework in a degree program.

F-1 Transfer Students

All F-1 transfer students already in the United States must show proof of their visa status. A completed VISA CLEARANCE FORM signed by their current International Student Advisor must be submitted to the SGS in addition to the academic transcripts, evidence of financial support, and health records. **It is the responsibility of all F-1 students to maintain their student visa status.**

For admission, all international students must:

- meet the minimum academic requirements for admission to the SGS (i.e., a bachelor's degree or its equivalent from an accredited institution);
- submit evidence of proficiency in the English language;
- present a statement of financial responsibility;

- provide three (3) letters of recommendation from administrators or professors in the college or university from which the applicant holds a bachelor's degree; and
- submit official scores on the standardized test (GRE, GMAT, etc.) required by the individual graduate degree program.

International students who have entered the United States on an I-20 issued by another institution will not be considered for admission unless it can be shown that the student was previously enrolled at the institution issuing the I-20.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

In accordance with the Family Education Right and Privacy Act of 1974 (P. L. 93-380), Section 513, amending the General Education Provisions Act, Section 438, students enrolled at SUNO are hereby informed of their right of access to their official records as described in the Act. If additional information is desired contact the Office of the Registrar.

The *Family Educational Rights and Privacy Act* defines the term "directory information" to include the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student. The University will make public, information about each student limited to these categories in ways such as those described above.

Students, who do not wish to have any or all of such "directory information" made public without prior consent, must notify the Office of the Registrar, SUNO of this fact in a signed and dated statement specifying items that are not to be published. This notice must be received by the Office of the Registrar by the end of the registration period of the semester or summer session of first enrollment, or after an absence and re-enrollment, and by the end of each fall registration period thereafter. The student is to notify the Dean of the SGS that such a request has been made to the Registrar by forwarding a copy of the original request.

STUDENT RECORDS

Final grades for each semester are officially recorded and filed in the Office of the Registrar. Grade reports are submitted to students, parents or guardians at the end of each semester. However, approximately 10 days will be required to post grades and issue transcripts for students who have completed courses and wish this work to be included on their transcripts. Graduates of the University are given their first transcripts free of charge. A written request and a fee is required for each additional transcript. Transcripts cannot be released until all debts to the University are paid in full.

Student Records Regulations - Campuses comprising the Southern University System shall comply fully with regulations of Section 438, Privacy Rights of Parents and Students, of the General Education Provisions Act. This insures students' access to their educational records maintained by the University, and prohibits the release of personally identifiable information except as specified by the law. The Chancellor shall inform students of the rights accorded them by law.

To gain access to their academic records, students must submit written requests or present themselves to the Office of the Registrar. Personally identifiable information from educational records cannot be released without the student's permission except:

- to University personnel who have legitimate educational interests as determined by the University;
- to other educational institutions in which the student seeks to enroll (the student may obtain a copy of the record that was transferred);
- to public agencies as specified in the General Education Provisions Act;
- to agencies requesting records in connection with the student's application for financial aid;
- to accrediting agencies;
- to parents of students who are dependents for income tax purposes;
- to courts of law in response to court orders or subpoenas.

Policies governing disciplinary procedures for the University are included in the Code of Student Conduct manual, available in the Office of the Vice Chancellor for Student Affairs. Requests for access to educational records by any person other than the graduate student shall be refused unless the student has submitted a written, dated, and signed waiver to allow access to the records. The waiver must specify the records to be released, the reasons for the release, and the names of persons to whom records should be released.

Change of Name and/or Address - If after being admitted to the SGS, a student's name, address, or other contact information changes, he/she MUST report that change to their degree program office and the SGS. Any communication from the University bearing the name and address on file is considered to be properly delivered.

GENERAL INFORMATION & POLICIES

It is the responsibility of the graduate student to be informed of and to observe all regulations and procedures required by the SGS as well as the program the student is pursuing. The student must be familiar with those sections of the University Catalog that outline general policies, regulations and requirements, specific degree program and department requirements, and the requirements of the SGS. A student's lack of knowledge of a rule will not constitute a basis for waiving that rule. Any exception to the policies stated in the University Catalog requires the approval of the Graduate Dean.

After admission to the SGS, but before the first registration, a student should consult the faculty advisor and/or the graduate program director/chair in the major department concerning course transfers, degree requirements, and special regulations of the department. All *Plans of Study*, courses, and class schedules require the approval of the director of the graduate program and the student's designated advisor.

Faculty Advisors - Once an applicant has been cleared for admission into the SGS, the application is then forwarded to the degree program of the applicant's choice for admission consideration. Upon acceptance for admission to a degree program, each student is assigned a faculty advisor from the appropriate field of concentration. The faculty advisor will assist the student in planning a program and schedule; however, the student must assume responsibility for meeting all requirements.

Student Responsibilities - It is the responsibility of the student to become thoroughly acquainted with all graduate regulations including admission and degree requirements. All graduate students should also become familiar with all departmental and programmatic policies. Students enrolling in

graduate courses must possess satisfactory prerequisite experiences for each course taken. Students must consult their advisors and the course instructors prior to enrollment in any courses.

Class Attendance Policy - Class attendance is regarded as an obligation as well as a privilege. All students are expected to attend, regularly and punctually, all classes, seminars, conferences, and workshops scheduled unless prevented from doing so by unforeseen circumstances. Students experiencing such circumstances should contact their course instructor immediately. Failure to do so may seriously jeopardize a student's academic standing.

Each instructor will maintain a permanent attendance record for each class. These records are subject to inspection by appropriate University officials.

Each instructor shall report to the Director of the Program/Chair all cases of absences which will, in the opinion of the instructor, jeopardize the student's chance of satisfactorily completing the course.

Students who miss classes, seminars, conferences and/or workshops are responsible for obtaining the material covered in the lectures or other class sessions. Students will be allowed to make up missed exams or other course requirements at the instructor's discretion.

Again, class attendance is regarded as an obligation as well as a privilege. Students who miss two classes are required to meet with the course instructor immediately to explain the reasons for missing class. It is the student's responsibility to set up the meeting with the instructor. In such cases, students should be aware that the instructor has the right to adjust the student's grade or not, depending on the instructor's assessment of the student's reasons for missing class. Such an action will be based on the student's academic performance as well as reasons for absences.

Faculty members are required to state in writing and explain to students at the beginning of each semester and summer session, their policy in regard to tardiness, absences and missed work. Students are responsible for all missed work, regardless of the reason for the absence.

If a student does not officially withdraw from a class, any absences before official withdrawal will be recorded and will become a part of the student's permanent record.

Excessive Absences - Instructors are required to inform the School of Graduate Studies office of any student whose potential to successfully complete a graduate course is jeopardized by frequent and/or unexplained absences. The Dean of the Graduate Studies Program will contact these students to inform them of the above *Class Attendance Policy* and to urge them to immediately schedule an appointment with their instructor to discuss the absences.

Student Conduct - Graduate students are subject to the same rules of behavior that govern undergraduates. Administrative regulations governing the conduct of students enrolled at SUNO are contained in the Graduate Student Handbook. Included in that publication are rules and regulations governing students' rights and responsibilities, the University Judicial System, disciplinary sanctions, penalties, violations, and types of offenses.

Student Academic Grievance Procedure - When a student has a grievance that he/she feels cannot be settled in a normal out-of-class discussion, the following steps are strongly recommended:

1. Discuss the problem with the instructor.

2. Discuss the problem with the director/chair of the degree program.
3. Discuss the problem with the college/school dean.
4. If the problem has not been satisfactorily resolved after the above three steps, the student may make written appeal to the Graduate Dean, who, if unable to resolve the matter, will refer it in writing to the Graduate Council for review and recommendation to the Vice Chancellor for Academic Affairs.

Student academic appeals must be filed by the end of the next regular semester after the grievance occurred.

The Graduate Grading System - A grade is assigned solely on the basis of the instructor's assessment and learned judgment of the student's scholarly attainment. Graduate students are assigned a grade of **A, B, C, D,** or **F** on coursework. *No graduate credit toward a degree is earned for a grade less than C.* The SGS adheres to the quality point system of four points per semester hour for an **A**, three for a **B**, two for a **C**, one for a **D**, and none for an **F**. The only passing grades for graduate work are an **A** or a **B**. A maximum of two grades below a **B** are acceptable for credit toward a graduate degree as long as the overall cumulative grade point average meets the **B** average requirement and there are no failing (**F**) grades.

D grades indicate unacceptable graduate work and all courses to be counted towards a graduate degree in which a D is earned must be repeated. F grades indicate FAILURE and work which is grossly unworthy of any credit and suggest that the student may not be capable of succeeding in graduate study.

Another grade which may be posted on the student's transcript is the **W** which indicates that the student withdrew from a course on or before the date announced by the University as the last date for withdrawals without risk of penalty.

A cumulative grade point average of 3.0 (**B**) is required for graduation. At the discretion of a given degree program, a grade of **B** or better may be required for one or more particular courses or a sequence of courses. Courses with **D** or **F** grades do not earn any credit toward the master's degree. Students who earn a grade of **C** in more than two (2) courses with credits in excess of nine (9) hours will be suspended from the SGS for one semester and required to obtain the approval of the graduate program director/chair and the Graduate Dean in order to re-enroll on a probationary status.

Incomplete (I) Grade Policy - Graduate coursework which is of passing quality but which, because of circumstances beyond the students' control, is not complete, may be marked **I** (*incomplete*). It is not to be given to enable a student to do additional work to bring up a deficient grade. It is the responsibility of the student to initiate the excuse by petitioning the instructor in writing and listing the unusual circumstance which necessitates the **I**. The petition must be presented to the instructor **prior** to the deadline for submitting grades to the Registrar. If a petition is not received prior to the deadline, the instructor is to consider the delinquent work as being of failing quality and an **I** grade is not to be given. (The instructor will calculate the grade without the missing work and post it on the grade sheet accordingly.)

Upon receipt of the petition for an **I**, the instructor should identify, in writing, all delinquent work which must be completed, along with any special instructions, in order to change the grade later. The instructor, the student, and the graduate program director/chair must sign in acceptance of the petition

for the **I** grade. The **I** can only be removed by the completion of the work identified in the petition and agreed to by all parties.

A grade of **I** carries no quality points and has the effect of lowering the student's overall grade point average until it is replaced with a regular grade. The **I** becomes an **F** if it is not removed by the end of the 45th day of the following semester. **NOTE: A student should not re-enroll in a course in which an incomplete grade was received. Students who have been given an I cannot be cleared for graduation until the delinquency has been satisfied.**

Undergraduate Courses Taken by Graduate Students - All grades earned in undergraduate courses that are taken by a graduate student are calculated in the graduate grade point average. Such courses are not generally applicable to requirements for a graduate degree, but may be taken as prerequisites to graduate level courses which are required. Where an undergraduate course is taken, either as a prerequisite or as an elective, the minimum grade acceptable grade will be a **B**.

Academic Good Standing - A graduate student is in good standing and is considered to be making satisfactory progress if a 3.0 semester cumulative grade point average is earned in all graduate courses. No grade below C will be accepted for graduate degree credit. Where students earn **F** grades, even though their GPAs do not fall below 3.0, they are automatically suspended for one semester and will only be allowed to re-enroll on a probationary status. For students who earn **F** grades and their GPAs fall below 3.0, the determination of the students standing and continuation in the degree program will be made by the faculty in that program. Two (2) options are available to the faculty: (1) to recommend suspending the students for one semester and requiring them to repeat the course once they are allowed by the program director/chair and the Graduate Dean to re-enroll; or, (2) to recommend expelling the students without benefit of probation or suspension. All available information must be used to support the faculty's conclusion that the student who earned an **F** is incapable of continuing and succeeding in the graduate program. Where such conclusion is derived, a recommendation to expel the student must be submitted to the Graduate Dean.

Changing Grades - A grade assigned for work in a course is not usually subject to change. Exceptions may be considered in case of a specific error that may be documented and corrected. Any change of grade must be initiated on the required form available in the Office of the Registrar by the instructor who originally assigned the grade. Grades that have been submitted to the Office of the Registrar can be changed only by submitting the official *Change of Grade Form* certifying that an error was made in recording the grade. Grades should not be changed after the semester (or summer session) because a student takes an examination previously missed and/or submits course requirements after the official completion of a course. An instructor's acceptance of late material constitutes extending the semester and is not allowed.

A change of grade is based on some error in calculation/recordation and must be approved by the graduate program director/chair and the Dean of the Graduate Studies before the Registrar will make changes on the student's record. Any grade change must be received in the Office of the Registrar no later than 60 calendar days immediately following the beginning of classes in the semester following the one in which the grade was given or omitted. For a Summer session, the changes are due in the Office of the Registrar no later than sixty (60) calendar days immediately following the beginning of classes in the succeeding Fall semester. If a student is not enrolled the following semester, then the grade change is due sixty (60) calendar days following the beginning of classes in the next semester in which the student is enrolled.

Course Numbers - Courses numbered 500 and above are limited to graduate students, except for those undergraduate students who, as explained in the section above entitled *Undergraduate Enrollment in a Graduate Program*, are allowed to take graduate courses near the completion of their undergraduate degree programs. Those courses that are numbered 600 and above are primarily designated for advanced graduate students.

Undergraduate courses numbered 100-399 may not be used to satisfy the requirements of a graduate degree program at any time. Where 400 level courses are required as a prerequisite to full or conditional admission into a graduate degree program, the requirement must be written as a part of the student's approved *Plan of Study*; the specific course(s) must be identified by title and number and the requirement must be limited to a maximum of two undergraduate courses used for graduate credit.

This catalog contains a complete list of approved graduate courses. Individual graduate degree programs reserve the right to decide when to offer each of these courses.

Course Load Limits -The University operates on a semester system consisting of two sixteen-week periods and an eight-week summer session. One credit under the semester system is equal to 1.5 quarter credits. Students enrolled for six (6) hours during a regular semester are considered as having a full-time course load. The minimum for summer sessions is three (3) credit hours. The maximum course load for a full-time, non-working student registered in a master's degree program during a regular semester is twelve (12) semester hours. Students wishing to enroll for more than twelve (12) credit hours must obtain approval from their graduate faculty advisor and the director of the program. The maximum course load for students registered for graduate study during any single summer session is one semester hour for each week of the session.

Plan of Study - The degree requirements for each graduate program is determined by the faculty in that program and must be approved by the Graduate Council and the curriculum committee. The graduate degree program in which the student is enrolled shall specify the program's additional requirements for each of its students.

Approval for Additional Courses - Students may not receive graduate degree credit for courses that are not contained in their *Plan of Study* and which are not duly authorized for this purpose by the faculty of their degree program faculty and the Graduate Dean.

Independent Study - Individual graduate degree programs may offer an opportunity for students to complete a course through individual instruction/independent study. This is not allowed for those courses designated as "core" or foundational courses and should not be considered for those courses which constitute the first twelve hours of credit in a student's program of study. An independent study must be agreed to by the instructor of record for the course and approved by the student's advisor and the director/chair of the graduate program. Maximum six (6) hours.

Academic Standards - The minimum standard for graduate work leading to a graduate degree is a 3.0 grade point average in the overall program of courses pursued and in the major field with no more than two grades below a **B**. A **C** grade must be offset by an **A** in a course of the same number of credit hours.

All work pursued, even undergraduate courses taken as requirements or electives while enrolled as a graduate student will be calculated as part of a student's graduate grade point average.

A student whose cumulative average is below **B** (3.00) or whose semester average is below **B** will be placed on academic probation at the end of the semester in which it occurs. The probationary status must be removed by achieving a cumulative and/or semester average of **B** during the next enrollment session. Two consecutive unsuccessful probationary periods will result in a suspension wherein the student must remain out of school for one regular semester. However, any graduate student whose cumulative and/or semester average falls below 2.5 will be suspended from the University without a probationary period. Reinstatement after one semester must be approved by the graduate program director/chair and the Graduate Dean. If suspended twice, the student will not be eligible for readmission.

A graduate student may be denied further registration in a graduate program when the student's scholastic performance or progress toward completion of the planned program has not been maintained at a **B** average level in all work attempted, or when the student's performance is defined by the faculty as being *unsatisfactory* scholarship. Disciplinary action will be taken against a student with unsatisfactory scholarship. Such actions can include probation, suspension, or exclusion.

Academic Conduct - Cheating and plagiarism are not tolerated. If it can be established that a violation of this nature has occurred, the student will receive an automatic *F* in the course in which the offense occurred and a letter will be placed in his/her official record in the SGS Office. A second offense will result in expulsion from the degree program. All charges of this nature must, however, first be brought before the Graduate Council for review and disposition.

Academic Probation - Graduate students, full-time or part-time, will be placed on probation if:

- the student's cumulative graduate grade point average is below 2.5 at the of time admission. If admitted on probation, a student must make a 3.0 grade point average in each semester in which the first nine hours of graduate work is completed or the student will be expelled from the SGS.
- the student's cumulative graduate grade point average for undergraduate or graduate work falls below a 3.0 during graduate enrollment. (Should the cumulative average be below 3.0 for two consecutive semesters, the student may be expelled from the School of Graduate Studies. *For this purpose the summer session is considered a regular semester.*)
- the student earns more than two grades below *B* during enrollment. (Failure to meet specific academic performance standards established by the School of Graduate Studies and/or the individual graduate degree programs may also result in academic suspension.)

Students on academic probation will not be allowed to register for courses in the final year of graduate study, receive scholarships, assistantships, or register for more than a total of six (6) graduate credit hours. Full time students admitted to a graduate program on academic probation must achieve a 3.0 cumulative GPA by the end of the first two (2) semesters in order to continue graduate study. Students placed on probation while enrolled in a graduate program must acquire a 3.0 cumulative GPA by the end of the next semester.

Students who fail to meet the conditions of a probationary status will be recommended to the Dean of the School of Graduate Studies for suspension up to two times, after which expulsion is automatic.

Suspension - A student who is placed on probation for two consecutive periods, will be suspended if a GPA of 3.0 is not achieved by the end of the second probationary period.

A student who is placed on suspension must remain out of school (and will not be allowed to register) for the semester or summer session immediately following such suspension. A student who is placed on suspension will not be allowed to register after the suspension without approval from the graduate program director/chair and the Graduate Dean.

Students who return after a one-semester suspension are allowed to re-enroll under a Probationary status ONLY, and are expected to meet all the terms of probation once they are re-admitted.

Expulsion - A student who has been placed on suspension for two consecutive periods and has failed to meet the 3.0 GPA requirements, will not be eligible for readmission into the program from which he/she was suspended after the second suspension.

A student who is expelled from a graduate program is ineligible for readmission to the program from which he/she was expelled, and will not be allowed to register or be readmitted to the program unless there are verifiable extenuating circumstances and:

- (a) he/she submits a written appeal to the Graduate Council;
- (b) that appeal is successful and the Graduate Council permits the student to be readmitted.

Academic Appeals - Students may appeal an expulsion only if the expulsion is the first one and the student is able to provide *relevant documentation* of extenuating circumstances to off-set the expulsion. The appeal is directed to the Graduate Council and, following review and a possible hearing, the Council will make a recommendation to the Graduate Dean for final disposition.

Interruptions of Enrollment - A student who, of his/her own accord, interrupts his/her enrollment for two consecutive regular semesters (Fall and Spring) will have their matriculation closed and will need to reapply for admission into the SGS when they are ready to return.

Readmission - Any student who desires to be readmitted to the University after being expelled for academic reasons, exclusive of failure of the comprehensive examination or of the oral defense of the thesis, capstone or final projects, must first complete a SGS application. Students must submit a written request for readmission to the SGS Dean, and the director/chair of the graduate program in which they were formally enrolled. If the readmission is approved, reinstatement may require students to fulfill special conditions formulated by the graduate program faculty and approved by the SGS Dean, who shall then notify students of such conditions.

A student who fails the comprehensive examination or the final oral examination in defense of the thesis, capstone, or final project a second time will be dropped from the SGS. When dropped for either of these reasons, the student will not be readmitted to the SGS.

Student/Faculty Grievances - When a student or a faculty member has a grievance which cannot be settled in a brief after class discussion, the following steps are strongly recommended:

- The instructor should schedule a conference with the student at a mutually acceptable time within ten (10) working days of the inception of the alleged problem.
- If unresolved after the previous step, the matter should be brought to the attention of the graduate program director/chair, in writing, to express the faculty and student positions.
- If a decision cannot be reached upon the director's review of the facts, he/she should appoint a committee of program faculty and students to review and resolve the matter within ten working days.
- The next appeal is to the College or School Academic Dean.
- If no resolution is reached at this level, the matter should be brought to the Dean of the SGS with a summary of previous steps taken. The Dean will refer the matter to the Graduate Council.
- As a final academic review, if the matter cannot (or appropriately should not) be resolved by the Graduate Council, it will be presented to the Vice Chancellor for Academic Affairs with the Council's recommendation within sixty (60) days of the Council's receipt of the grievance.

It is suggested that deliberate attempts be made by faculty to resolve matters without using this process. When this remedy is invoked to solve student/faculty grievances, the goal at all steps will be to arrive at a solution which is mutually acceptable and beneficial.

Change of Major or Program - A graduate student who wishes to change his/her major or program must submit a formal application through the SGS after receiving the approval of the appropriate graduate program director/chair (the student's current department and desired new department). Approval must be obtained prior to making the change. Upon approval, a student may enroll in courses in the chosen new graduate degree program. *However, students who change program/major should note the following:*

- Requests for all changes (including curriculum, program, degree, etc.) must be submitted to the Graduate Dean at least one semester prior to the date of graduation.
- A maximum of six (6) credit hours of coursework pursued before the change of major/program may be used to satisfy the requirements for the new program, only if those hours are applicable to the new plan of study.
- For graduation and other purposes, students who change their majors/programs, will be evaluated using the *University Catalog* and SGS policies and regulations that are in force at the time of the change.

Repeating a Course - Generally, a student may repeat a graduate course only once for credit. When a course is repeated at SUNO or at another college or university (if approved by SUNO's graduate faculty), hours pursued, hours earned, and quality points of previous attempts are excluded from the calculation of cumulative averages. When a student repeats a course for credit, the last grade earned is the official grade and both grades will appear on the transcript. Students repeating courses must identify such courses on their registration forms or on the *Plan of Study* change forms. However, courses designated with variable credit hours (e.g. 3-9 credit hours) may be repeated for credit up to the maximum number of credit hours indicated for those respective courses. Variable credits are primarily allowed for courses such as thesis, clinical, practicum, etc.

Course Substitution - Substitutions of courses in a student's approved *Plan of Study* may be permitted upon the written approval of the student's advisor, the graduate program director/chair, and the Dean of the School of Graduate Studies. A request for course substitutions must be submitted on forms designated for this purpose, and a copy must be submitted to the SGS Office. **In general, when substitutions involved coursework being transferred from another program or institution, the decision of the faculty to accept a substitution MUST be made during the initial assessment of the incoming student's transcript and the recording of the student's *Plan of Study*.**

Students who wish to request course substitutions should be aware of the following:

- Three typed copies of the request must be fully completed. The student, the student's advisor, the graduate program director/chair must sign all copies before being submitted to the SGS Office.
- Undergraduate courses below the 500 level cannot be substituted for graduate courses at the 500 level or above, except in special cases where appropriate supporting documentation can be provided by the course instructor to the effect that a 400 level course involved graduate level content. This fact must be agreed upon by the graduate instructor of the course being substituted and the program director/chair. And, this provision is limited to a maximum of two courses, **six (6) credit hours**, to be substituted for graduate credit.
- The content of the substituted course must be comparable to the required course. Three copies of the course outline, catalog description, or syllabus of both the substitution course and the course being substituted must be attached to the request for course substitution.
- The number of credit hours for the substitution course must be equal to or greater than the number of credit hours for the course being substituted (*e.g.* a two-credit hours course cannot be substituted for a three credit hours course).
- When the substitution involves a course which has not yet been taken, the requests for substitution must be submitted for approval prior to the substitution course being taken. It is suggested that requests be submitted no later than one month prior to the beginning of the semester in which the student intends to take the substitution course. **No retroactive substitutions will be permitted.**

Poor planning and/or the desire to graduate in a certain semester is not an acceptable reason/excuse to violate the above or any other SGS policies and procedures.

Requirements for Master's Degrees

The *Master of Arts* degree is awarded to qualified candidates in the criminal justice, and museum studies programs. The *Master of Science* degree is awarded to candidates in management information systems. The *Master of Social Work* degree is awarded to candidates in the graduate social work program.

The following regulations represent the minimum and general requirements of the SGS. Colleges and graduate programs may have additional regulations beyond those stated below. Therefore, satisfaction of the minimum requirements of the SGS, as stipulated in this catalog, does not relieve graduate students of the responsibility for satisfying any additional requirements of the degree programs in which they are enrolled. Unless otherwise indicated in the following sections concerning master's degrees, these general regulations apply to all master's degree programs at SUNO.

Course Requirements - The *Plan of Study* or the course work for a master's degree is the under the direction and control of the graduate faculty in a graduate program. Each student must have his/her *Plan of Study* approved by the advisor and the graduate program director. No more than six (6) credits from a previous master's degree program may be applied toward a second master's degree. These credits are applied only with the written approval of the Graduate Dean and the graduate faculty and director/chair of the second (new) graduate degree program.

Degree Requirements - Unless otherwise specified, for any master's degree, the student must:

- Successfully complete a minimum of 36 semester credit hours of graduate work, 33 hours of which must be in coursework, if the thesis, capstone, final project option is chosen. For programs not requiring a thesis, capstone, or final project, and for students selecting the non-thesis option in lieu of a thesis, capstone, final project, the minimum requirement is 36 semester credit hours of course work (excluding credit hours for special projects in some programs).
- Utilize a maximum of two 400-level undergraduate courses to meet the degree requirement provided these two courses meet the conditions set forth in the graduate program curriculum, and provided that the courses are approved when the student is admitted into the graduate degree program. All 400-level courses that will be used toward the student's degree must be specifically named and numbered on the student's approved *Plan of Study*.
- Take any undergraduate-level courses that are prescribed as a prerequisite to full admission into a graduate degree program within the first twelve (12) hours of enrollment. This prescription should be written on the student's *Plan of Study* and enforced by the advisor with oversight of the program director/chair.
- Earn a minimum cumulative Grade Point Average of 3.0 while enrolled in SGS.
- Earn no more than two grades below **B** while enrolled in the SGS.

Various factors may make it necessary for students to take more than the minimum number of credits before they satisfactorily complete the requirements for the degree.

Admission to Degree Candidacy - Admission to graduate program does not automatically make a student a formal candidate for the Master's degree. Students are admitted to candidacy when they have unconditionally completed all of the requirements for a master's degree with a **B** average, except the thesis, capstone, final project or comprehensive examination. Before students can be admitted to candidacy they must have:

- Completed an *Admission to Candidacy Form* which is available from the SGS Office, which must include a list of the graduate courses completed, being taken and yet to be pursued in their field.
- Passed all courses and have no **I** grades remaining on the transcript.
- Have received approval of a thesis, capstone or final project subject.
- Received the recommendation of the graduate program faculty for candidacy.
- Secure the approval of the Graduate Dean.

Admission to candidacy must be achieved at the beginning of the semester in which the student plans to graduate. Candidacy for a master's degree shall be valid for no more than three (3) academic years. Any student seeking renewal of candidacy must apply to the SGS through the graduate program for readmission. The graduate program director and the student's advisor shall determine the conditions under which the student may be reinstated, subject to the approval of the SGS Dean.

The responsibility for fulfilling these requirements on time is that of the student. Students should consult their program advisors if in doubt as to any additional requirements of their graduate program. Students will be required to observe carefully the specific requirements of their programs and those of SGS relative to admission/readmission to candidacy; they must regard programmatic requirements as additional to these general requirements.

Other Requirements (*Thesis/Non-Thesis Option*) - Master's degree programs may include both a "thesis option" (capstone, final project) and a "non-thesis option" (comprehensive examination), provided that each option has been set forth in writing, and approved by the Graduate Council and University Curriculum Committee. The overall level of achievement for a master's degree should be the same, whether the option chosen requires completion of a thesis, capstone or final project or a comprehensive examination.

The thesis option is recommended for those students wishing to conduct original research and perhaps pursue a doctoral degree in the future. Under a thesis, capstone, final project option, 30 to 33 semester credits are completed in regular coursework and 3 to 6 credits are earned in the completion of the thesis, capstone, and final project process.

The non-thesis option is intended for students and/or working professionals, who elect to, complete the total credit hour requirement of their degree program through actual coursework. The student who selects the non-thesis option must pass a comprehensive written examination on the major field of study. A comprehensive examination and a minimum of 36 semester credit hours of coursework are required with this option. With this option, the student must register for the comprehensive examination in the semester in which it will be taken. Listed as a course, no credit hours are associated with the comprehensive examination and either a **P** or an **F** is recorded on the student's transcript at the conclusion of the examination. If not passed, the examination can be repeated one (1) time. It is important to note that the non-thesis option is expected to be viewed as a thesis with a little less originality and depth.

When the faculty in an academic unit currently offering a master's program which includes a thesis requirement wishes to add a non-thesis option, a statement should be transmitted to the Graduate Dean, for approval by the Graduate Council, describing in some detail the reason for requesting the non-thesis option, its aims and objectives, its courses and other significant requirements, and the proportion of master's students expected to enroll for each option. Conversely, when a faculty offering a non-thesis master's program wishes to offer a thesis option, similar information should be transmitted.

Supervisory Committee - Supervisory committees for graduate degree programs act on behalf of the SGS and are utilized to guide and ensure the academic quality of the final requirements for a master's degree. These requirements generally are agreed to be the research, writing, examination, and publication of a thesis, capstone project, final problem project, or comprehensive examination. Supervisory committees are chosen by the student and the graduate program director/chair and must be approved by the Graduate Dean prior to the student's completion of the final twelve (12) hours of credit in his/her degree program.

Committees must consist of a minimum of five members, with at least two possessing or being eligible for graduate faculty status. The chairperson of the committee must be from the student's graduate degree program. Generally, a chairperson also possesses expertise in the focus area to be investigated by the student. The dean of the SGS is an ex-officio member of all supervisory committees. It is strongly recommended that one member of the committee be selected from a field external to the student's degree program and or to the University, preferably a practitioner active in the field of study. The duties of the supervisory committee are to advise the student's research, to check on the student's adherence to degree requirements and deadlines, to supervise the overall preparation and content of the thesis, capstone, or final project. Each member of the committee is responsible for fully reviewing and approving both the process and the final document (i.e. the thesis or its equivalent). Final approval of the thesis or its equivalent in all aspects is the responsibility of the full committee acting on behalf of the SGS. The committee must ensure that the final research project incorporates evidence of the student's synthesis of overall program content and of the intended outcome skills. The committee must conduct the final oral examination on the student's research and attend to the overall scholarly quality of the process and the final product.

The supervisory committee for a master's degree without a thesis, a comprehensive examination committee, may consist of one faculty person who will supervise the construction and scoring of the examination, and three members from the student's graduate degree program who have taught the student, and who agree to submit questions from the subject areas they taught the student and all must agree to read and score the entire examination. The duties of the comprehensive examination supervisory committee are: to check on the student's adherence to the degree requirements and deadlines; to submit examination questions which will allow the student to demonstrate mastery of course and program content; to assure that the overall examination is a comprehensive representation of the total degree program's content; to ensure that the examination's total processes will allow a student to demonstrate mastery of the skills intended by the degree program; to conduct a fair evaluation of the student's responses to the examination questions; and to attend to the overall scholarly quality of the process. The results of the examination will be submitted to the SGS Office.

The Thesis, Capstone, Final Project Document - The document shall be prepared in accordance with the standards set within the graduate degree program in accordance with the conventions of the discipline, and must be produced by word processor. Every document submitted must conform to the specifications detailed in the manual published by the SGS.

The Oral Defense - Every student who prepares a thesis, capstone, or final project in fulfillment of the requirements of their degree program shall be required to sit in defense of its contents before the supervisory committee and other interested faculty and students.

The Comprehensive Examination - When a program offers the graduate student an option to complete a final research project (thesis, capstone, final project) or take a comprehensive examination, if the examination is selected, its exact format will be determined by the faculty of the student's graduate program of study. This exam must consist minimally of three (3) essay questions valued at a total of 50% and some combination of objective assessment tasks valued at 50% of the total examination weight. The process may or may not include an oral examination format; but when included, such format should not reduce the weight of the written portion of the examination.

Each graduate program will establish its own format and must publish it as a part of its Graduate Student Handbook. Once established, format changes should be considered during scheduled program and curriculum reviews and then published for students. Students must pass a final comprehensive examination with a score equivalent to a **B or better**. The examination, held on campus with all participants present, will cover the degree program's core curriculum and the candidate's field of concentration. In no case may the comprehensive examination be scheduled earlier than the term proceeding the semester in which the degree is to be conferred to ensure that a candidate has completed the courses in all content areas which make the examination a comprehensive assessment.

Students who fail the examination for the first time will be allowed to sit for a second examination provided that the second examination does not come earlier than two (2) months from the date of the previous examination. **Failure to pass the examination after a second attempt will result in the student being dropped from the degree program and SGS.**

Change from Thesis to Non-Thesis Option - A student who wishes to change from the thesis to the non-thesis option for the master's degree must obtain the permission of his/her advisor and the graduate program director/chair, and supervisory committee if it is already constituted, to make such a change. This permission must be forwarded to the SGS Dean for approval at least one full semester prior to the intended date of graduation. The candidate must meet all the requirements of the non-thesis option as specified above. A maximum of three (3) credits for a thesis can be counted toward the degree requirements with a non-thesis option change. In addition, the supervising committee must certify that the work (the three credits of thesis) was productive in and of itself and warrants a grade of a **B** or better.

The Catalog - The catalog that determines the curricular requirements for a graduate degree is the catalog in effect at the time of a student's admission into the SGS and the graduate degree program. Each candidate for a graduate degree must fulfill the requirements of the program curriculum in which the graduate degree is expected. A minimum of a **B** average must be earned in the student's graduate program of study. Exception to this policy will occur when external agencies add additional requirements that all graduates must meet (e.g. the Board of Regents, the Louisiana Legislature, accreditation agencies, etc.).

Under no circumstances may a catalog more than seven (7) years old be used. Students, whose enrollment, at SUNO or elsewhere, is interrupted (either voluntarily or involuntarily) for at least two consecutive semesters, will be subject to the catalog in effect at the time of re-entry. Students, who are unable to complete a graduate degree program within seven years after entering the University, if allowed to continue, will be expected to follow the catalog in effect during their seven year of attendance.

A student wishing to graduate under a catalog different from that specified by this policy must submit a written request (appeal) to the SGS Dean. This appeal should be endorsed by the advisor, and the graduate program director. Only exceptional cases with extenuating circumstances will be considered.

The student is responsible for obtaining written approval from the academic advisor, the graduate program and director for any deviation from the approved curriculum and from the program requisites for the degree sought.

Application for the Degree - An application for a degree must be approved in the Office of the SGS and filed in the Registrar's Office during the registration period of the semester in which degree requirements for graduation are to be completed. Prior to submission to the Graduate Dean, each application must bear the signatures of the student, the advisor, the director of the degree program, and/or the dean of the college/school in which the degree program is housed. The student must also inscribe his/her name on the application form exactly as it is desired to appear on the diploma and graduation program.

Preparation for Graduation - Students must also prepare for graduation at the beginning of the final semester, within the guidelines established by the SGS. **It is the student's responsibility to ensure that all requirements have been met and that every deadline is observed.** The SGS, college, school, or graduate degree program sets forth all deadline dates in the University Calendar. Students should obtain copies of Thesis/Capstone/Final Project Guidelines from the SGS and/or their graduate degree program office and review them carefully prior to putting the thesis, capstone or final project into its final form.

The following is a summary of critical items required for graduation:

- Candidates must complete and file an "Application for Graduation" with the Registrar during the semester in which graduation is anticipated, within the deadline established by the University.
- The Candidate's graduation application form must be signed by the advisor and director of the graduate program and accompanied by a completed and approved *Plan of Study* (and related forms).
- Candidate must inscribe his or her name on the application form as he or she wishes it to appear on the diploma and in the commencement program.
- Candidates whose applications are approved must officially "checkout" of the University, *i.e.*, satisfy all financial responsibilities and obtain clearance from the appropriate offices/divisions on campus.
- Candidates must pay a non-refundable graduation fee.

Commencement - Master's degree candidates who are eligible for graduation are required to be registered in the University during the semester they are to receive their degrees. Candidates who are eligible to receive graduate degrees are required to participate in commencement in order to personally accept the honor indicated by the appropriate hood. Students must arrange to acquire the proper academic attire to be worn at commencement. Candidates who cannot participate in commencement must obtain an official excuse from the Dean of the SGS. The request to graduate in absentia must be based on verifiable legitimate reasons and must be submitted in writing prior to commencement and approved by the Vice Chancellor for Academic Affairs.

Candidates whose degree applications have been officially filed and approved, must officially "check-out" of the University, *i.e.*, satisfy all financial responsibilities and obtain clearance from all appropriate offices on campus (even if excused from attendance at commencement). This clearance is supported by obtaining the authorized signatures in the following order:

Department Chair (Program Director)
 College Dean
 Graduate Assessment Office
 Financial Aid
 Vice Chancellor for Student Affairs
 Comptroller
 Vice Chancellor for Academic Affairs

A mailing fee is assessed for mailing the diploma after the commencement to students who are permitted not to participate in commencement. If a candidate pays the commencement fee but fails to graduate, he/she must re-apply for graduation during a subsequent semester.



MASTER OF SCIENCE IN COMPUTER INFORMATION SYSTEMS (MS-CIS)

David Alijani, Ph.D., **Chair**

Office: 110 CBA Building

Phone: (504) 286-5142/5141

Email: dalijani@suno.edu

Professors: David Alijani, Ph.D.

Associate Professor: Obyung Kwun, Ph.D.; Muhammed Miah, Ph.D.; Yanjun Yu, Ph.D.; **Assistant**

Professors: Nabie Conteh, Ph.D.; Robert Elliot, Ph.D.; Samuel Eweni, Ph.D.

VISION

The Computer Information Systems Department provides education and a degree in Computer Information Systems that equip a predominantly urban student body, including those from the New Orleans metropolitan area, with knowledge and skills essential for careers in business and government, or for pursuing further studies.

MISSION

The purpose of the Master of Science Program in Computer Information Systems (MS-CIS) is to integrate information technology with business management. The program is designed to provide students with a strong educational foundation thereby preparing them as Information Systems (IS) professionals. MS-CIS consists of a specially designed curriculum which emphasizes conceptual, analytical, technical, and interpersonal skills.

The MS-CIS program blends theory and practice into a learning experience that develops skills applicable to complex real-world problems. It is designed to give students a thorough knowledge of the field and to provide an enduring foundation for future professional growth. To be successful in the increasingly competitive global marketplace, most corporations are looking for employees that have comprehensive knowledge and training on aligning business management and the information systems function in ways consistent with organizational ethical principles. MS-CIS delivers exactly that. The CIS Department is housed in the College of Business and Public Administration (CBA), and has a mission that mirrors the aspirations of the business community.

The MS-CIS curriculum is designed to accommodate both individuals holding undergraduate information systems related degrees and other professionals who may have baccalaureate degrees.

LEARNING GOALS & OBJECTIVES

Ethics: Student will demonstrate an understanding of the importance of ethics and its application in the decision-making process.

- *Objective: Student is able to differentiate between what is ethical and what is unethical.*

Communication: Student is able to apply effective communication skills in a professional environment.

- *Oral Communication Objective:* Student is able to prepare and deliver an effective business presentation.
- *Written Communication Objective:* Student is able to produce well-written documents.

Technology: Student is able to demonstrate technological proficiency and to manage information technology projects to develop information systems that support an organization's needs.

- *Objective A:* Student is able to apply methodologies to develop a system that supports an organization's needs.
- *Objective B:* Student is able to understand project management skills in support of organization's needs.

All students admitted into the program are assigned to a primary graduate program advisor. The graduate program advisor provides counseling about prerequisite courses, foundation courses, and core course scheduling. Students also have access to other faculty members as secondary advisors. All students with non-business related degrees are required to complete a minimum of five undergraduate business foundation courses. Prerequisites and foundation courses can be completed at SUNO or elsewhere.

In order to accommodate part-time as well as full-time students, classes are held in the evening, weekends, and on-line. The MS-CIS Program is a commuter friendly program because all classes meet only once a week.

Specific Requirements

Applicants must submit either the GRE or the GMAT test scores for evaluation. Students interested in pursuing post-graduate study as well as those who have a high probability of job transfers which may interfere with their chance to complete the degree requirements at SUNO are strongly encouraged to take the GMAT. For admission into the MS-CIS Program, all applicants must provide the following: an acceptable GRE score (in some cases, a high GRE may be used to compensate for a low GPA) or an acceptable GMAT score. In addition, students need to provide a personal statement, three recommendation letters, and transcripts of previous course work. Students in the MS-CIS will be expected to complete 39 hours of CIS course work for graduation.

Foundation courses are for students who do not have at least 15 credit hours of core business courses in their earned undergraduate or graduate degrees. All classes in the MS-CIS Program require students to have a basic understanding of business processes. For example, students enrolled in the Systems Analysis course are expected to have some knowledge of a payroll system when they are asked to perform an analysis and design an updated system. Similarly, students enrolled in the Database Management course are expected to have some knowledge of supply chain systems when they are asked to develop the logical as well as physical schema to capture the needed data. All MS-CIS students should therefore have a working knowledge of the materials contained in the following set of business courses required for undergraduate CIS majors:

Foundation Courses

ACCT 201 Principles of Financial Accounting
 BADM 301 Principles of Finance
 MGMT 362 Principles of Management
 MKTG 370 Principles of Marketing
 CISP 426 Applications of Object Oriented Technology

Students are recommended to first complete the foundation courses before taking core courses.

Primary Courses

6 hours

Course #	Title	Hrs. Credit
CISP 501	Strategic Information Systems Management	3
CISP 603	Systems Analysis and Design	3

Management Approaches and Strategies

12 hours

Course #	Title	Hrs. Credit
CISP 502	Financial Management	3
CISP 503	Supply Chain Management Systems	3
CISP 506	Applied Marketing	3
CISP 633	Applied Project Management	3

Technological Infrastructure

18 hours

Course #	Title	Hrs. Credit
CISP 510	Object-Oriented System Design & Development	3
CISP 605	Website Design & Management	3
CISP 650	Advanced Data Communication Systems	3
CISP 660	Database Management	3
CISP 685	Information Security Foundations	3
CISP 698	Research and Application Development	3

Electives

3 hours

Course #	Title	Hrs. Credit
CISP 604	Electronic Commerce	3
CISP 671	Business Intelligence	3

Total Credit Hours 39 hours

**Curriculum in Computer Information Systems
Master of Science**

FIRST YEAR

SEMESTER ONE

Course	Hrs. Credit
CISP 501 (Strategic Info Sys. Mgmt.) ..3	3
CISP 502 (Financial Mgmt.)	3
CISP 510 (Object-Orient Sys. & Dev.) ..3	3
	9

SEMESTER TWO

Course	Hrs. Credit
CISP 503 (Sup. Ch. Mgmt. Sys.)	3
CISP 506 (Applied Marketing)	3
CISP 603 (Sys. Anal. & Des.)	3
CISP 605 (Website Des./Mgmt.)	3
	12

SECOND YEAR

SEMESTER ONE

Course	Hrs. Credit
CISP 633 (Applied Project Mgmt.)	3
CISP 650 (Adv. Data Com. Sys.)	3
CISP Elective	3
	9

SEMESTER TWO

Course	Hrs. Credit
CISP 660 (Adv. Database Mgmt.)	3
CISP 685 (Info. Sec. Found)	3
CISP 698 (Res. & App. Dev. In CIS)	3
	9

Total 39 Credit Hours

JAVA to develop individual and group projects. (Prerequisite CISP 426)

CISP 603 System Analysis and Design**3 Credit hours**

This course provides some analysis of the System Development Life Cycle (SDLC). Emphasis is placed on the tools and techniques that a project leader, systems analyst, and programmer would use to design and document an information system. The course will also emphasize the importance of various skills, which the systems analyst should possess, including: communication, problem solving and project management. Team oriented projects are utilized to aid in understanding how systems concepts are developed in the business world.

CISP 604 Electronic Commerce**3 Credit hours**

This course examines the current business practices in electronic commerce. It focuses on e-commerce foundations and e-business infrastructure and strategies using database applications. It examines extended relationships between e-commerce and other applications including e-procurement, e-marketing, and supply chain management. Further studies include ethical issues and global trends.

CISP 605 Web Site Design and Management**3 Credit hours**

This course examines the design and management of Web sites for electronic business applications. Topics include Web sites planning, design, implementation, and evaluation. It looks at the principles and elements of effective Web sites as a practical business communication tool. Through the individual and group projects, students have opportunities to develop and manage Web sites using languages such as CSS, XHTML, and Java Script. Projects are evaluate bases on their design, content, application and effectiveness.

CISP 633 Applied Project Management**3 Credit hours**

This course provides understanding of project management techniques for planning and controlling schedule, costs, and quality in information technology design, development, and implementation projects. It emphasizes integration of strategies into project selection and management, risk management and assessment in the project management process, and use of project management software.

CISP 650 Advanced Data Communication Systems**3 Credit hours**

This course focuses on fundamentals and principles of telecommunication and networking systems and their applications in the real-world. It examines the technical and managerial aspects of networking as an essential tool of any organization's functionality. Students will study and analyze the technological as well as managerial aspects of telecommunication through the evaluation of different network configurations, models and protocols.

CISP 660 Database Management**3 Credit hours**

This course provides knowledge and skills on database management systems including principles, methodologies, and applications. It examines different database systems while focusing on relational databases. Through individual and group projects and use of application tools, such as Access and SQL, students are able to specify, design, and implement databases that support small-scale business operations. Testing and performance evaluation are done through interaction with the database using user interfaces and queries analyses.

CISP 671 Business Intelligence**3 Credit hours**

This course examines decision support systems, intelligent systems, and database management tools for managerial decision-making. Topics include a study of the foundations of computerized support for problem identification, decision support systems, collaborative systems, expert systems, and advances in intelligent support for decision making. Developing an understanding of various issues and the selection of appropriate systems for each situation are emphasized throughout the course.

Effective written and oral communication presentations are stressed. Teaching methods include class lecture, case studies and research projects.

CISP 685 Information Security Foundations**3 Credit hours**

This course examines the basic principles and concepts in information security and integrity. It provides students with knowledge that enables them to identify issues related to control and security of information systems. It examines the technical, operational, and organizational issues in assuring confidentiality, integrity, and availability using object-oriented tools. Topics include malicious code, cryptography, security risk management, and security procedures, policies, and ethical issues.

CISP 698 Research and Application Development**3 Credit hours**

This course introduces students to research methods and provides an opportunity for students to develop individual problem-solving applications. The research methods component provides a solid foundation for conducting literature reviews, identifying problems, developing applications, and reporting findings. Students will develop applications in their area of interest based on current technology trends. (Prerequisite: CISP 510)

perhaps pursue a doctoral degree in the future. Under a thesis, capstone, final project option, 30 to 33 semester credits are completed in regular coursework and 3 to 6 credits are earned in the completion of the thesis, capstone, and final project process.

The non-thesis option is intended for students and/or working professionals, who elect to, complete the total credit hour requirement of their degree program through actual coursework. The student who selects the non-thesis option must pass a comprehensive written examination on the major field of study. A comprehensive examination and a minimum of 36 semester credit hours of coursework are required with this option. With this option, the student must register for the comprehensive examination in the semester in which it will be taken. Listed as a course, no credit hours are associated with the comprehensive examination and either a **P** or an **F** is recorded on the student's transcript at the conclusion of the examination. If not passed, the examination can be repeated one (1) time. It is important to note that the non-thesis option is expected to be viewed as a thesis with a little less originality and depth.

When the faculty in an academic unit currently offering a master's program which includes a thesis requirement wishes to add a non-thesis option, a statement should be transmitted to the Graduate Dean, for approval by the Graduate Council, describing in some detail the reason for requesting the non-thesis option, its aims and objectives, its courses and other significant requirements, and the proportion of master's students expected to enroll for each option. Conversely, when a faculty offering a non-thesis master's program wishes to offer a thesis option, similar information should be transmitted.

Supervisory Committee - Supervisory committees for graduate degree programs act on behalf of the SGS and are utilized to guide and ensure the academic quality of the final requirements for a master's degree. These requirements generally are agreed to be the research, writing, examination, and publication of a thesis, capstone project, final problem project, or comprehensive examination. Supervisory committees are chosen by the student and the graduate program director/chair and must be approved by the Graduate Dean prior to the student's completion of the final twelve (12) hours of credit in his/her degree program.

Committees must consist of a minimum of five members, with at least two possessing or being eligible for graduate faculty status. The chairperson of the committee must be from the student's graduate degree program. Generally, a chairperson also possesses expertise in the focus area to be investigated by the student. The dean of the SGS is an ex-officio member of all supervisory committees. It is strongly recommended that one member of the committee be selected from a field external to the student's degree program and or to the University, preferably a practitioner active in the field of study. The duties of the supervisory committee are to advise the student's research, to check on the student's adherence to degree requirements and deadlines, to supervise the overall preparation and content of the thesis, capstone, or final project. Each member of the committee is responsible for fully reviewing and approving both the process and the final document (i.e. the thesis or its equivalent). Final approval of the thesis or its equivalent in all aspects is the responsibility of the full committee acting on behalf of the SGS. The committee must ensure that the final research project incorporates evidence of the student's synthesis of overall program content and of the intended outcome skills. The committee must conduct the final oral examination on the student's research and attend to the overall scholarly quality of the process and the final product.

THE MASTER OF ARTS IN CRIMINAL JUSTICE

John Penny, Ph.D., Th.D., **Associate Professor**

Office: Modular Building on Lake Campus, F408

Phone: (504) 284-5478

Email: jpenny@suno.edu

Associate Professor: John Penny, Ph.D.

Assistant Professors: Darren Gil, Ph.D.; Raymond M. Delaney, DM; Vacant [2]

The University offers a Master of Arts degree in Criminal Justice. The Criminal Justice Graduate Program is designed to serve as a stepping stone to further graduate work, law school, or administrative research and management careers in the criminal justice system or the private sector. The Criminal Justice Graduate Program has three primary concentrations: Law Enforcement, Corrections, and Juvenile Justice. The program is responsive to the criminal justice needs in the public sector in specialized areas such as corrections, police administration, and Juvenile Justice.

The Graduate Program is designed to serve the following students:

1. Those seeking intermediate level administrative or research positions.
2. Those gainfully employed in the criminal justice system who wishes to broaden their perspective and advance in the system.
3. Those pursuing a teaching career at the community college level.
4. Those who plan to continue in a doctoral program, specifically in one of the cognate areas (criminology, criminal justice, corrections, and law enforcement).
5. Those preparing to enter law school.

The Master of Arts in Criminal Justice requires a total of thirty-six (36) credit hours of graduate work.

Master's with Thesis Option: The thesis option is recommended for those students wishing to conduct original research and those who wish to pursue law school or a doctoral degree in the future. This option requires students to take at least thirty (30) credit hours of approved graduate course work in addition to six (6) thesis hours for a total of thirty-six (36) credit hours for graduation. An oral defense of the thesis is required.

Master's without Thesis Option: This option is intended for students and/or working professionals who elect additional hours of course work. Students who choose this option must take at least thirty-six (36) credit hours of graduate course work, approved by his or her advisor, along with a Comprehensive Examination in the final semester before graduation. The comprehensive must be registered for but offers no credit.

Criminal Justice graduate students are encouraged to join professional associations, and to attend conferences and meetings. Student participation in research presentations and round table discussions during regional and national conferences is encouraged.

SPECIFIC REQUIREMENTS

A. Law Enforcement Administration

Graduate Level Criminal Justice Courses 12 hours: CRMJ 600, 610 and 615. From the following elective courses, nine hours (9 hrs.) must be taken: 555, 556, 565, 572, 575, 590, 640, 645, 655, 660, and 699.

B. Corrections

Graduate Level Criminal Justice Courses 12 hours: CRMJ 625, 635, 680, and 685. From the following elective courses, nine hours (9 hrs.) must be taken: 555, 556, 560, 565, 572, 575, 590, 605, 655, 660, 665, 675, and 699.

C. Juvenile Justice

Graduate level Criminal Justice Courses 12 hours: CRMJ 705, 710, 715, and 720. From the following elective courses, nine hours (9 hrs.) must be taken: 555, 565, 590, 660, 665 and 699.

D. Thesis Option: CRMJ 690 and CRMJ 695

E. Non-Thesis Option: Comprehensive Examination

ADMISSION REQUIREMENTS

A completed application includes:

- Application form
- Official Transcript(s)
- GRE score
- Three (3) letters of recommendation (Two of which must come from people in the position to evaluate applicant's potential for graduate work, i.e. former professors)
- Letter of intent
- SUNO Health Form
- Application Fee (\$25.00), International students (\$35.00)

In case of an international student, official results of a TOEFL examination or other evidence of English proficiency is required. Such student must possess the appropriate student Visa status to be able to enroll in classes.

Core Courses - Required 18 credit hours

Required Courses

CRMJ 500	Criminal Justice Systems (3 credits)
CRMJ 505	Writing for Research in Criminal Justice (3 credits)
CRMJ 510	Criminal Justice Research Methods (3 credits)
CRMJ 520	Criminology (3 credits)
CRMJ 530	Criminal Justice Administration; Theory, Policy & Practice (3 credits)
CRMJ 540	Criminal Justice Statistics (3 credits)

Law Enforcement Concentration - Required 12 credits hours

Required Courses

CRMJ 600	Advance Police Administration (3 credits)
CRMJ 610	Community Policing (3 credits)
CRMJ 615	Criminal Justice Planning & Budgeting (3 credits)

Electives

CRMJ 640	Crime Prevention (3 credits)
CRMJ 645	Program Evaluation (3 credits)
CRMJ 655	Legal & Ethical Issues in Criminal Justice Administration (3 credits)
CRMJ 660	Applied Study (3 credits)

Corrections Concentration - Required 12 credit hours

Required Courses

CRMJ 625	Management & Administration in Corrections (3 credits)
CRMJ 635	Classification and Assessment of Offenders (3 credits)
CRMJ 680	Advance Seminar in Corrections (3 credits)
CRMJ 685	Community Corrections (3 credits)

Electives

CRMJ 655	Legal & Ethical Issues in Criminal Justice (3 credits)
CRMJ 660	Applied Study (3 credits)
CRMJ 665	Alcohol, Drugs, Mental Illness & Criminal Behavior (3 credits)
CRMJ 675	Correctional Law (3 credits)

Juvenile Justice Concentration - Required 12 credit hours

Required Courses

CRMJ 705	Human Resource Administration (3 credits)
CRMJ 710	Management and Administration of Juvenile Justice Systems (3 credits)
CRMJ 715	Legal and Ethical Issues in Juvenile Justice Systems (3 credits)
CRMJ 720	Advance Seminar in Juvenile Corrections (3 credits)

Electives

CRMJ 555	Comparative Criminal Justice Systems (3 credits)
CRMJ 556	Comparative Criminal Justice Systems (Travel) (3 credits)
CRMJ 565	Advanced Seminar in Juvenile Justice System (3 credits)
CRMJ 590	A-Z Selected Topics in Criminal Justice (3 credits)
CRMJ 660	Applied Study (3 credits)
CRMJ 665	Alcohol, Drugs, Mental Illness & Criminal Behavior (3 credits)

General Electives

CRMJ 555	Comparative Criminal Justice System (3 credits)
CRMJ 556	Comparative Criminal Justice System - Travel (3 credits)
CRMJ 560	Security Management (3 credits)
CRMJ 565	Advance Seminar in Juvenile Justice System (3 credits)
CRMJ 572	Criminal Justice & The Community (3 credits)
CRMJ 575	Race & Gender in the Criminal Justice System (3 credits)
CRMJ 590	A-D Selected Topics in Criminal Justice (3 credits)

- CRMJ 690 Thesis I (3 credits)
- CRMJ 695 Thesis II (3 credits)
- CRMJ 699 Independent Study (3 credits)
- Comprehensive Examination (0 credit)

MASTER OF CRIMINAL JUSTICE CURRICULUM

Three Areas of Concentration: (A) Law Enforcement, (B) Corrections, and (C) Juvenile Justice

FIRST SEMESTER (FALL)

Course No. and Title	Hrs. Credit
CRMJ 500 Criminal Justice Systems.....	3
CRMJ 505 Writing for Research in Criminal Justice	3
CRMJ 520 Criminology	3
CRMJ 530 Criminal Justice Administration: Theory, Policy & Practice.....	3
CRMJ 540 Criminal Justice Statistics.....	3
CRMJ 600(A) Advanced Police Administration	3
CRMJ 610(A) community Policing.....	3
CRMJ 625(B) Management & Administration in Corrections	3
CRMJ 680(B) Advanced Seminar in Corrections.....	3
CRMJ 715(C) Legal and Ethical Issues in Juvenile Justice Systems.....	3
CRMJ 720(C) Advance Seminar in Juvenile Corrections	3

	6-12

SECOND SEMESTER (SPRING)

CRMJ 510 Criminal Justice Research Methods.....	3
CRMJ 530 Criminal Justice Administration: Theory, Policy & Practice.....	3
CRMJ 615(A) Criminal Justice Planning & Budgeting....	3
CRMJ 635(B) Classification and Assessment of Offenders	3
CRMJ 685(B) Community Corrections	3
CRMJ 705(C) Human Resource Administration	3
CRMJ 710(C) Management and Administration of Juvenile Justice Systems	3

	6-12

SUMMER SESSION

CRMJ Elective..... 3

THIRD SEMESTER (FALL)

CRMJ 540 Applied Statistics..... 3
 Remaining Core and Concentration Courses

FOURTH SEMESTER (SPRING)

Remaining Core and Concentration Courses
 Comprehensive Examination

FULL-TIME STUDENT CREDIT-HOUR LOAD PER SEMESTER

First Semester	9
Second Semester	9
Third Semester.....	9
Fourth Semester.....	9

(Required for Graduation)	36 Total

In addition, the following course will be required for all persons admitted to the program whose baccalaureate degree is not in Criminal Justice and/or who does not have previous research background:

CRMJ 590(G) Special Topics: Criminal Law and Criminal Procedure

Note: It is recommended that students take only nine (9) credit hours per semester. A maximum of twelve (12) credit hours may be taken per semester with special approval of the student's advisor only.

Financial Aid

A limited number of assistantships are available to qualified applicants. Financial need, Academic standing and full time student status are some of the criteria considered in awarding all financial assistance. The Financial Aid office at SUNO also provides assistance to graduate students, such as college work study and Guaranteed Student Loans. Inquiries regarding availability of assistance and application procedures should be made directly to SUNO Financial Aid Office.

CRIMINAL JUSTICE COURSE DESCRIPTIONS GRADUATE LEVEL

CRMJ 500 CRIMINAL JUSTICE SYSTEMS 3 credit hours

This course provides a foundation and overview of the criminal justice system and process. It focuses on critical decisions with emphasis on contemporary issues, controversies, and trends.

CRMJ 505 WRITING FOR RESEARCH IN CRIMINAL JUSTICE 3 credit hours

This graduate level course develops proficiency in the techniques of writing precise summaries and synthesis of published professional literature. Completion of a literature review related to an issue, event, or subject appropriate as a foundation for a final research project will begin. Mastery of professional English will be demonstrated through the completion of a manuscript of 1500-3000 words suitable for publication.

CRMJ 510 CRIMINAL JUSTICE RESEARCH METHODS 3 credit hours

Methods and techniques of research in the behavioral sciences with an emphasis on research designs most appropriate for data collection in criminal justice.

CRMJ 520 CRIMINOLOGY 3 credit hours

This course provides an overview of the nature and scope of delinquency and crime problem; considers problems of the assessment and measurement of delinquency and crime; surveys available theoretical formulations concerning criminal and delinquent behavior.

CRMJ 530 CRIMINAL JUSTICE ADMINISTRATION: THEORY, POLICY, AND PRACTICE 3 credit hours

This course presents the examination and analysis of basic management principles for criminal justice administration.

CRMJ 540 CRIMINAL JUSTICE STATISTICS 3 credit hours

This course will provide Criminal Justice Graduate students with the basic understanding and application of statistical concepts and techniques in Criminal Justice. A major objective will be to use statistics to manage, interpret and utilize criminal justice data. Students will have an opportunity for hands-on experiences with the computer and SPSS on appropriate criminal justice data sets. Topics include: history of Criminal Justice Statistics, utilizing raw data in various types of graphs, charts, measures of central tendency, measures of variability, comparative statistics, Pearson's R, regression, Manova, Anova, etc. It is expected that upon completion, students will be able to analyze and interpret data in the field of Criminal Justice.

CRMJ 555 COMPARATIVE CRIMINAL JUSTICE SYSTEMS 3 credit hours

A cross-national analysis and evaluation of selected criminal justice systems in terms of theories, types and effects of intervention is presented. Emphasis should include the effects of diverse political ideologies on theory and practice.

CRMJ 556 COMPARATIVE CRIMINAL JUSTICE SYSTEMS (Travel) 3 credit hours

This course gives an intensive overseas/international study, which includes educational travel to selected criminal justice systems of other nations. Emphasis on the formal and informal social control system, along with cross-national analysis of the impact of culture, religion, and political systems on the criminal justice system is included. It involves travel orientation, seminars, visits to criminal justice agencies and a term paper.

CRMJ 560 SECURITY MANAGEMENT

3 credit hours

The organization and management of security operations in business, industry, institutions and government.

CRMJ 565 ADVANCE SEMINAR IN JUVENILE JUSTICE SYSTEM

3 credit hours

Advance study of the juvenile justice system and law. Theories of juvenile delinquency and crime prevention. Topical issues include: the study of programs and organizations which prevent, evaluate, and treat youth offenders.

CRMJ 572 CRIMINAL JUSTICE AND THE COMMUNITY

3 credit hours

This course examines the relationship between the Criminal Justice Agencies and the Community they serve. Emphasis is on their crime prevention and participation strategies, and the community involvement in Criminal Justice Agencies planning, implementation and policy development.

CRMJ 575 RACE AND GENDER IN THE CRIMINAL JUSTICE SYSTEM

3 credit hours

This course examines how race, gender, (and class) impact crime, justice practices and employment in the criminal justice system. Historical as well as present day practices of institutional discrimination on the basis of race, gender, and class are analyzed. The course incorporates the literature of majority, minority and women scholars.

CRMJ 590A-Z SELECTED TOPICS IN CRIMINAL JUSTICE

3 credit hours

Special topics of interest and of current importance not given significant coverage in other courses. Students may elect this course again as long as different topics/subject matters are studied. No more than six credit hours of special topics may be used toward the degree program. Topics offered will be listed in current published schedules.

CRMJ 600 ADVANCED POLICE ADMINISTRATION

3 credit hours

An examination of principles and theories of administration as applied to law enforcement organizations with an emphasis on the environment, change, conflict, strategy, and management. These are analyzed in relation to the functions, organizational structure, and policies of law enforcement agencies.

CRMJ 605 HUMAN RESOURCE ADMINISTRATION

3 credit hours

This is a study of legal, technical, and policy issues in juvenile justice administration related to: a) recruitment, selection, and promotions; b) career development, compensation management, job analysis, performance appraisal, and measures of productivity; c) disciplinary systems and civil liabilities of law enforcement personnel and agencies; d) training and collective bargaining agreements; e) budgeting, and other labor-management issues. (Law Enforcement & Corrections Concentrations)

CRMJ 610 COMMUNITY POLICING

3 credit hours

Community policing philosophy, applications, issues, administration and contemporary research. Community policing models. Social, political, economic and organizational factors affecting community policing policies.

CRMJ 615 CRIMINAL JUSTICE PLANNING & BUDGETING

3 credit hours

An examination of the interactive process of planning and financial management. The development of current budgeting modes in the public sector, including application of forms of zero-based and programmatic budgets to law enforcement agencies. The political context of criminal justice

planning/budgeting as relevant to preparation, presentation, executive and legislative approval, execution, and audit.

CRMJ 625 MANAGEMENT & ADMINISTRATION IN CORRECTIONS 3 credit hours
Major organizational and management issues in corrections administration. Topics include contemporary issues in prisons, probation and parole, etc. Social, political, economic and organizational factors affecting correctional policies.

CRMJ 635 CLASSIFICATION AND ASSESSMENT OF OFFENDERS 3 credit hours
Techniques and methods used for appraising personality characteristics. Selection, administration, interpretation and evaluation of test instruments.

CRMJ 640 CRIME PREVENTION 3 credit hours
An examination of basic principles of prevention, deterrence and control of crime in the United States.

CRMJ 645 PROGRAM EVALUATION 3 credit hours
Systematic review of efforts to evaluate intervention programs and assess effectiveness of crime prevention schemes and methods for the treatment of offenders. (Prerequisites Core)

CRMJ 655 LEGAL & ETHICAL ISSUES IN CRIMINAL JUSTICE ADMINISTRATION 3 credit hours
A study of legal issues involved in the administration of a modern police agency.

CRMJ 660 APPLIED STUDY 3 credit hours
First-hand experience in the day-to-day operation of a criminal justice program under the guidance and supervision of a faculty member and a practitioner in the field placement.

CRMJ 665 ALCOHOL, DRUGS, MENTAL ILLNESS & CRIMINAL BEHAVIOR 3 credit hours
Examination of the legal, ethical and social issues involved in criminal justice agencies dealing with alcohol and drug misuse and abuse and mental illness.

CRMJ 675 CORRECTIONAL LAW 3 credit hours
In-depth examination of a particular area within the broader field of correctional law. Emphasis on the study of different correctional cases.

CRMJ 680 ADVANCED SEMINAR IN CORRECTIONS 3 credit hours
Analysis of the purpose, theories and practice of correctional institutions. Topical issues include: traditional and contemporary correctional practices, security operations, treatment issues, etc.

CRMJ 685 COMMUNITY CORRECTIONS 3 credit hours
Includes an overview of treatment and rehabilitative practices of community correction programs and provides an opportunity for a detailed critical assessment of them, including an analysis of evaluation of effectiveness.

CRMJ 690 THESIS I 3 credit hours
Development of thesis proposal including literature review, research design, and theoretical introduction.

CRMJ 695 THESIS II

3 credit hours

A continuation research culminating in the writing of the Master Degree research report required for the M.A.

CRMJ 699 INDEPENDENT STUDY

3 credit hours

This course requires individual research and writing under faculty supervision. An intensive study in areas not provided in other courses or an advanced study in areas of special interest to the student under toe approval and direction of a faculty person. Open only to graduate students who completed at least 15 credit hours of criminal justice graduate courses. Permission of Instructor and Director required.

CRMJ 705 HUMAN RESOURCE ADMINISTRATION

3 credit hours

This is a study of legal, technical, and policy issues in juvenile justice administration related to: a) recruitment, selection, and promotions; b) career development, compensation management, job analysis, performance appraisal, and measures of productivity; c) disciplinary systems and civil liabilities of law enforcement personnel and agencies; d) training and collective bargaining agreements, e) budgeting, and other labor-management issues.

CRMJ 710 MANAGEMENT AND ADMINISTRATION IN JUVENILE JUSTICE SYSTEMS

3 credit hours

This course involves the study of major theories, organizations, management and research issues in Juvenile Justice Systems. Specific issues such as the role of professional administration, juvenile courts, juvenile detention center, house arrest, electronic monitoring problems and challenges of initiating reform, and issues relating to interagency relations will be discussed.

CRMJ 715 LEGAL AND ETHICAL ISSUES IN JUVENILE JUSTICE SYSTEMS

3 credit hours

This course will examine relevant law and case studies involving juveniles. It will involve the study of legal and ethical issues with regard to the police handling of juveniles, juvenile court administration, corrections and juvenile agency activities.

CRMJ 720 ADVANCE SEMINAR IN JUVENILE CORRECTIONS

3 credit hours

The examination of the origin, nature, purpose, and standards of juvenile correctional institutions. Topical issues include: traditional and contemporary juvenile correctional practices, security operations, and treatment and rehabilitation issues. Research based current practices and innovative programs will also be reviewed.

COMPREHENSIVE EXAM (Pass/Fail)

0 credit hours

THIRTY-SIX (36) CREDIT HOURS of course work are required for the Master of Arts degree in Criminal Justice. This includes eighteen (18) credit hours in core courses, twelve (12) credit hours in an area of concentration and six (6) hours of electives or Six (6) hours for a thesis option.

THE MASTER OF ARTS IN MUSEUM STUDIES PROGRAM (Available On Campus/Online)

Haitham Eid, Ph.D., Director/Assistant Professor

Office: Lake Campus Multipurpose Complex, C309

Phone: (504) 286-5010

Fax: (504) 284-5506

Email: heid@suno.edu

Professor: Sara Hollis, Ph.D.

Office: Lake Campus Multipurpose Complex, C310

Phone: (504) 284-5511

Fax: (504) 284-5506

Email: shollis@suno.edu

Students matriculating in the Master of Arts in Museum Studies (MUSE) Program will undertake a rigorous course of learning in Museology, the branch of knowledge dedicated to the study of the theories, procedures, and managerial concepts of museums: institutions for the acquisition, preservation, study and exhibition of works of artistic, historical, or scientific value.

Practical application of course work is achieved through internships with local, regional and national museums, which serve as extended classrooms. Students will examine options for employment, which will prepare graduates of the program to pursue careers in a variety of local, regional and national museums, campus museums, private galleries and historical associations.

Degree – Master of Arts in Museum Studies

Mission Statement – The Master of Arts in Museum Studies Program trains students to become innovative and knowledgeable leaders in museums and cultural institutions.

Core Values:

- Raising the consciousness of the importance and necessity of culture and tolerance in our lives;
- Intellectual honesty, integrity, and ethical conduct;
- Professionalism in museum work;
- Critical thinking and theoretical discourse;
- Program quality and excellence;
- Innovation and leadership;
- A balance of theory and practice;
- Students with diverse backgrounds; and,
- In-depth, hands-on, Practicum experiences.

PROGRAM REQUIREMENTS

Admissions Requirements:

- Completed Graduate School Application
- Official Transcript(s)
- Three Letters of Recommendation that address academic achievements and potential as a

graduate student. Letters should be from former professors or professional supervisors and colleagues.

- A one-page typed statement of purpose/interest that explains the applicant's reasons for pursuing a master's degree in museum studies. Applicants should demonstrate a desire to establish a career in the professional museum field.
- An interview with MUSE Admissions Committee

Program of Study:

Students who are interested in applying for the Program and do not have a background in museum studies or related field may be required to take GNST Principles of Museology, as a preparatory course before enrolling in the Program. Upon matriculation, students are required to complete thirty-six (36) hours of course work for graduation, which includes four core courses, a one-hundred hour internship and a master's project (option one) or master's thesis (option two). Throughout the course of study, students are encouraged to become members and volunteers at local museums and cultural institutions, join professional associations, and to attend local, regional and national conferences and workshops. With continuous full-time study, the Master of Arts in Museum Studies degree can be earned in two years. The program can be pursued on campus or online.



Suggested Course Sequence

FIRST SEMESTER (FALL)

Course No. and Title	Hrs. Credit
MUSE 501 (Introduction to Museology)	3
MUSE 507 (Writing for Research in Museums)	3
MUSE 610 (Museum Education)	3

	9

SECOND SEMESTER (SPRING)

Course No. and Title	Hrs. Credit
MUSE 504 (Collections Management)	3
MUSE 505 (Museums and Communities).....	3
MUSE 620 (Exhibition Design).....	3
MUSE 635 (History of World Art).....	3
MUSE 640 (History of Art of the African Diaspora).....	3
MUSE 655 (Topical Studies in African Art).....	3
MUSE 660 (International Museums and Cultures).....	3

(Choose 3 classes from the above for)	9

SUMMER SESSION

Course No. and Title	Hrs. Credit
MUSE 625A (Internship in Museum Work)	3
MUSE 690 (Independent Research).....	3

	6

THIRD SEMESTER (FALL)

Course No. and Title	Hrs. Credit
MUSE 615 (Museum Curatorship)	
OR MUSE 625B (Internship in Museum Work)	3
MUSE 650 (Museum Governance and Administration).....	3
MUSE 700A (Master's Project) (Option 1)	
OR MUSE 705A (Master's Thesis) (Option 2)	3

	9

FOURTH SEMESTER (SPRING)

Course No. and Title	Hrs. Credit
MUSE 700B (Master's Project, 2 nd Sem. If needed)	3
OR	
MUSE 705B (Master's Thesis, 2 nd Sem. If needed)	3

	3

Total: 36 Credit Hours

MUSEUM STUDIES COURSE DESCRIPTIONS

MUSE 501 INTRODUCTION TO MUSEOLOGY

3 credit hours

This core course provides students with an overview of Museology, the branch of knowledge concerned with the study of the purpose and organization of museums. Students will learn about the historic and contemporary classification of various types of museums (e.g. history, art, zoos, botanical gardens, etc.), their structure and organization, and their roles in society. Students will also explore career options in the museum field, including job titles, descriptions and requirements.

MUSE 504 COLLECTIONS MANAGEMENT

3 credit hours

This core course provides students with the necessary skills to develop a collections management plan based on the mission of the institution; accessioning and de-accessioning; technical aspects of handling, storing and exhibiting a variety of materials, including archival and registration procedures, writing condition reports, crating and shipping artifacts, in-house conservation methods, and subcontracting trained conservators.

MUSE 505 MUSEUMS AND COMMUNITIES

3 credit hours

This core course examines ways in which contemporary museums, both public and private, identify and serve their respective communities through exhibitions, educational programming, and publications. Students will use case studies to establish best practices for utilizing museum resources.

MUSE 507 WRITING FOR RESEARCH IN MUSEUMS

3 credit hours

This core course develops proficiency in the techniques of writing precise summaries, critiques, and synopses of published Museology related literature. By the completion of the course, students will acquire the skills to write a literature review related to museum studies. Mastery of professional writing for Museology will be measured through the preparation of a portfolio of practical writing exercises samples that include art and artifact critiques, exhibition and installation critiques, text panels, didactic labels and short articles suitable for publication.

MUSE 610 MUSEUM EDUCATION

3 credit hours

This elective course is an exploration of the learning process that takes place in museums. Through an overview and evaluation of educational services in museums, students will examine the planning and implementation of educational programs for museum visitors. Additional topics may include: museum education as a profession, ethics, development and implementation of evaluation tools, including formative evaluation of exhibits, audience research, literacy and language, and requirements of visitors with special needs.

MUSE 615 MUSEUM CURATORSHIP

3 credit hours

This elective course explores the role of a curator, or caretaker of a collection. At the end of the course, students will be able to demonstrate functional knowledge of maintaining and interpreting collections, acquisition policies, cataloging, conducting research, writing publications and loaning objects to other museums.

MUSE 620 EXHIBITION DESIGN

3 credit hours

In this elective course, students apply a team approach to exhibition development, similar to those used in most mid-size to large museums. Students will apply knowledge and skills gained to write a

comprehensive proposal for a museum exhibition. This proposal will include a detailed budget, expanded checklist, wall text, didactic labels, floor plan, educational programming, public programming and a media kit.

MUSE 625A. INTERNSHIP IN MUSEUM WORK **3 credit hours**

This required course is a minimum 100-hour, supervised internship at a pre-approved museum. The internship may be taken during the fall, spring or summer, and requires approval of the student's advisor, program director and completion of the SUNO Student Affiliation Agreement. This course may be repeated once for an additional three (3) credit hours. Open to degree candidates only.

MUSE 625B INTERNSHIP IN MUSEUM WORK **3 credit hours**

This elective course is a 100-hour, supervised internship at a pre-approved museum. The internship may be taken during the fall, spring or summer, and requires approval of the student's advisor, program director and completion of the SUNO Student Affiliation Agreement.

MUSE 635 HISTORY OF WORLD ART **3 credit hours**

This course is an overview of the art of the world. It provides the students with an understanding of the original civilizations and their influence on the development of art and architecture worldwide down to the present.

MUSE 640 HISTORY OF ART OF THE AFRICAN DIASPORA **3 credit hours**

Students trace the development of the visual arts, festivals, and celebrations, on the continent of Africa and their influence on the development of culture worldwide, and contemporary culture in modern Africa and its Diaspora.

MUSE 650 MUSEUM GOVERNANCE AND ADMINISTRATION **3 credit hours**

This elective course examines the management of a variety of museums. Topics will include nonprofit and for profit board governance, trust vs. Federal/public funds, board-director-staff relationships, writing effective mission statements, developing project budgets, reading financial statements, fundraising, grant writing and marketing.

MUSE 655 TOPICAL STUDIES IN AFRICAN ART **3 credit hours**

Students trace the historical development of the visual arts on the continent of Africa and explore their contextual significance and influence on Contemporary Culture in Modern Africa. This course addresses sculpture; painting, pottery, textiles, architecture, installation arts, human adornment and performance are approached on the basis of style, iconography and function, and in relation to religious, political, market and daily contexts. This course examines the ways in which "Africa" has been conceived and deconstructs the assumptions shaping each approach. The processes (and problems) of collecting and displaying African art will be addressed throughout the course.

MUSE 660 INTERNATIONAL MUSEUMS AND CULTURES **3 credit hours**

This course explores the work of international museums in the United States and abroad. The course is divided into three phases. The first phase involves an intensive four weeks of class with readings and rigorous discussions about international museums and cultures. The second phase requires students to participate in a short (10 to 15 days) group trip led by a faculty member which will entail fieldwork research and visits to museums, cultural organizations, libraries, and historical sites. The third phase consists of structured debriefing sessions to interpret data and collected materials. (Prerequisites: Two 500 level courses or the instructor's permission).

MUSE 695 INDEPENDENT RESEARCH**3 credit hours**

This elective course consists of a supervised, in-depth examination through individual research on a particular topic selected and conducted by the student in consultation with a faculty advisor. Independent study may not be used in place of a core course or a required course, and when used as an elective, prior approval from the advisor and program director is required for enrollment. Open to degree candidates only.

MUSE 700A/MUSE 700B MASTER'S PROJECT**3 credit hours**

This program requirement (option one) consists of the development and installation of an exhibition. Each degree candidate is required to conduct original research, prepare an annotated bibliography, and write a proposal, consisting of an exhibit script, wall text, labels, gallery guide, and press kit. The project advisor must be a full time faculty member and the final project must be pre-approved by the advisor and program director. This course may be repeated once as MUSE 700B for an additional three (3) credit hours.

MUSE 705A/MUSE 705B MASTER'S THESIS**3 credit hours**

This program requirement (option two) consists of writing a master's thesis. Each degree candidate is required to conduct original research, prepare an annotated bibliography, and write a qualifying paper. The thesis advisor must be a full time faculty member and the final project must be pre-approved by the program director. This course may be repeated once as MUSE 705B for an additional three (3) credit hours.



SCHOOL OF SOCIAL WORK**SCHOOL OF SOCIAL WORK MSW PROGRAM - GRADUATE DEGREE PROGRAMS, REQUIREMENTS, CURRICULA**

Rebecca A. Chaisson, Ph.D., **Dean**

Office: New Science Building – Room 216B

Phone: (504) 286-5376

Email: rchaisson@suno.edu

Ronald Mancoske, D.S.W., **Professor, Millie M. Charles Endowed Chair of Human Rights and Social Work and Interim Dean (2014-2017)**

Gladys Merrick, M.S.W., **Undergraduate (BSW) Program Director**

Office: NSC 211D

Phone: (504) 286-5071

Email: gmerrick@suno.edu

Claude Montegut, M.S.W., **Acting Director of Field**

Office: NSC 212D

Phone: (504) 286-5058

Email: cmontegut@suno.edu

Professor, Millie M. Charles Endowed Chair of Human Rights and Social Work and Interim Dean (2014-2017): Ronald Mancoske, D.S.W.

Associate Professors: Rebecca Chaisson, Ph.D., Patricia Guillory, Ph.D., Jill E. Murray, Ph.D., Ira A. Neighbors, D.S.W., and Harry Russell, Ph.D.; **Assistant Professors:** Edgar Blanchard, M.S.W., Derrick Freeman, Ph.D., Gladys Merrick, M.S.W., Claude Montegut, M.S.W., Samuel Odom, Ph.D., Ben Robertson, Ph.D., Torin Sanders, Ph.D., and Gail Wise, D.S.W.

MISSION

The mission of SUNO-SSW is to prepare competent and effective social workers committed to address strengths and challenges of a diverse client population in a changing and evolving global community. Quality educational experiences, undergirded by the Schools themes of advocacy, empowerment and transformation, prepare baccalaureate students for agency based generalist practice and master students for agency based advanced social work practice. Such practice is further guided by the School's dedication to critical practice knowledge and skills and the essential values of the profession: service, social and economic justice, the dignity and worth of the individual, and the importance of human relationships.

GOALS

Teaching

1. To use learning approaches that prepare students to integrate the values, ethics, knowledge, and skill base of the social work profession with systems of all sizes and with respect for all people aimed toward social change and promotion of social and economic justice.
2. To anchor social work knowledge in our program's themes of advocacy, empowerment and transformation.

Service

1. To provide leadership to the university, the community, and the profession.
2. To serve the local, national and international areas by preparing students to fill the dynamic social welfare resource needs for generalist and advanced practitioners.
3. To foster the commitment of students and faculty to active involvement in improving the quality of life in the community in which they live.

Scholarship

1. To effectively assist the process of professional development among faculty and students.
2. To contribute to the knowledge base of the strengths of diverse client populations.

COMPETENCIES: Upon completion, students will be able to:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic and Environmental Justice
4. Engage in Practice Informed Research and Research Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

Provisions of these programs are subject to change without notice and do not constitute an irrevocable contract between the University and any student.

THE PROFESSION OF SOCIAL WORK

The profession of social work is concerned with enhancing social functioning and improving the human condition through the promotion of social and institutional change and the provision of opportunities and resources to individuals, families, groups, organizations, and communities. The fundamental concern of social work is the relationship between individuals and social institutions. Of central importance is the development of these relationships in such a way as to promote social and economic

justice and protect the opportunities for people to live with dignity and freedom. Professional practice focuses on the transactions between people and their environments that affect their ability to accomplish life tasks.

EDUCATIONAL PHILOSOPHY AND THEMES

The Southern University School of Social Work is committed to a view of social work that is holistic and transcending in its approach. Emphasis is placed on the strengths and growth potentials of people, individually and collectively. The BSW and MSW curricula focus is on generalist and advanced social work practice. These are concerned with enhancing and improving the human condition through the promotion of social and institutional change and the provision of opportunities and resources to individuals, families, groups, organizations and communities.

The themes of **ADVOCACY, EMPOWERMENT, AND TRANSFORMATION** provide a pivotal and integrating link between the educational objectives of the program and the curriculum content. These themes embrace a view of the individual, family, group, organization, or community, as responsible actors in the self-actualization and change processes.

Advocacy

Refers to the act of providing support to and intervention in the interest of client systems. These efforts are directed toward the realignment of power to effect change and achieve freedom from oppression.

Empowerment

Focuses attention on the fact that powerlessness is pervasive and pre-eminent among oppressed people. As a profession which impacts the lives of these people, we are committed to teaching strategies which incorporate the concept of empowering individuals, families, groups, organizations, and communities to take control of their own lives, and shape their destinies.

Transformation

To accomplish transformation, the profession of social work must assist individuals, families, groups, organizations and communities to change the structure of systems that exert a confining and oppressive hold on their opportunities for achievement.

Organization and Structure of the School of Social Work

The SUNO School of Social Work administers two programs: (1) a baccalaureate program (BSW) which provides social work education in preparation for beginning generalist professional practice; and (2) a graduate course of study (MSW) which provides social work education in preparation for advanced specialized professional practice. A doctoral level social work program (D.S.W) is pending final approvals.

Accreditation and Program Approval

The SUNO Master of Social Work program is accredited by the Council on Social Work Education and the Commission on Colleges of the Southern Association of Colleges and Schools. The MSW program has been continuously accredited since 1985. The program's accreditation was reaffirmed 2012 for 8 years, until 2020.

THE MASTER OF SOCIAL WORK PROGRAM

Program Objectives

The MSW program at Southern University at New Orleans has the following objectives:

1. To serve the metropolitan area, the state and the region by preparing students to fill the changing social welfare human resource needs of public and private agencies for master's level social work practitioners.
2. To provide an educational experience for students which facilitates the acquisition of knowledge, values and skills essential for advanced professional competence in social work ethical practice.
3. To provide students with knowledge and understanding the application of general systems theory and an ecological theoretical perspective as an integrating framework, and its application, with emphasis on strengths and ecological social work practice at both micro, mezzo, and macro levels.
4. To prepare students to apply research knowledge and skills which reflect social work values and ethics in evaluating their own practice and in generating program and policy knowledge for practice evaluation.
5. To prepare students for competent practice with diverse populations by ensuring that all areas of the curriculum, including field experience include content relative to understanding and acting upon: (a) people of color—with particular focus on, but not limited to, African American, (b) acceptance of diverse life styles and sexual orientation as among gay, lesbian, bisexual, transgendered and questioning persons, (c) populations at risk (i.e., children, seniors, women, the poor, the physical or mentally challenged, persons with HIV or AIDS), (d) institutional racism, classism, sexism, heterosexism, ageism, and (e) social and economic justice issues.
6. To provide an adult learning approach which increases the ability of students to integrate cognitive and affective experiences.
7. To provide opportunities for professional social work practitioners to acquire special knowledge and skills appropriate to specific roles and fields of practice.

Programs of Study: Full-Time, Part-Time, and Advanced Standing

The School of Social Work MSW Program is not an on-line program. There may be sections of courses

that are on-line. The MSW Program is accredited by the Council on Social Work Education. The foundation year or first year of the MSW Program includes 30 hours of foundation social work courses. The second year is the advanced practice year which includes 30 hours of courses. Three plans of study are offered: Full-Time, Part-Time, and Advanced Standing. Each plan has a structured curriculum which must be followed. Courses are offered in each three programs to allow students to graduate on time if following the curriculum plan. The Full-Time and Advanced Standing Programs begin only in the fall semester. The Part-Time Program begins in the summer of the first year. The Part-Time program requires summer classes. Summer classes are available to allow students opportunities to take courses to adjust their workloads but students should see their academic advisors if adjusting their curriculum plans to avoid extending their programs. Some courses are only taught once a semester and cannot be taken out of sequence, such as field courses. Students are urged to follow curricula plans to avoid problems impacting graduating on time.

Full-Time Program

The full-time plan consists of a planned, structured curriculum which extends over two years (four semesters). Students participate in field practicums which are concurrent with course work. The field practicum includes a minimum of sixteen (16) hours per week each semester in the first and the second years. Semester hours for full-time students are 15 hours per semester. Total semester hours = 60. Students must maintain at least a "B" average (3.0 cumulative GPA) and may graduate with no more than 2 "C" grades and with no "F" grades.

Part-Time Program

The Part-Time Program curriculum plan consists of a structured curriculum which permits students to complete their academic requirements in three years (summers, fall and spring each year rather than two years for full time) within six (6) semesters (3 years) instead of two years as in the full time plan. In the Part-Time Program curriculum plan, the foundation year is primarily covered in the first year (2) semesters plus several classes carried over into the second year. Students carry twenty-four (24) credit hours the first year (6 the summer entering the program, 9 in the fall, and 9 in the spring of the first year). In the second year, students take 6 credit hours each semester (summer, fall, spring). Students take field in the second year of the program (fall, spring). Students are not able to switch from Part-Time to Full Time Programs if they do not have field in the fall and spring of year one. Field I cannot be taken with Field II (concurrently), and field classes are only scheduled one semester a year. During the second and third year, there are less classes but students enroll in a field seminar and practicum which includes a minimum of sixteen (16) hours per week in field sites. The number of field hours are guided by accreditation practices. The field practicum begins the second year and continues in the third year. Evening and weekend field placements are difficult to arrange and the program cannot assure an evening or weekend field placements. A student cannot graduate without completion of the field practicum. Once beginning in the Part-Time Program, students cannot change to full time program because they will lack field practicums and seminars. Total semester hours required for the Part-Time Program are 60 credit hours (the same as for the Full-Time Program). (See above)

Advanced Standing

Applicants seeking advanced standing status must have received a Bachelor of Social Work Degree from an undergraduate social work program accredited by the Council on Social Work Education. Applicants considered for this course of study, in addition to meeting the general requirements for

admission, must have achieved a minimum GPA of 3.0 on a 4.0 scale. In addition, a minimum grade of B must be earned in all professional foundation courses. The advanced standing program is structured to allow students to complete their course work in one year (summer, fall and spring semesters). Two integrative seminar courses (SOWK 500 and SOWK 503) begin in the summer prior to the fall semester. Then students complete their advanced standing year in two semesters at 15 credit hours per semester. Total semester hours for the Advanced Standing Program are thirty-six (36 credit hours).

Transfer Students

Students with prior graduate education in the field of social work are allowed to request a transfer of credits. Only courses completed at a MSW program accredited by the Council on Social Work Education with a "B" or above will be accepted, and field courses must receive a special review. All courses transferred must be equivalent to SUNO School of Social Work courses. The maximum number of credit hours allowed to be transferred is twelve (12). Courses requested for transfer must have been completed within five (5) years prior to the semester for which the student is requesting enrollment. In addition to the usual application material, course syllabi, course descriptions and a Statement of Good Standing from the Dean or Program Director must be submitted. Transfer students must meet the University residency requirement which is to complete their last 18 hours at the University. See Graduate Studies for additional information.

International Student Applicants – Please refer to Graduate Program requirements.

Admissions Criteria

The MSW Full-Time Program is completed in a minimum of 2 years and the Part-Time Program is completed in a minimum of 3 years. Policies and procedures for the MSW Admissions criteria are developed by the School of Social Work Admissions Committee and are submitted for approval by the faculty and the Dean. The Chair of the Admissions Committee is responsible for the coordination of the Admission process and ensuring that written policies and procedures are clearly delineated and adhered to accordingly. **The School of Social Work reserves the right to change content and format of its application without prior notice.**

Please refer to the MSW Application on SUNO's website (www.suno.edu) for additional information and application materials. Admission decisions for the MSW program are based on a review of past academic performance, relevant work and/or volunteer experiences, references evaluations, a personal interest statement, a writing sample, and if needed, a personal interview. Preference is given to applicants who have received a BSW degree or completed a major in social work or the social sciences. The minimum criteria for admission to the MSW program are as follows:

1. An earned bachelor's degree from an accredited college or university.
2. Successful completion of a course with a minimum grade of "C" in Sociology, Psychology and Biology.
3. A cumulative undergraduate Grade Point Average of 2.5 or greater on a 4.0 scale.
4. Evidence of professional writing skills at the level of a graduate student, and a commitment to social justice is evaluated with the applicant's personal interest statement and an on campus written exercise.

5. Evidence of values, ethics and commitment congruent with those of the social work profession.
6. Evidence of ability to successfully matriculate in graduate education evaluated through undergraduate transcripts and from personal reference letters.

Grading Criteria

The following system of grading is employed at the graduate level:

- A = Excellent
- B = Very Good
- C = Minimal Passing
- F = Failing
- I = Incomplete (only with a signed written contract)
- W = Withdrawal
- FX = Enrolled course but never attended

In addition:

1. Students must receive a grade of B or better in all field courses. Students may move to an advanced field level only after completing all prerequisite field courses with a grade of B or better.
2. Students cannot graduate with more than two C's as final grades in course work.
3. Students cannot graduate with an "F" grade. Students may retake only one "F" grade.
4. Students must have an overall 3.00 GPA to graduate.
5. A graduate student will be placed on probation if:
 - a. The student's cumulative graduate grade point average is below 2.5 at the time of admission.
 - b. The student's cumulative graduate grade point average in the MSW program is below 3.0 at the end of any term. Students on probation must obtain a 3.0 GPA or better in the semester following placement on probation. If the student does not obtain a 3.0 or better, then the student is suspended from the program for a period not exceeding one academic year.

Students suspended from the program must be out of school for at least one semester, and must appeal to the Academic Progress and Retention Committee of the School for readmission. Readmission is approved by the Dean. Students expelled from the program may not be readmitted to the program. Students can be suspended or expelled from the program based on academic failure (which includes plagiarism & cheating) and/or based on violation of the National Association of Social Work's (NASW) Code of Ethics. Students are given copies of the NASW Code of Ethics at orientation, the code of ethics is described in orientation, and the code of ethics content is infused in course work and in field seminars. The Student Handbook (available on line at www.sunu.edu) also provides a copy of the NASW Code of Ethics.

MSW Field Practicum

Full-time students are required to complete a field practicum and seminar each semester for four semesters. The field experience is concurrent with course work. The first-year placement focus is on generalist practice and the second year focus is on advanced practice in the student's advanced practice specialty area (e.g., Children/Youth/Families or Health/Mental Health). If the student does not complete the requisite field hours in a practicum class, the student may not enroll in the next field class.

Part-Time students are required to participate in a field practicum and seminar experience beginning in the second year of the program and continues in the third year. During the second and third year semesters, students will complete sixteen (16) hours a week in the field. After completion of the second year, students begin field with a focus on generalist practice and the third year the focus is on practice in their concentration area (either Children/Youth/Families or in Health/Mental Health).

Field Practicum and Seminars I and III are offered only in the fall semesters, and Field Practicum and Seminar's II & IV are only in the spring semesters. Students must take the courses in consecutive order (first field I, II, III, and IV) and cannot take more than one field course a semester. Failure to follow the curriculum schedule for field courses can result in not being able to graduate on time. Students are encouraged to review their schedules with their academic advisors to promote timely graduations.

The Advanced Standing Program students take their advanced year field placement (III and IV) in their concentration area. Students will have already completed the requirements for Field I and II in their undergraduate program that meets the requirements per admission process to the advanced standing program.

The School of Social Work cannot guarantee an evening or weekend field placement. If a student is not available for field during normal business hours when appropriate supervision is available, it is not possible to successfully complete the program.

The MSW Curriculum

Social Work education at the master's level is built on a liberal arts base, provides a professional foundation, and an advanced practice concentration. The SUNO master's program begins in the first year with a generalist focus drawing from a broad foundation of social science and behavioral theories, social policy, human behavior, research, and intervention methodologies to provide the basis of knowledge necessary to meet the fundamental needs of individuals, families, small groups, organizations, and communities. The program is designed to build on this generic base of knowledge, allowing students to develop competencies in an area of specialization. The curriculum provides the student with learning experiences to develop competencies organized around a field of practice. Emphasis is placed on practice applications throughout the curriculum. Students must choose from the fields of (1) Health/Mental Health or (2) Children, Youth and Families.

SUNO School of Social Work Curriculum

Curriculum for students entering Summer 2017; approved by Academic Affairs 2016

FULL-TIME PROGRAM

YEAR ONE

FALL

SOWK 601 HBSE I	3 hrs.
SOWK 501 Policy I	3 hrs.
SOWK 604 Direct Service I	3 hrs.
SOWK 603 APO I	3 hrs.
SOWK 606 Field Pract/Sem.	<u>3 hrs.</u>
	15 cr. hrs.

SPRING

SOWK 602 HBSE II	3 hrs.
SOWK 610 Direct Serv. II	3 hrs.
SOWK 620 APO II	3 hrs.
SOWK 605 Research I	3 hrs.
SOWK 607 Field II	<u>3 hrs.</u>
	15 cr. hrs.

YEAR TWO

CYF Concentration SOWK 731, 735, 737

SOWK 502 Policy II	3 hrs.	SOWK Elective	3 hrs.
SOWK 701 Research III	3 hrs.	SOWK 608 Diversity	3 hrs.
SOWK 702 Field III	3 hrs.	SOWK 703 Field IV	3 hrs.
SOWK 731 Practice Issues	3 hrs.	SOWK 737 Emp. Pract. II	3 hrs.
SOWK 735 Empow/Practice	<u>3 hrs.</u>	SOWK Elective	<u>3 hrs.</u>
	15 cr. hrs.		15 cr. hrs.

HM/H Concentration SOWK 732, 751, 734, 750

SOWK 502 Policy II	3 hrs.	SOWK Elective	3 hrs.
SOWK 701 Research III	3 hrs.	SOWK 608 Diversity	3 hrs.
SOWK 702 Field III	3 hrs.	SOWK 703 Field IV	3 hrs.
SOWK 732 Practice Issues	3 hrs.	SOWK 751 Chem.Depend.	3 hrs.
SOWK 734 Empower. Health	<u>3 hrs.</u>	SOWK 750 Empower. M/H	<u>3 hrs.</u>
	15 cr. hrs.		15 cr. hrs.

ADVANCED STANDING PROGRAM

Students enter summer

YEAR ONE

Summer

SOWK 500 Integrative Sem. I	3 hrs.
SOWK 503 Integrative Seminar II	<u>3 hrs.</u>
	6 cr. hrs.

CYF CONCENTRATION SOWK 731, 735, 737

FALL

SOWK 502 Policy II	3 hrs.
SOWK 701 Research III	3 hrs.
SOWK 702 Field III	3 hrs.
SOWK 731 Practice Issues	3 hrs.
SOWK 735 Empower. Pract.	<u>3 hrs.</u>
	15 cr. hrs.

SPRING.

SOWK Elective	3 hrs.
SOWK 608 Diversity	3 hrs.
SOWK 703 Field IV	3 hrs.
SOWK 737 Emp/Pract II	3 hrs.
SOWK Elective	<u>3 hrs.</u>
	15 cr. hrs.

Or HMH Concentration SOWK 732, 734, 750, 751

SOWK 502 Policy II	3 hrs.	SOWK Elective	3 hrs.
SOWK 701 Research III	3 hrs.	SOWK 608 Diversity	3 hrs.
SOWK 702 Field III	3 hrs.	SOWK 703 Field IV	3 hrs.
SOWK 732 Practice	3 hrs.	SOWK 751 Chem. Depend.	3 hrs.
SOWK 734 Empower-Health	<u>3 hrs.</u>	SOWK 750 Empower-M/H	<u>3 hrs.</u>
	15 cr. hrs.		15 cr. hrs.

SUNO School of Social Work Curriculum**PART-TIME PROGRAM****Students Enter Summer****YEAR ONE (Starts in Summer, then Fall, Spring)**

<u>SUMMER</u>		<u>FALL</u>		<u>SPRING</u>	
SOWK501 SWPS I	3 hrs.	SOWK 601 HBSE I	3 hrs.	SOWK 602 HBSEII	3 hrs.
SOWK608 Diversity/Emp	<u>3 hrs.</u>	SOWK 604 D S I	3 hrs.	SOWK 610 DS II	3 hrs.
		SOWK 603 APO I	<u>3 hrs.</u>	SOWK 620 APO II	<u>3 hrs.</u>
	6 cr. hrs.		9 cr. hrs.		9 cr. hrs.

YEAR TWO (Summer, Fall, Spring)

SOWK 502 SWPS II	3 hrs.	SOWK731/CYF or 732/H/MH	3 hrs.	SOWK737/ or 750	3 hrs.
SOWK 605 RES I	<u>3 hrs.</u>	SOWK 606 Field I	<u>3 hrs.</u>	SOWK 607 Field II	<u>3 hrs.</u>
	6 cr. hrs.		6 cr. hrs.		6 cr. hrs.

YEAR THREE (Summer, Fall, Spring)CYF Concentration SOWK 731, 734, 737

SOWK 701 RES III	3 hrs.	SOWK 735 EMP. PRACT	3 hrs.	SOWK Open Elect.	3 hrs.
SOWK ELECTIVE	<u>3 hrs.</u>	SOWK 702 Field III	<u>3 hrs.</u>	SOWK 703 Field IV	<u>3 hrs.</u>
	6 cr. hrs.		6 cr. hrs.		6 cr. hrs.

Or H/MH Concentration SOWK 732, 734, 751, 750

SOWK 701 RES III	3 hrs.	SOWK 734 EMP. PRACT	3 hrs.	SOWK Open Elect.	3 hrs.
SOWK 751 CHEM DEP	<u>3 hrs.</u>	SOWK 702 Field III	<u>3 hrs.</u>	SOWK 703 Field IV	<u>3 hrs.</u>
	6 cr. hrs.		6 cr. hrs.		6 cr. hrs.

Total hrs. 18 (Summer)**Total hrs. 21 (Fall)****Total hrs. 21 (Spring)**

Students must have the dean's approval for an Independent Study agreement prior to registering for SOWK 730. This course can substitute for Open Elective (but not for a required course).

**Total MSW (Full or Part-Time credit hours = 60
hours = 36**

Total Advanced Standing credit

SCHOOL OF SOCIAL WORK COURSE DESCRIPTIONS GRADUATE COURSES

SOWK 500 INTEGRATIVE SEMINAR I

3 credit hours

This seminar is a required course for advanced standing students and an elective course for all other MSW students. This course advances the application of knowledge by MSW students by linking the BSW and the MSW experience for the advanced standing student and enhancing the application of social work practice in the areas of human development, diversity, and behavior in the environment. Further the course provides an overview of assessment and intervention planning. While it is designed to enhance integration of the BSW experience and MSW program, the course serves to review and reinforce knowledge in foundation courses for the MSW student through application of case scenarios. The course is intended to help prepare students for practice licensure.

SOWK 501 SOCIAL WELFARE POLICY AND SERVICES (SWPS) I: SOCIAL SERVICES POLICY

3 credit hours

This course provides an historical overview of the development of social welfare institutions and the social work profession. It surveys social policies and programs in the areas of income maintenance, child welfare, health, mental health and social services for the aged. Historical and contemporary social, economic, and political forces that have shaped policy development are reviewed. Students are expected to acquire policy practice skills that emphasize social activism and which are directed toward undoing oppression and inequality.

SOWK 502 SOCIAL WELFARE POLICY AND SERVICES (SWPS) II: PERSPECTIVES ON POVERTY

3 credit hours

This course in social policy analysis and political intervention are viewed as practice methods that impact the formation, development and implementation of social policy. Social justice and economic justice are continuing themes throughout the course. Social work values are stressed within the themes of advocacy, empowerment and transformation. Poverty is viewed as a cross-cutting context for all social policies. The underlying premise for the course is to prepare effective social work practitioners that are committed to bringing about change in structures of poverty, oppression and discrimination. (Prerequisite: SOWK 501 or Consent of Instructor)

SOWK 503 INTEGRATIVE SEMINAR II

3 credit hours

This seminar is a second required course for advanced standing students and an elective course for all other MSW students. This course advances the application of knowledge by MSW students by linking the BSW and the MSW experience for the advanced standing student and enhancing the application of social work indirect practice in the areas of policy, diversity, social and economic justice, values and ethics. While it is designed to enhance integration of the BSW experience and MSW program, the course serves to review and reinforce knowledge in foundation courses for the MSW student through application of case scenarios. The course is intended to help students prepare for practice licensure.

SOWK510I FORENSIC SOCIAL WORK (ELECTIVE)

3 credit hours

This is an elective course that examines the interface between the legal systems and social work practice in Health and Mental Health as well as in Children, Youth and Families concentration areas. The course seeks to assist students in the development of knowledge, values and skills necessary to function in legal practice settings on behalf of vulnerable populations. The emphasis is in three major practice areas: domestic violence, criminal justice, and behavioral health.

SOWK510K SOCIAL WORK IN LEGAL SETTINGS (ELECTIVE)

3 credit hours

This course examines the interface between the legal systems and social work practice. It helps students develop practice skills across concentrations (Health and Mental Health and Children, Youth and Families). The course emphasizes the knowledge, values and practice skills in various areas such as investigation, legal research, legal analysis, legal writing, and the social work role as expert and fact whines. Ways in which students can promote case and cause advocacy, empowerment and transformation within legal and social service settings are examined.

SOWK510L MOTIVATIONAL INTERVIEWING (ELECTIVE)

3 credit hours

This is an advanced social work practice course which builds on foundational skills introduced in the Direct Services courses. The emphasis of this course is on increasing practitioner skills in a prominent, evidence-based practice model with wide applications in behavioral health and substance abuse arenas. Experiential learning offers students practice opportunities to test knowledge, values and skills to effectively engage, assess, intervene and evaluate practice using this intervention model in practice.

SOWK510T COGNITIVE BEHAVIORAL THERAPY (ELECTIVE)

3 credit hours

This is an advanced practice course that builds on foundational skills introduced in the Direct Service classes. The focus of this class is on building practitioner skills in an evidence-based intervention model. This course provides an overview of the knowledge, values and skills essential for advanced practice in behavioral health. The course emphasis is on experiential skills and competencies in engagement, assessment, interventions and practice evaluation using the evidence-based practice model applicable across practice settings.

SOWK512 MILITARY AND VETERAN'S ADMINISTRATION SOCIAL WORK (ELECTIVE)

3

credit hours

This course focuses on advanced practice knowledge on trauma informed services, values and skills in practice with the stressors of military personnel, veterans and their families in the military context of which services are provided. The course provides a historical and cultural context of services and emphasizes the engagement, assessment, intervention and practice evaluation issues in military social services.

SOWK 601 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT (HBSE) I

3 credit hours

This course examines the basic concepts and theories that explain the development of personality and social behavior within a social system framework. Attention is given to the impact of biological, psychological, and cultural factors on individuals, small groups, and the family. The impact of organizational dynamics on small groups and populations with special needs is discussed. Emphasis is placed on applications of developmental theories to practice applications with infants, children, adolescents and youth adults.

SOWK 602 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT (HBSE) II 3 credit hours

This course is designed as the second of two foundation courses, providing student with core knowledge of theory pertaining to broad social units (i.e., the work place, organizations, institutions, ideologies, the world views, etc.). The course utilizes a system framework and emphasizes the themes of advocacy, empowerment and transformation in exploring various theoretical orientations to the study of human behavior in organizations, communities and society. Emphasis is placed on applications of developmental theories to practice applications with adults and later adults (the elderly).

SOWK 603 APO I: SOCIAL WORK PRACTICE WITH COMMUNITIES 3 credit hours

This course provides an introduction to generalist problem-solving practice models, methods, roles, functions, and central values of social work practice with communities. An eco-system, problem-solving framework is developed and applied. Differentiation and selection of intervention is based upon assessment of the nature and content of problems and available resources. Students are expected to achieve beginning level mastery of selected tasks and practice skills such as engagement, assessment, interventions, and evaluation of practice with communities.

SOWK 604 DIRECT SERVICE I: SOCIAL WORK INTERVENTION WITH INDIVIDUALS

3 credit hours

This course focuses on the development of a foundation for social work generalist practice; the values, core social work skills, and common knowledge base generic social systems to practice phases of the problem-solving process with individuals. Engagement, assessment, intervention strategies, and practice evaluation with individuals are introduced.

SOWK 605 SOCIAL WORK RESEARCH I 3 credit hours

This foundation level course examines scientific concepts and methods for evaluating client system problems, social work practice methods and interventions, and service delivery. Special emphasis is placed on fundamentals of scientific inquiry by examining methodological designs (e.g., single system, experimental, social surveys) and qualitative and quantitative methods of collecting and analyzing data to build knowledge for practice. This course emphasizes student abilities to interpret data and statistics supporting understanding of "best practices" approaches to outcomes and to the core fundamentals of research methodology and provides an overview of basic scientific methods shaping social work practice evaluation.

SOWK 606 FIELD PRACTICUM AND SEMINAR 1 3 credit hours

Field instruction is a directed educational experience in social work practice with instruction offered by agency and campus-based faculty members. Offered concurrently with classroom instruction, the field courses provide for integration of classroom learning with practice experience. The practicum has a generalist focus across systems levels, emphasizes core practice competencies in engagement, assessment, interventions, and practice evaluation, and is taken on an average of two days per week (16 hours) during the first year.

SOWK 607 FIELD PRACTICUM AND SEMINAR II 3 credit hours

(Refer to SOWK 606 for course description. This course is a second semester continuation of the generalist practice field practicum and field seminar.) (Prerequisite: SOWK 606)

SOWK 608 DIVERSITY AND EMPOWERMENT

3 credit hours

This course teaches competencies in working with diverse client populations according to professional practice standards (e.g., the Code of Ethics and the Cultural and Linguistic Competency Standards). This course examines social work's historical and current commitment to social justice as related to oppressed groups in a multicultural society. The course addresses issues of power, inequality, and privilege and resulting oppression, it focuses on the oppressed groups in the U.S. and other undeveloped countries in order to understand their strengths, needs and responses. The course has a focus on ethical considerations when working with diverse clients and populations.

SOWK 610 DIRECT SERVICE II: SOCIAL WORK INTERVENTION WITH FAMILIES AND GROUPS

3 credit hours

This course builds on the generalist knowledge base and skills as applied to working with families and groups. The focus of this course is on developing a theory base and the application of models, strategies and techniques of engagement, assessment, interventions, and practice evaluation with families and groups.

SOWK 620 APO II: SOCIAL WORK PRACTICE WITH ORGANIZATIONS

3 credit hours

This is the second foundation level course in the APO sequence. This course links micro practice to macro by examining the core of knowledge and generalist problem-solving practice skills needed for an agency based direct service social worker to operate effectively within an organizational context. Examination of the theoretical and practical aspects of skills development is related engagement, assessment, interventions, and practice evaluation with organizations and guided by the themes of advocacy, empowerment and transformation. APO II is a macro course that focuses primarily on social work practice within human service organizations.

SOWK 701. SOCIAL WORK RESEARCH 3

3 credit hours

The focus of this advanced practice level research course is on learning skills and techniques for practice evaluation. The course teaches students to set up and statistically analyze data sets in applications to practice evaluation. The course emphasizes program evaluations as a method of practice evaluation. (Prerequisite: SOWK605 and completion of the statistics requirement)

SOWK 702 ADVANCED FIELD PRACTICUM AND SEMINAR III

3 credit hours

The practicum is based on the student's advanced practice concentration and the student is in the field site two days per week (16 hours a week). The practicum offers supervised practice experience in specialized agency settings and the seminar analyzes advanced practice issues related to advanced practice concentrations. The seminars focus on case analyses of engagement, assessment, interventions, and practice evaluations and on the values and ethics of professional practice. (Prerequisite: SOWK 607)

SOWK 703 FIELD PRACTICUM AND SEMINAR IV

3 credit hours

The practicum and seminar is a continuation of Field III and is based on the student's advanced practice concentration area and the student is in field site 2 days per week (16 hours). (Prerequisite: SOWK 702)

SOWK 710 ADVANCED PRACTICE WITH FAMILIES (ELECTIVE)

3 credit hours

Advanced practice with families is a continuation of the building process begun during the generic first year of the MSW program. The generic first year direct service curriculum exposes students to a generalized knowledge base of practice with individuals, families and groups. This course addresses itself specifically to a number of theoretical perspectives, models of practice, and strategies engaging, assessing, intervening, and evaluating families which are applicable to all fields of practice. The models of practice and intervention strategies are supportive of the systems framework with an ecological perspective and focus on an understanding of families from a strengths perspective. The School's themes of empowerment, advocacy, and transformation are addressed throughout the course with an emphasis on the unique concerns of practice with oppressed and disenfranchised participants. (Prerequisite: SOWK 610)

SOWK 720 ADMINISTRATION, PLANNING & ORGANIZING III: AGENCY PROGRAM DEVELOPMENT (ELECTIVE)

3 credit hours

APO III is an elective course in the APO component of the MSW Program. To achieve linkage between the community and organization, the focus shifts in APO III from the generalist problem-solving practice skills to advance skills to operate effectively within an organizational context to skills and knowledge to enhance and develop agency programs. The organization is perceived as a practice arena for the social worker to initiate and participate in engagement, assessments and practice evaluations in the designing of new and innovative programs that enhance quality of community life.

SOWK 722 ADMINISTRATION, PLANNING & ORGANIZING (APO) IV: WORKING WITH POLITICAL SYSTEMS (ELECTIVE)

3 credit hours

The major focus of the course is on working with political systems to bring about positive large system change. The course, therefore, is designed to study and develop advocacy skills in the use and processes of political action and political intervention. Political action and political intervention at the local, state, regional and national levels will be discussed.

SOWK 723 SOCIAL PROGRAM EVALUATION (ELECTIVE)

3 credit hours

This course covers the models, elements and techniques of social program evaluation with particular emphasis on outcome evaluation. This macro emphasis course is intended for advanced practice students. It is intended to help students acquire the necessary skills to design and carry out outcome based evaluations of social programs. Emphasis is placed on skills and techniques to foster empowerment of all stakeholders in the participatory evaluation process.

SOWK 724 SPECIAL TOPICS: ADVANCED APO PRACTICE

3 credit hours

An administration, planning, and organizing special topics course with topics that vary from semester to semester depending on student interest. This course will allow the opportunity to present content which is relevant to student interest and need related to practice with macro systems. It will also allow the department to design course material which is responsive to the changes in the community which directly impacts services to larger systems. (Prerequisites: SOWK 603 AND SOWK 620)

SOWK 730 INDEPENDENT STUDY

3 credit hours

In this course, students select a topic of special interest and submit a written proposal which must be approved and supervised by a Social work instructor. Requested course cannot be a required course in the program. This course is only available with prior approval. (Prerequisite: Course is only available with the consent of the Dean)

SOWK 731 ADVANCED POLICY WITH CHILDREN, YOUTH AND FAMILIES 3 credit hours

This course examines the historical and contemporary social, economic, and political forces that have shaped policies and services that impact individuals within the family as an institution. Students are expected to analyze and evaluate public child welfare policies and other programs based on topical areas of interests. Students are also expected to be prepared as social advocates, lobbyists, and expert advisors to policy makers and administrators with an understanding and appreciation of political processes furthering the achievement of social work goals and purposes. (Prerequisite: SOWK 610 or 620)

SOWK 732 PRACTICE ISSUES IN HEALTH AND MENTAL HEALTH 3 credit hours

This advanced practice course examines the economic, political, and environmental issues that are pertinent to the integrative view of health and mental health. The emphasis of this course is on learning how to assess major types of mental disorders using the DSM-V as an assessment tool, and providing a comparative view of social work and DSM type assessments. (Prerequisite: SOWK 604 or 610)

SOWK 734 EMPOWERMENT PRACTICE IN HEALTH AND MENTAL HEALTH 3 credit hours

The emphasis of this health-related course is on engaging, assessing, intervention planning, and evaluating an "integrative behavioral health" practice approach to social work applications. The course reviews an interprofessional, team-based, and competency based approach to practice in behavioral health (including work with health, mental health and substance abuse problem areas). (Prerequisite: SOWK604 or SOWK610)

SOWK 735 EMPOWERMENT BASED SOCIAL WORK WITH CHILDREN, YOUTH AND FAMILIES I 3 credit hours

This course provides the student with an in-depth theoretical and practical understanding of evidence-based engagement, assessment, interventions, and practice evaluation models for working with children, youth and families. Strategies and techniques to operationalize models of prevention, DSM-V and social work assessments, and interventions are examined. Special emphasis is given to public child welfare, devalued populations, early intervention, children of poverty and abused and neglected children. This course encompasses assessment and intervention strategies applicable to both direct service and APO students. (Prerequisite: SOWK 610 or 620)

SOWK 737 EMPOWERMENT BASED SOCIAL WORK WITH CHILDREN, YOUTH AND FAMILIES II 3 credit hours

This is a second advance practice course in the Children, Youth and Families specialty areas. This course utilizes several models of assessment and intervention working with and on behalf of more complex child, public child welfare and family issues with strong emphasis on strengthening families and creating opportunities for healthy development of children. Special emphasis will be on providing evidence-based preventive and direct services to children as well as the community level strategies to intervene in different crisis states such as substance disordered families, child placement decisions, coping with loss and trauma, or being victims and witnesses to violence. (Prerequisite: SOWK 731 AND SOWK 735)

SOWK 740 HUMAN SEXUALITY (ELECTIVE) 3 credit hours

This elective course examines, in historical context, the myths, misinformation, and taboos that have influenced contemporary views on sexual behaviors. The broad range of sexual behaviors are reviewed as well as selected aspects of individuals and social problems such as rape, abortion, sexual abuse of children, sexual function and dysfunction. This course is structured to convey knowledge and dispel

myths within a biological, social, cultural, and psychological framework while emphasizing engagement, assessment, interventions, and practice evaluation with sexual minority clients.

SOWK 741 CHILDREN AND ADOLESCENT SERVICES (ELECTIVE) 3 credit hours
This elective course provides the student with an in depth theoretical and practical understanding of effective practices in engagement, assessment, intervention and practice evaluation models for working with adolescents. Well-being and strengths-based models of assessment and intervention are explored. Special emphasis is given to devalued populations, children of poverty and abused children. The course builds on the knowledge and skills acquired in Direct Service I and II and HBSE I. The concepts of empowerment practice and the ecological perspective play essential roles in the selection and execution of preventive and direct service to adolescents within a family, cultural, and community context.

SOWK 744 DEATH, DYING, AND GRIEF (ELECTIVE) 3 credit hours
This elective course provides an introduction and survey of the current issues, concepts, and research of the psychosocial aspects of death, the stages of dying and the grieving processes. The needs of the dying, the families of the dying, and the role of the caring relationship of the social worker are examined. Skills and competencies in engagement, assessment, interventions and practice evaluation of practice within this advanced practice arena are examined.

SOWK 745 FAMILY VIOLENCE (ELECTIVE) 3 credit hours
This elective course is designed to examine and suggest strategies for social work engagement, assessment, interventions, and practice evaluations with violent families, including those involving child abuse and neglect, spouse abuse, the abuse of the elderly. The focus is on current research and evidence-base for related to societal, interpersonal, and individual factors associated with family violence and emphasizes socio-cultural variations in patterns based upon lifestyle, social class, and racial/ethnic factors. The problem is viewed from the dual perspectives of societal concern and interventions, including policies and programs designed to work with individual families.

SOWK 750 EMPOWERMENT BASED PRACTICE IN MENTAL HEALTH 3 credit hours
This course exams mental health practice interventions with a focus on evidence-based practice models and applications in the area of mental health care. The empowerment theme is utilized throughout the course as filter through which advanced practice analyzed. SOWK 732 has a focus on mental disorders assessments, and this course has a focus on practice effectiveness interventions and practice evaluations for these disorders. The course focus is on effective practice interventions for mental disorders, including a review of psychopharmacological interventions for major psychiatric disorders. (Prerequisite: SOWK 732)

SOWK 751 PERSPECTIVES IN CHEMICAL DEPENDENCY (ELECTIVE) 3 credit hours
This course reviews fundamental practice issues in working with people with substance use problems. Issues, trends, and theories regarding courses, personal and societal effects, and various modalities employed in providing human services to chemically dependent client systems. The course examines the economic, political, psycho-social, cultural and physiological aspects of this complex personal, family, and societal problem. The emphasis of the course is on advanced practice competencies in engagement, assessment, interventions, and practice evaluation of persons with substance use and behavioral health problems.

SOWK 752 MOBILIZING AGAINST AIDS (ELECTIVE) 3 credit hours
This course examines policy implications and practice engagement, assessment, interventions, and practice evaluation in confronting the challenge of HIV and AIDS impacting diverse communities. This

course examines practice competencies from a social justice perspective in addressing the disparate impact of the illness of diverse groups and how that shapes practice.



OFFICE DIRECTORY**ADMINISTRATIVE**

Chancellor	BAB 302
Vice Chancellor for Academic and Evening & Weekend Affairs.....	BAB 158
Vice Chancellor for Administration & Finance	BAB 301
Vice Chancellor for Research & Strategic Initiatives/Director of Title III Programs	BAB 215
Vice Chancellor for Student Affairs/Enrollment Management.....	BAB 305
Associate Vice Chancellor for Academic Affairs	BAB 137
Alumni Affairs.....	BAB 312
Athletics	Gym
Campus Police/Security Office	MB 101
Career Counseling & Placement	NSB 219
Center for African and African American Studies	BAB 209
Certification-Only Program Office.....	LCMC C317
Chief Administrative Officer for Community Outreach, Alumni Affairs & Public Relations.....	BAB 312
College of Arts and Sciences	LCMC F404
Arts & Humanities.....	LCMC F423
Natural Sciences	NSB 321
Social Sciences	LCMC F408
College of Business and Public Administration	CBA 212
Business Entrepreneurship	CBA 213
Management Information Systems.....	CBA 110
Public Administration	CBA 110
Small Business Development & Management	CBA 213
College of Education	LCMC C320
Child Development and Family Studies	LCMC C318
Comptroller.....	Gym
Community Outreach	BAB 312
Educational Talent Search	LCMC B209
E-Learning.....	ITC 101
Executive Associate to the Chancellor	BAB 302
Financial Aid	BAB 164
General Services.....	MB 119A
General Studies Program	LCMC B220
Grants & Sponsored Programs	BAB 318
Health Information Management	LCMC B204
Human Resources.....	BAB 315/210
Information Technology Center	ITC 201
Library	Library
Public Relations.....	BAB 312
Records.....	BAB 212

Recruitment, Admissions and Retention	BAB 177
Registrar	BAB 212
School of Graduate Studies	BAB 133
School of Social Work	NS 216 - B
Services for Students with Disabilities	UCC 114
Stores	MB 119
Student Activities & Organizations	UC
Student Affairs	BAB 305
Student Development Center	BAB 307
Student Government Association	UC
Student Health Services	UCC 100
Student Support Services	LCMC B218
Title III	BAB 215
University Center	UC
Upward Bound	LCMC C222
Veterans Affairs	NSB 219

NOTE:

BAB – Bashful Administration Building
LCMC- Lake Campus Multipurpose Complex
MPB – Multi-Purpose Building
MB – Maintenance Building
NSB – New Science Building
UC – University Center
UCC – University Conference Center

Faculty

- Abdul-Salaam, Connie Dorsey**, Assistant Professor, Arts & Humanities, **M.A.**, Univ. of Northern Iowa
- Adegboye, David**, Professor, Biology, **Ph.D.**, University of Cambridge, U.K.
- Alemayehu, Biruk**, Associate Professor, Public Administration, **Ph.D.**, Southern University Baton Rouge
- Alijani, David**, Professor, Computer Information Systems, **Ph.D.**, Wayne State University
- Al-khateeb, Faisal**, Assistant Professor, Business Administration, **Ph.D.**, Louisiana State University
- Amedee, George**, Professor, Political Science, **Ph.D.**, Northern Illinois University
- Atteia, Bashir**, Associate Professor, Biology, **Ph.D.**, Maastricht University - Netherlands
- Azzarello, Robert**, Associate Professor, English, **Ph.D.**, City University of New York
- Bachus, Sherry**, Associate Professor/Interim Chair, Child Development and Family Studies, **Ph.D.**, University of New Orleans
- Belkhir, Jean**, Professor, Sociology, **Ph.D.**, University of Paris
- Belmasrou, Rachid**, Associate Professor, Mathematics, **Ph.D.**, University of New Orleans
- Bishop, Wesley T.**, Assistant Professor, Criminal Justice, **J.D., M.P.A.**, Ohio State University
- Blanchard, Edgar**, Assistant Professor, Social Work, **M.S.W.**, Southern University at New Orleans
- Bopp, Alvin F.**, Professor, Chemistry, **Ph.D.**, University of New Orleans
- Bordenave, Diane**, Associate Professor, Child Development and Family Studies, **Ed.D.** Rutgers, the State University of New Jersey
- Briggs, Charles**, Associate Professor, Business Entrepreneurship, **Ph.D.**, North Dakota State University
- Cammon, Chauncey**, Assistant Professor/Electronic Resources Librarian, **M.A.**, Southern Univ. at New Orleans
- Carson, Celina**, Assistant Professor, Child Development and Family Studies, **M.Ed.**, University of New Orleans
- Chaisson, Rebecca**, Associate Professor, Social Work, **Ph.D.**, Tulane University
- Chen, Zheng**, Associate Professor, Mathematics, **Ph.D.**, Florida State University
- Clark, Chelsi**, Assistant Professor, Psychology, **Ph.D.**, University of Southern Mississippi
- Clement, Christian**, Assistant Professor, Biology, **Ph.D.**, University of Illinois at Chicago
- Coleman, Joseph Jr.**, Associate Professor, Psychology, **Ph.D.** California Coast University Graduate School,

- Conteh, Nabile**, Assistant Professor, Computer Information Systems, **Ph.D.**, University of Maryland
- Darby, Deborah W.**, Assistant Professor, Reading, **Ph.D.**, University of New Orleans
- Das, Amaresh**, Professor, Economics, **Ph.D.**, University of Utah
- Davidson, Norbert**, Associate Professor/Director, English, **M.F.A.**, Stanford University
- Delaney, Raymond**, Assistant Professor, Criminal Justice, **Ph.D.**, University of Phoenix
- Dilworth, Kimyata**, Instructor, Mathematics, **M.S.**, Southern University and A&M College, Baton Rouge
- Do, Manh**, Mathematics Specialist, **M.S.**, University, Texas - Dallas
- Doughty, Harry**, Assistant Professor, Social Work, **M.S.W.**, Atlanta University
- Eid, Haitham**, Assistant Professor, Museum Studies, **Ph.D.**, University of Leicester, England
- Ekaidi, Ibrahim**, Associate Professor, Biology, **M.D.**, Craiova University School of Medicine, Romania
- Elaasar, Mostafa**, Professor, Physics, **Ph.D.**, Kent State University
- Elliot, Robert A., Sr.**, Assistant Professor, Computer Information Systems, **Ph.D.**, Mississippi State University
- Eweni, Samuel**, Assistant Professor, Computer Information Systems, **Ph.D.**, Southern University - Baton Rouge
- Falik, Adams**, Assistant Professor, English, **M.F.A.**, University of New Orleans
- Favorite, Paris**, Assistant Professor, Forensic Science, **M.S.**, Texas Tech University
- Foy, Kenneth**, Assistant Professor, Psychology, **D.Min.**, New Orleans Baptist Theological Seminary
- Freeman, Derrick**, Assistant Professor, Social Work, **Ph.D.**, Jackson State University
- Gaillard, Laurie**, Assistant Professor/Catalog Librarian, Library, **M.A.**, Louisiana State University
- Gao, Xiongya**, Professor, English, **Ph.D.**, Ball State University
- Gil, Darren**, Assistant Professor, Criminal Justice, **Ph.D.**, University of Southern Mississippi
- Grant, Donna**, Assistant Professor, Elementary Education, **Ph.D.**, Union Institute and University
- Guillory, Patricia**, Associate Professor, Social Work, **Ph.D.**, University of Southern California
- Harrell, Adrine**, Associate Professor, Business Entrepreneurship, **D.B.A.**, Grenoble Ecole de Management
- Harrell, Evelyn**, Associate Professor, Substance Abuse, **Ph.D.**, Tulane University
- Heath, Panagiota**, Associate Professor, Mathematics, **Ph.D.**, University of New Orleans
- Hegwood, Jenita**, Assistant Professor, Elementary Education, **Ed.D.**, Texas Southern University – Houston
- Higgins, Matthew**, Instructor, **M.A.**, University of New Orleans

Hollis, Sara, Professor, Museum Studies, **D.A.H.**, Atlanta University

Jack, Lenus Jr., Associate Professor, History, **Ph.D.**, University of Pittsburgh

Jackson, Sarah, Assistant Professor, Arts & Humanities, **Ph.D.**, Louisiana State University

Johnson, Carl P., Professor Chemistry, **Ph.D.**, University of Alabama

Johnson, Jr., Charlie T., Assistant Professor, Elementary Education, **M.F.A.**, University of New Orleans

Johnson, Travis, Assistant Professor, Social Sciences, **Ph.D.**, University of Holy Cross

Johnson, Vincent, Associate Professor, Computer Information Systems, **Ph.D.**, Kansas State University

Jones, Warren, Assistant Professor, Philosophy, **Ph.D.**, New Orleans Baptist Seminary

Jones, Willie, III, Assistant Professor/Interim Dean, Early Childhood Education, **Ed.D.**, Jackson State University

Kaltenbaugh, Louise, Associate Professor, Higher Education, **Ph.D.**, University of New Orleans

Kambhampati, Murty, Professor, Biology, **Ph.D.**, Jackson State University

Khedr, Merhan E., Assistant Professor, Biology, **M.D.**, University of Alexandria, Egypt

Kim, Heon, Associate Professor, Mathematics, **Ph.D.**, Louisiana State University

Kwun, Obyung, Associate Professor, Management Information Systems, **Ph.D.**, University of Mississippi

Lee, Yun Doo, Assistant Professor, Business Administration, **Ph.D.**, University of New Orleans

Lewis, Deneen, Counselor/Assistant Professor, **Ph.D.**, Clark - Atlanta University

Linn, Christopher, Associate Professor, Psychology, **Ph.D.**, Tulane University New Orleans

Major, Gloria, Assistant Professor, Early Childhood Education, **M.Ed.**, Southern University Baton Rouge

Mancoske, Ronald, Professor, Social Work, **D.S.W.**, University of Alabama

Marinov, Tchavdar, Professor, Mathematics, **Ph.D.**, Univ. of LA, Lafayette and Sofia University Bulgaria

Marshall, Douglas J., Assistant Professor, Communications, **Ph.D.**, Duquesne University

Marshall, Pamela, Assistant Professor/Director, Forensic Science, **Ph.D.**, University of North Texas Health Science Center, Ft. Worth, TX

Martin, Frank, Professor, Economics, **Ph.D.**, Tulane University

Merrick, Gladys, Assistant Professor, Social Work, **M.S.W.**, Southern University at New Orleans

Miah, Muhammed, Associate Professor, Computer Information Systems, **Ph.D.**, University of Texas at Arlington

Mills, Chester H., Associate Professor, English, **Ph.D.**, Washington State University

Mims-Devezin, Lisa, Chancellor and Professor, Biology, **Ph.D.**, Southern University Baton Rouge

- Montegut, Claude**, Assistant Professor, Social Work, **M.S.W.**, Southern University at New Orleans
- Mosby-Wilson, Shatiqua**, Assistant Professor/Librarian, **M.L.S.**, Louisiana State University
- Murray, Jill**, Associate Professor, Social Work, **Ph.D.**, Louisiana State University
- Neighbors, Ira**, Associate Professor, Social Work, **D.S.W.**, Howard University
- Oaks, Gary**, Assistant Professor, Fine Arts, **M.F.A.**, Louisiana State University
- Obih, John-Clifford**, Assistant Professor, Biology, **Ph.D.**, University of Ibadan, Nigeria
- Odom, Samuel**, Assistant Professor, Social Work, **Ph.D.**, Capella University
- Odynocki, Boris**, Associate Professor, Sociology, **Ph.D.**, University of Pennsylvania
- Okpechi, Simeon**, Professor, Accounting, **Ph.D.**, Ohio State University
- Okwan, Phyllis**, Instructor, Mathematics, **M.S.**, University of New Orleans
- Olubadewo, Joseph**, Professor, Biology, **Ph.D.**, Vanderbilt University
- Omojola, Joe**, Professor, Mathematics and Physics, **Ph.D.**, University of Arizona
- Payne, Chanel**, Assistant Professor, Early Childhood Education, **M.S.**, Texas Southern University - Houston
- Penny, John**, Associate Professor, Criminal Justice, **Ph.D.**, Union Institute
- Pierce, Michael**, Assistant Professor, Music, **M.A.T.**, Tulane University & **M.A.**, University at New Orleans
- Poudel, Krishna**, Assistant Professor, Business Administration, **Ph.D.**, University of Louisville
- Ramirez, Cynthia**, Professor, Fine Arts, **M.F.A.**, University of New Orleans
- Robertson, Ben**, Assistant Professor, Social Work, **Ph.D.**, Clark Atlanta University
- Robertson, Clyde**, Associate Professor, Arts & Humanities/Director, CAAAS, **Ph.D.**, Temple University
- Robertson, Patricia**, Assistant Professor, Public Administration, **Ph.D.**, Southern University, Baton Rouge
- Robinson, Katherine**, Assistant Professor, Elementary Education, **Ph.D.**, University of Illinois
- Robinson, Pharissa**, Assistant Professor, Health Information Mgmt. Systems, **J.D., M.S., RHIA**, University of New Orleans, J.D., Loyola University
- Russell, Harry**, Associate Professor, Social Work, **Ph.D.**, Southern University Baton Rouge
- Sanders, Torin**, Assistant Professor, Social Work, **Ph.D.**, Tulane University
- Schroeder, Sybil G.**, Associate Professor, Social Work, **Ph.D.**, Tulane University
- Sentino, Patrice**, Assistant Professor, Social Work, **D.S.W.**, University of Tennessee, Knoxville

Scott, Franklyn J., Assistant Professor, Criminal Justice, **Ph.D.**, Walden University

Singleton, Cynthia, Professor, Mathematics, **Ph.D.**, Southern University Baton Rouge

Sisay, Nebiat, Assistant Professor, Chemistry, **Ph.D.**, University of Missouri

Siuba, Marta, Assistant Professor/Reference Librarian, **M.A.**, Dominican University, Illinois

Tan, Delin, Associate Professor, Mathematics, **Ph.D.**, New York State University at Stonybrook

Tate, Anderson, Assistant Professor, Spanish, **Ph.D.**, Columbia Pacific University - California

Tietzel, Illya, Professor, Biology, **Ph.D.**, Johannes-Gutenberg University at Germany

Torregano, Michael, Assistant Professor, Music, **Doctor of Musical Arts**, Boston University

Udeh, Igwe, Professor, Business Administration, **Ph.D.**, St. Louis University

Ukpolo, Victor, Professor, Business Administration, **Ph.D.**, American University

Wanga, Pamela E., Professor, Child Development and Family Studies, **Ph.D.**, Education Management, University of Alberta, Canada

Wise, Gail, Assistant Professor, Social Work, **D.S.W.**, University of Tennessee, Knoxville

Witt, Erika, Assistant Professor/Interim Circulation Librarian, **M.A.**, Southern University at New Orleans

Yanjun, Yu, Associate Professor, Computer Information Systems, **Ph.D.**, Washington State University

Yazeed, Carey D., Assistant Professor, Social Work, **Ph.D.**, Louisiana State University

Zhen, Yi, Assistant Professor, Physics, **Ph.D.**, Northwest University, Xi'an, China

Staff

Adams, Alicia, Administrative Assistant, **Financial Aid**

Adams, Bruce, Chief of Police, **University Police**

Alexander, Camille, Administrative Specialist/Supervisor/Budget Manager, **Social Work**

Allen, Terence, Police Officer, **University Police**

Ayala, Karla, Library Specialist, **Library**

Bailey, Sabrina, Police Officer, **University Police**

Bailey, Timotea, Director of Student Services, **College of Business & Public Administration**

Banks, Kevin, Police Officer, **University Police**

Barney, Tammy, Director, **Public Relations**

Beaulieu, Cynthia, Director, **Small Business Development & Management Institute**

Belisle, William R., Director, **Grants & Sponsored Programs**

Bell, Jimmie Jr., Painter, **Facilities Management**

Benjamin, Ashu, Interim Director, **QEP**

Bentley, Pamela M., Counselor/Instructor, **Student Support Services**

Bercy, Mera, Director, **Center for Comprehensive Communications**

Bianchini, Aline, Financial Aid Counselor, **Financial Aid**

Bickham, Michaleen, Admissions Counselor/Early Start Liaison, **Recruitment and Admissions**

Bilbo, Erica, Transcript Clerk, **Registrar's Office and Student Records**

Bocage, David G., Counselor/Instructor, **Student Support Services**

Bolden, Charles, Custodian I, **Facilities Management**

Bonneé III, Peter, Communications Technologist, **Information Technology Center/Title III Program**

Bourgeois, Gillis, Horticultural Attendant, **Facilities Management**

Bowman, Breyale, Help Desk Specialist, **Information Technology Center**

Boyd, Sonita Taylor, Counselor, **Financial Aid**

Briscoe-Long, Michelle, Office Management/Administrative Assistant/**Office of the Chancellor**

Brooks, Linda, Administrative Assistant, **School of Social Work**

Brown, Pearl, Administrative Coordinator II, **Recruitment and Admissions**

Carter, Ruth, Custodian 1, **Facilities Management**

Charles, Shawn, Comptroller, **Comptroller's Office**

Charron, Angela, Library Specialist, **Library**

Cochran, Simone, Coordinator of Enrollment Management, **SUSLA Connect**

Coney, Linda, Budget Manager/Post Award Administrator, **Title III**

Conner, Jason, Head Coach, **Women's Basketball, Athletics**

Cooper, Sheridan, Coordinator of Community Service Learning, **Student Development Center/Title III Program**

Cosby, Geraldine, Administrative Assistant IV, **Project Administration/Title III Programs**

Cosper, Stanley, Police Officer, **University Police**

Craft, Gwendolyn, Operational Officer, **Purchasing**

Crosby, Sheryl, Campus Nurse, **Student Health Services**

Crosby-Holmes, Monique, Administrative Coordinator III/Admissions Specialist, **Registrar's Office & Student Records**

Cummings, Edmond, Director, **Information Technology Center**

Davis, Gilda, Registrar, **Registrar's Office**

Davis, Shrylin, Graduation Specialist, **Education Talent Search Program**

Dent, Matthew, Bookkeeper, Student Housing

Doughty, Harry, Executive Associate to the Chancellor, **Office of the Chancellor**

Edgerson, Susan, Director of Title IVE, **Social Work**

Ernest IV, Albert, Police Officer, **University Police**

Etienne, Aretha, Database Analyst, **Information Technology Center**

Faulkner-Parker, Tina, IT Security Administrator/Trainer, **Information Technology Center/Title III Program**

Foster, Debbie, Administrative Assistant, **Student Development Center**

Foy, Ava, Information Manager, **Upward Bound Program**

Frederick, Linda D., Director, **Student Support Services**

Garrett, La'Charlotté, Director, **Financial Aid**

Gethers, Shelina, Administrative Assistant III, **College of Business & Public Administration**

Gibson, Alonda, Accountant 2, **Comptroller's Office**

Gibson, Brian K., Head Coach, **Men's Basketball, Athletics**

Griffith, Bernard W., Director, **Athletics**

Grimaldi, Brandi, Network Operations Coordinator, **Information Technology Center**

Harris, Rosemary, Director, **Student Housing**

Hazure, Deidrea, Administrative Specialist/Admissions Coordinator, **Graduate Studies Program**

Herman, Corine H., Administrative Coordinator, **Small Business Incubator**

Hicks, Wanda, Administrative Assistant III, **Arts and Humanities**

Hill, Linda Marie, Curator/Archivist, **Center for African and African American Studies**

Hodges, Brent, Admissions Counselor/Recruiter, **Recruitment & Admissions**

Holmes, Caslie, Custodian I, **Facilities Management**

Holmes, Darlene, Administrative Assistant, **Center for African & African American Studies**

Howard, Jeanneen, Data Base Analyst, **Information Technology Center**

Jackson, Albert, Operating Engineer II, **Facilities Management**

Jackson, Brenda L., Vice Chancellor for Research & Strategic Initiatives/Executive Director of Title III Programs, **Title III Programs**

Jackson, Valencia, Administrative Assistant IV, **Graduate Studies Program**

Jackson, Mary T., Director, **Student Activities and Organization**

James, Derrick, Operating Engineer II, **Facilities Management**

Jason, Phyllis, Library Specialist, **Library**

Johnson, Diana, Administrative Assistant, **Comptroller's Office**

Johnson, Juliette, Administrative Assistant, **Student Affairs**

Johnson, Marietta, Cashier Supervisor, **Comptroller's Office**

Johnson, Ruth W., Director, **Educational Talent Search**

Johnson, Vincent, Interim Director, **Honoré Center**

Johnston, Margaret, Administrative Assistant, **Academic Affairs**

Jones, Katina, Analyst, **Human Resources**

Jones, Keishelle, Guidance Counselor, **Student Development Center**

Jones, Kendria, Student Skills Coordinator, **Student Support Services**

Jones, Shannon, Counselor/Instructor, **Student Support Services**

Jones, Victoria, Counselor/Data Load Processor, **Financial Aid**

Joseph, Pauline, Police Officer, **University Police**

King, Imogene, Custodian Supervisor II, **Facilities Management**

Konate, Tiara, Office Manager, **Administration & Finance**

Kwanbunbumpen, Ada, Director, **Institutional Research, Effectiveness & Strategic Planning**

Lee, Reashell, Programmer Analyst/Application Developer, **Information Technology Center**

Lewis, Albert, Horticultural Attendant, **Facilities Management**

Lewis, Shaun M., Director, **Facilities Management/Safety & Transportation**

Logan, Claudell, Police Investigator, **University Police**

Mackey, Janine, Administrative Assistant, **College of Education & Human Development**

Magraff, Zina, Administrative Assistant, **Social Sciences**

Manual, Marilyn, Director, **Purchasing**

Marion, Joseph, Director, **Career Counseling & Placement/Veterans Affairs**

Martin, Mallory, Learning Outcome Assessment/Testing Coordinator, **Institutional Research, Effectiveness & Strategic Planning**

Masters, Evelyn, Director, **Human Resources/Personnel**

Meehan, Michael, Director, **Satellite Telecommunications/Distance Learning/Title III Program**

Mims, Yolanda, Director, **Services for Students with Disabilities, Student Affairs**

Moultrie, C. Maxille, Director, **Recruitment & Admissions**

Moultrie, Gloria B., Chief Administrative Officer, **Community Outreach, Alumni Affairs & Public Relations**

Novatney, (Sally) Saragrace, Administrative Assistant IV, **Academic Affairs**

Ojo, Ashley, Retention Counselor, **Center for Student Retention and Success**

Okoronkwo, Josephine, Director, **Student Development Center, Student Affairs/Title III Program**

Pathak, Raj, Stockroom Coordinator/Lab Technician II, **Biology Department**

Patterson, Grady, Accountant 2, **Comptroller's Office**

Peterson, Angela, Custodian 1, **Facilities Management**

Phoenix, Mary, Administrative Coordinator I, **General Services**

Pham, Lan, Library Specialist, **Library**

Phillips, Markeith, Counselor, **Upward Bound Program**

Pierre, Tamalia, Campus Physician, **Student Health Services**

Pitts, Hazel, Assistant to the Vice Chancellor, **Administration & Finance**

Plummer, Yhann, Head Track Coach, **Athletics**

Reid, Younne, Director of Intramural Sports/Assistant Track Coach, **Athletics**

Renthrope, Jullin, Vice Chancellor, **Administration & Finance**

Richardson, Chandra, Retention Counselor, **Center for Student Retention and Success**

Richter, Mary (Polly), Administrative Assistant III, **Natural Sciences**

Robinson, Ben, Budget Officer, **Administration & Finance**

Rogers, Karen, Administrative Assistant, **Library**

Rowley, James, Manager of the University Center & Auxiliary Enterprises Service, **Student Affairs**

Russell, Brenda, Administrative Assistant, **Office of the Chancellor**

Russell, Taja, Analyst, **Human Resources**

Sanchez, Terrance, Desktop Support Technician, **Information Technology Center**

Saverin, Trittany, Payroll, **Comptroller's Office**

Scott-Clips, Joyce, Counselor, **Financial Aid**

Sellers, Amelia, Administrative Assistant III, **Educational Talent Search Program**

Simmons, Kenneth, Custodian I, **Facilities Management**

Smith, Brian A., Academic Specialist, **Educational Talent Search Program**

Smith, Marchella, Administrative Assistant, **QEP**

Smith, Sylvia, Administrative Coordinator, **Comptroller's Office**

Smith, Tina, Retention Counselor, **Center for Student Retention and Success**

Stemmons, Warren, Network Administrator, **Information Technology Center**

Sullivan, John, Director/Property Management, **Central Stores**

Taplet, Gertrude, Administrative Assistant, **Facilities Management**

Taplin, Vonda, Administrative Assistant IV **Community Outreach, Alumni Affairs & Public Relations**

Thomas, Diana, Small Business Advisor, **Small Business Development & Management Institute**

Thomas, Jeffery, Grants Accountant, **Comptroller's Office**

Thomas, Joseph, Police Officer, **University Police**

Tyler, Darlene, Administrative Assistant, **School of Social Work**

Vaz, Mario, Writing Specialist, **Title III**

Venable, Cindy, Blackboard Administrator, **E-Learning**

Walton, Sharon, Data Processing & Communications Specialist, **Recruitment and Admissions**

Washington, Amanda, Human Resources Analyst, **Information Technology Center**

Washington, Karen M., Administrative Assistant, **General Studies**

Washington, Zipporah, Head Coach, Volleyball, **Athletics**

Washington-Edwards, Andrell, Director, **Upward Bound**

Webster B., Tracey, Project Manager, **Facilities Management**

Weston, Randolph, Custodian 1, **Facilities Management**

White, Frederick, Lab Network Technician, **Information Technology Center/Title III Program**

Wilford, Daron, Police Officer, **University Police**

Williams, Caslie, Custodian I, **Facilities Management**

Williams, Jacqueline, Coordinator of Adaptive Technology, **Services for Students with Disabilities, Student Affairs**

Williams, Jamaal, Equipment Operator, **Facilities Maintenance**

Williams, Joe, Mobile Equipment Maintenance Mechanic, **Safety and Transportation**

Williams, Lorene, Custodian I, **Facilities Management**

Williams, Shannon, Accountant 2, **Comptroller's Office**

Williams, Temple, Supervisor, **Registrar's Office and Student Records**

Wilson, Mark, Police Officer, **University Police**

Wood, Shelia, Director, **E-Learning**

Woods, Constance, Admissions Counselor/Recruiter, **Recruitment & Admissions**

INDEX

- A**
- Academic
- Administrative Support and, 17
 - Advisement, 94
 - Amnesty, 91
 - Appeals, 87, 90
 - Calendars, 4
 - Credit, 81
 - Honors, 88
 - Organization, 13
 - Probation, 89
 - Regulations, 80
 - Scholarships, 45
 - Suspension, 89
 - Units and Programs, 24
 - Year, 80
- Accreditation, 18
- Accounting Course Description, 258
- Addictive Behaviors Counseling & Prevention, 192
- Course descriptions, 197
 - Curriculum, 195
- Administration and Staff, 22
- Administrative Regulations, 71
- Admissions, 72
- Advance Standing, 77
 - Applications, 72
 - Early Admissions, 73
 - Early Start, 113
 - Freshman, 72
 - International Students, 75
 - Policies and Procedures, 72
 - Readmission, 73
 - Students with Disabilities, 76
 - Summer Only, 75
 - Transfer Students, 74
 - Transient Students, 75
 - Veterans, 76
- Advanced Standing, 77
- African and African American, 149
- Studies Concentration, 148
- Alcohol, Tobacco, Drug Education & Counseling, 32
- Amnesty, Academic, 91
- Appealing Grade, 87
- Articulation Agreements, 93
- Arts and Sciences, 121
- Departments
 - Addictive Behaviors Counseling, 192
 - Arts and Humanities, 124
 - General Studies, 222
 - Health Information Management Systems, 240
 - Natural Sciences, 156
 - Social Sciences, 192
 - Graduation Requirements, 123
- Auditing Courses, 76
- Awards, Departmental, 47
- B**
- Baccalaureate Degree, Second, 103
- Biology, 158
- Course Descriptions, 160
 - Curriculum, 158
- Board of Regents, LA, 20
- Board of Supervisors, 20
- Business Administration Course Description, 258
- Business and Public Administration, 249
- Admission Policies, 251
 - Common Body of Knowledge/Core, 252
 - Departments
 - Business Administration, 254
 - Computer Information Systems
 - Undergraduate, 266
 - Graduate, 374
 - Public Administration, 273
 - Graduation Requirements, 252
 - Small Business, 280
- Business Administration, 254
- Course Descriptions, 258
 - Curriculum, 257
- C**
- Calendars, University, 4
- Career Counseling, 27
- Center for Student Retention & Success, 37
- Early Start, 37
 - Center for Academic Retention (CARES), 37
 - Recruitment and Admissions, 38
- Certification-Teacher Education, 307
- Change of Grade, 86
- Changes in Degree Requirements, 103
- Chemistry Course Description, 169
- Child Development and Family Studies, 288
- Course Description, 293
 - Curriculum, 290
- Class Attendance Regulations, 93
- Classification, 80
- CLEP, 82
- Colleges & Schools
- Arts and Sciences, 121
 - Business and Public Administration, 249
 - Education and Human Development, 282
 - Social Work, 332
- Commencement, 103
- Communications Course Description, 132
- Community Service, 32
- Community Service Learning (CSL), 102
- Concurrent Registration, 93
- Core Values, 15
- Counseling and Psychological Services, 33
- Course Load, 80
- Course Numbers, 81
- Course Progress, 81
- Credit, 81
- Credit by Examination, 82
- Credit for Military Experience, 84
- Credit Hours and Quality Points, 101
- Criminal Justice,
 - Undergraduate, 201
 - Course Description, 203
 - Curriculum, 202
 - Graduate, 382
 - Course Description, 387

- Curriculum, 385
- Requirements, 383
- Cross Enrollment, 93
- Curricula, 120
 - Addictive Behaviors Counseling, 195
 - African and African American Studies, 148
 - Biology, 158
 - Business Administration, 257
 - Computer Information Systems
 - Undergraduate, 269
 - Graduate, 377
 - Criminal Justice
 - Undergraduate, 202
 - Graduate, 385
 - Education and Human Development, 282
 - Certification Program, 311
 - Child Development and Family Studies, 290
 - Elementary Education (1-5), 305
 - English, 126
 - Fine Arts and Music, 135
 - Foreign Languages, 142
 - Forensic Science, 173
 - General Studies, 225
 - Health Information Management, 241
 - History, 148
 - Mathematics, 179
 - Psychology, 212
 - Public Administration, 276
 - Social Work Graduate, 405
 - Social Work Undergraduate, 336
 - SUNO-UNO Dual Engineering, 191
- Cum Laude, 100

D

- Dean's List, 88
- Degree
 - Changes in, 103
 - Programs, 99
 - Requirements for Graduation, 100
 - Second, 103
- Degrees
 - Offered, 99
 - With Distinction, 100
- Directory, Office, 415
- Disabled Students, 29
- Dropping Courses, 70

E

- E-Learning, 105
- Early Childhood Education (Pk-3), 299
 - Course Descriptions, 314
- Early Start, 37, 113
- Economics Course Descriptions, 261
- Education Course Descriptions, 316
- Education and Human Development, 282
 - Admission, 285
 - Departments, (Please see Curricula)
- Elementary Education (1-5), 304
 - Course Description, 316

- Curriculum, 303
- English, 124
 - Course Description, 127
 - Curriculum, 126
- Enrollment Management, 37
- Enrollment Status, 80
- Evening & Weekend Division, 106
- Expenses, Student Fees, 65

F

- Faculty and Staff, 417
- Family Educational Rights & Privacy Act, 78
- Fees and Expenses, 65
- Financial Aid, 39
 - Academic Progress (SAP), 53
 - Appeal, 55
 - Code, 39
 - Eligibility, 48
 - Federal Pell Grant, 39
 - Federal Direct Loans, 41
 - Federal Teach Grant, 41
 - Louisiana GO Grant, 40
 - Policy, Refund, 69
 - Probation, 56
 - Rights & Responsibilities, 51
 - Scholarships, 45
 - Steps for Applying, 47
 - Summer Assistance, 51
 - University Work Study, 41
- Fine Arts and Music Course Descriptions, 136
- First Time Applicants, 72
- Foreign Languages Course Descriptions, 143
- Freshman Classification, 80
- Function and Organization, 13

G

- General Education/University Requirements, 96
- General Information, 13
- General Studies, 222
 - Concentration 225
 - African American Studies, 225
 - Business, 237
 - English, 227
 - Health Information Mgmt., 229
 - Humanities, 231
 - Political Science, 233
 - Social Science, 235
 - Graduation Requirements, 223
- Geography Course Descriptions, 154
- Golden Scholars, 76
- Grade Point Average, 85
- Grades, 85
 - Appealing, 87
- Grading System, 85
 - Incomplete Grades, 86
 - Change of Grade, 86
 - Quality Point System, 85
- Graduate Studies, 344
 - Admissions, 346

- Auditing, 350
- Change of Major, 365
- Concurrent, 353
- Degrees,
 - Computer Information Systems, 374
 - Criminal Justice, 382
 - Museum Studies, 391
 - Social Work, 397
- Grading, 360
- Grievance, 359
- Probation, 363
- Repeating a Course, 365
- Requirements, 366
- Residency Requirement, 352
- Suspension, 364
- Graduation, 100

- H**
- Health Information Management Systems, 240
 - Course Descriptions, 243
 - Curriculum, 241
- Health Services, 31
- Historical Sketch, 13
- History, 146
 - Course Descriptions, 150
 - Curriculum, 147
- Honor Roll, 88
- Honors Program, 108
- Housing, 28
- Humanities Course Descriptions, 154

- I**
- "I" (Incomplete) Grade, 86
- Independent Study, 85
- International Students, 34, 75
- Intramural Sports, 28

- J**
- Job (Career) Placement, 27
- Junior Classification, 80

- L**
- Laboratory Fees, 68
- LA Board of Regents, 20
- Lyceum Programs, 28

- M**
- Magna Cum Laude, 100
- Major Requirement (See Department)
- Master's of Social Work, 397
- Mathematics 178
 - Course Descriptions, 182
 - Curriculum, 179
 - Minor Requirements, 178
- Military Experience, 84
- Mission Statement, 15
- Multiple Major, 102

- Music Course Descriptions, 139

- N**
- Natural Sciences, 156
- Non-Credit Courses, 85
- Non-Degree Enrollment, 75
- Non-Discrimination Policy, (Inside Front Cover)
- Non- Refundable Fees, 70
- Numbering and Sequencing of Courses, 81

- O**
- Office Directory, 415
- Organizational Chart, 26

- P**
- Pass/Fail, 85
- Pell Grants, 39, 40
- Philosophy Course Descriptions, 140
- Physics Course Descriptions, 186
- Political Science Course Descriptions, 208
- Privacy Act, 78
- Probation, Academic, 89
- Progress Reports, 88
- Psychology, 211
 - Course Descriptions, 213
 - Curriculum, 212
 - Minor in, 211
- Public Administration, 273
 - Course Descriptions, 277
 - Curriculum, 276
 - Minor in, 277

- Q**
- Quality Points, 85

- R**
- Readmission Regulations, 89
- Refund Policy, 69
- Regents, Board of, 20
- Registration, 92
 - Changes in, 92
 - Concurrent, 93
- Repeating Courses, 86
- Requirements for Graduation, 100
- Residence Requirements, 77
- Residential Life, 28
- Resignation from the University, 68, 93

- S**
- Scholarships, 45
- Second Bachelor Degree, 103
- Senior Citizens, 76 (Golden Scholars Program)
- Senior Classification, 80
- Services for Students with Disabilities, 29
- Social Sciences, 192

Social Work, 332
 Accreditation, 334
 BSW Program, 332
 Course Descriptions, 337
 Curriculum, 336
 Field Instruction, 335
 Requirements, 334
 MSW Program, 397
 Admissions Criteria, 402
 Advance Standing, 401
 Course Descriptions, 407
 Curriculum, 405
 Field Practicum, 404
 Full-Time, 401
 Part-Time, 401
 Sociology, 216
 Course Descriptions, 218
 Minor in, 216
 Sophomore Classification, 80
 Southern University at New Orleans
 Accreditation, 18
 Board of Supervisors, 20
 Function and Organization, 13
 Historical Sketch, 13
 Location, 2
 Mission, 15
 Organizational Chart, 26
 Principal Administrative Officers, 21
 Spanish Course Descriptions, 143
 Student
 Activities and Organizations, 29
 Affairs, 27

Development Center, 32
 Health Services, 31
 Student Support Services, 116
 Summa Cum Laude, 100
 Suspension, 89
 Appeal, 90

T

Test Requirements, 102
 TOPS, 45
 Transcripts, 88
 Transfer Students, 74
 Transient Students, 75
 TRiO Programs, 116

U

University Center, 35
 University Requirements, 96
 Upward Bound, 119

V

Veteran Students, Admission of, 76
 Veterans Affairs, 35

W

Withdrawal from the University, 68, 93
 Work-Study Program, 41