CATALOG
2012-2014

SUNO

SOUTHERN UNIVERSITY *at* NEW ORLEANS

Notification of Policy

Southern University at New Orleans has Inter-Institutional agreements with Southern University at Baton Rouge, the University of New Orleans, Delgado Community College, Nunez Community College and Southeastern Louisiana University.

In addition, there are several cooperative programs that now exist or are in the process of being finalized. To facilitate cross-registration among these schools, the respective registrar's offices have developed admissions protocols for each campus and are developing compatible calendars. Students from each campus now attend classes on a regular basis. These articulation and cooperative arrangements provide many mutual benefits and enriching experiences for both students and faculty of these schools.

Please refer to the appropriate sections of this catalog for additional details.

Civil Rights Compliance

The Southern University Board of Supervisors in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Act of 1972 reaffirms its present policy that all Southern University at New Orleans admissions criteria, services, programs and employment under the legal control of the Board shall be maintained on a non-discriminatory basis, without regard to sex, race, color, creed, disability or ethnic background at all times.

Southern University at New Orleans

UNDERGRADUATE/GRADUATE CATALOG

2012-2014

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This Catalog is neither a contract nor an offer to contract

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"An Equal Opportunity/Affirmative Action Employer"

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Academic Calendars

2012	FALL SEMESTER
August 13 (M)	University Professional Conference
August 14 (Tu)	Orientation Clinic for All New Students (9:00 a.m. – 5:00 p.m.)
August 15 (W)	Registration for All Returning Students (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 13-19 (S-F)	Mid-semester Examination Period
October 22 (M)	Mid-semester Grades Due in Registrar's Office
November 2	**Final Day to Drop Classes or Withdraw from the University**
November 1-30	Advisement/Early Registration for Spring 2013
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

2013	SPRING SEMESTER
January 7 (M)	University Professional Conference
January 8 (Tu)	Orientation Clinic for All New Students (9:00 a.m. – 5:00 p.m.)
January 9 (W)	Registration for All Returning Students (8:00 a.m. – 5:00 p.m.)
January 10 (Th)	Registration for All Returning Students (8:00 a.m. – 5:00 p.m.)
January 11 (F)	Registration for All Returning Students (8:00 a.m. – 5:00 p.m.) **Regular Registration Ends**
January 14 (M)	Martin Luther King Birthday Celebration
January 15 (Tu)	Classes Begin **Late Registration and ADD and DROP Begins**
January 28 (M)	Final Day to Add Courses for Credit and Change Sections **Late Registration Ends (5:00 p.m.)**
February 5 (Tu)	Final Day to Apply for Summer Graduation
February 8 (F)	**Final Day to Pay Fees**
February 11 (M)	Mardi Gras Holiday Begins
February 14 (Th)	Mardi Gras Holiday Ends & Classes Resume (8:00 a.m.)
February 25 (M)	Spring Convocation (11:00 a.m. & 6:00 p.m.)
March 11-16 (M)	Mid-Semester Examination Period
March 18 (M)	Mid-Semester Grades Due in Registrar's Office
March 25-29 (M-F)	**Spring Break**
April 1 (M)	Spring Break Ends and Classes Resume (8:00 a.m.)
April 5 (F)	**Final Day to Drop Courses or Withdraw from the University**
April 1-30	Pre-Advisement for Summer and Fall 2013
April 17 (W)	Honors and Awards Day
April 19 (F)	Final Examination for Graduating Seniors
April 23 (Tu)	Graduating Senior Grades Due in Registrar's Office by 12:00 noon
May 4th	Last Day of Class
May 6-11 (M-S)	Final Examination Period
May 11 (S)	Commencement Exercises
May 13 (Tu)	Final Grades Due in Registrar's Office Spring Semester Ends

2013	SUMMER
May 29 (W)	Orientation for All New Students
May 30 (Th)	Registration for All Returning Students (8:00am – 5:00pm)
May 31 (F)	Registration for All Returning Students (8:00am – 5:00pm)
June 3 (M)	Classes Begin for Summer Session **Late Registration Begins**
June 7 (F)	Final Day to Add Classes for Credit and Change Sections **Late Registration Ends** (5:00 p.m.)
June 12 (W)	Final Day to Pay Fees
June 14 (F)	Final Day to Apply for Fall Graduation
July 4 (Th)	Fourth of July Holiday Begins (8:00 a.m.)
July 5 (Fri)	Classes Resume (8:00 a.m.)
July 12 (F)	**Final Day to Drop Courses or Withdraw from the University**
July 27 (S)	Last Day of Class
July 29-31 (M-Tu)	Final Examination Period
August 2 (F)	Grades Due Summer Semester Ends

2014	FALL SEMESTER
August 11 (M)	University Professional Conference
August 12 (Tu)	Orientation Clinic for All New Students (9:00 a.m. – 5:00 p.m.)
August 13 (W)	Registration for All Returning Students (8:00 a.m. – 5:00 p.m.)
August 14 (Th)	Registration for All Returning Students (8:00 a.m. – 5:00 p.m.)
August 15 (F)	Registration for All Returning Students (8:00 a.m. – 5:00 p.m.) **Regular Registration Ends**
August 18 (M)	Classes Begin **Late Registration and ADD/DROP Begins**
August 22 (F)	Final Day to Add Courses for Credit and Change Sections **Late Registration Ends** (5:00 p.m.)
September 1 (M)	Labor Day Observance
September 12 (F)	**Final Day to Pay Fees** (5:00 p.m.) Final Day to Apply for Spring Graduation
September 22 (M)	Fall Convocation (11:00 a.m. & 6:00 p.m.)
October 18-24 (S-F)	Mid-semester Examination Period
October 27 (M)	Mid-semester Grades Due in Registrar's Office
November 7 (F)	**Final Day to Drop Classes or Withdraw from the University**
November 3-26	Pre-Advisement for Spring 2015
November 27 (Th)	Thanksgiving Holiday Begins (8:00 a.m.)
December 1 (M)	Thanksgiving Holiday Ends & Classes Resume (8:00 a.m.)
December 6 (S)	Last Day of Class
December 8-13 (M-S)	Final Examination Period
December 16 (Tu)	Final Grades Due in Registrar's Office Fall Semester Ends

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 quality 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.

Once again, prior to Hurricanes Katrina and Rita, SUNO's physical plant consisted of eleven (11) buildings located on sixty-one acres, at an acquisition cost of twenty-five and a half million dollars. Additions, including acquisition of the North Campus and renovations to original buildings combine to provide 388,500 square footage of floor space for instructional and support activities at a total cost of thirty-two and a half million dollars. The Multi-purpose, one of the last buildings constructed, housed a 1200-seat auditorium and increased office-space capacity on the campus. The University temporarily relocated all of its services to its North Campus in March 2006 to give room for remediation and renovation of the North Campus. The following facilities have been re-occupied at the North Campus: The Physical and Health Building (Gymnasium), the Cafeteria, and the upper floors of the Administration Building, the Multipurpose Building, the Old Science (Brown) Building, and the New Science Building. The South Campus has been re-named the Park Campus with reference to the nearby Pontchatrain Park, and the North Campus as the Lake Campus with reference to the Lake Pontchatrain at its northern border in the new Master Plan finalized in 2009.

While SUNO had experienced tremendous growth and development in many areas in its short history (pre-Hurricane Katrina), the mission of Southern University at New Orleans, however, 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 current mission was reformed in the late 1990s according to the Board of Regents' Master Plan for Post-Secondary Education. The mission addresses educational, administrative and support programs which assist the University in realizing its six basic objectives and twelve institutional goals. Because of its commitment to equity and opportunity, Southern 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, Southern University at New Orleans 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.

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 realize these objectives, 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.

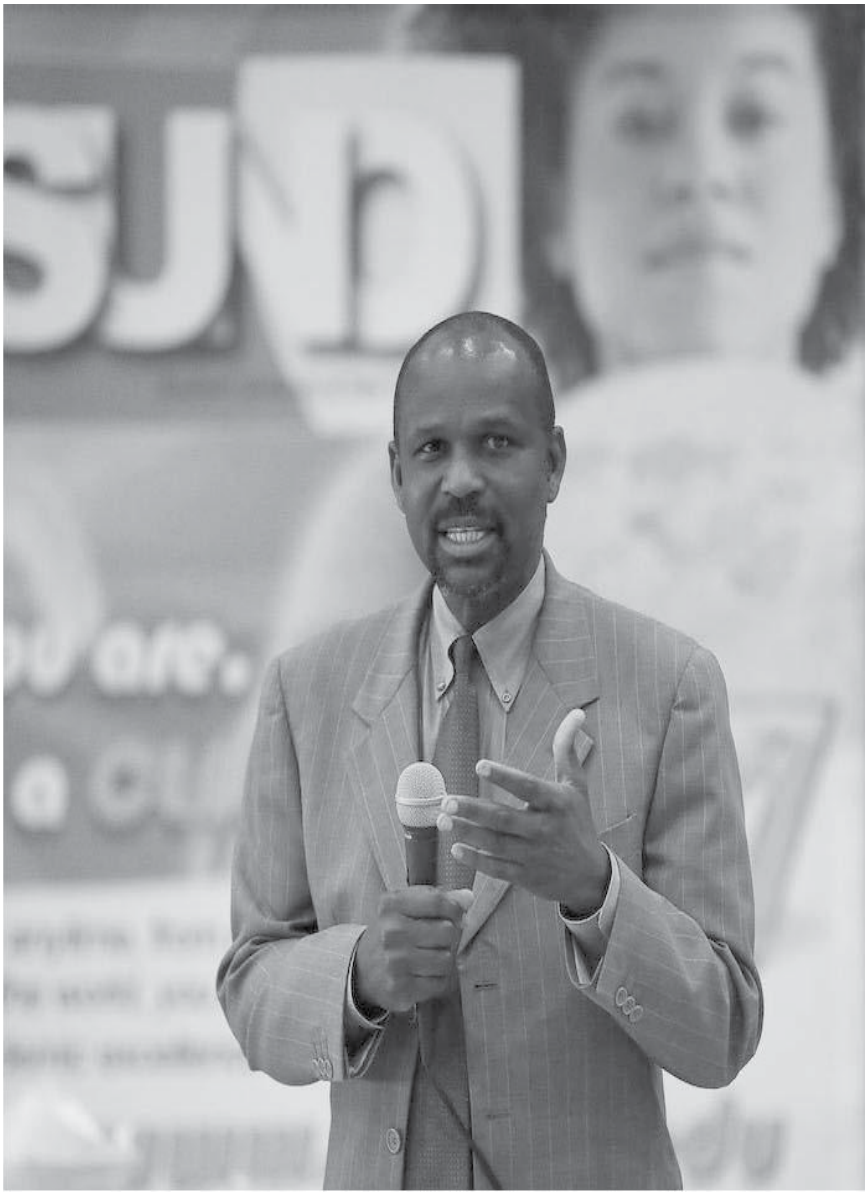
I. Increase the number of faculty involved in research and other scholarly activities.

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

Many programs, offices, centers, and resources support academic, administrative, and student affairs on the campus. Such programs include the Title III Program. This Program, funded by the U.S. Department of Education under the Higher Education Act of 1965, provides resources and support across all facets of the university through its fifteen (15) sub-programs. For example, the Center for African and African American Studies serves as a cultural, research and teaching resource and identifies, collects, develops, preserves and disseminates new and expanded information and materials about the African heritage, the African American experience, and African and African American contributions to world civilization; the Information Technology Center (ITC) oversees the planning, management, implementation and evaluation of information technology resources and services of administrative and academic needs the Student Development Center takes a holistic approach to the development of students by providing academic, personal, social and career counseling. In addition, the Community Resource Center, housed in the School of Social Work, purposes to increase the cadre of leaders who are both sensitive to human oppression and suffering and committed to improving the quality of social, economic and political life in New Orleans and the Metropolitan area.

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 enrolled students in good standing, faculty, staff, active SUNO Alumni Association members and students and faculty at other universities located in the City of New Orleans as well as throughout the State of Louisiana who are CALL and LALINC courtesy card holders. The Library offers seminars, special instructions, workshops and tours to patrons on the use of the Library and its resources. The Library also participates in a cooperative agreement with other academic libraries in the city and across the state. Faculty members and graduate students affiliated with the University may request a courtesy card to obtain borrowing privileges under this arrangement. Through the Louisiana Library Network (LOUIS), the SUNO community can access other member libraries' online public catalogs. Access to computerized databases, electronic journals and other electronic resources are made available throughout the Library. The Library is an officially-designed 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. The Library is temporarily housed on the North Campus due to Hurricane Katrina and is ninety percent (90%) virtual. However, books continue to be catalogued in all subject areas.

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 trouble shooting 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 Commission on Colleges of the Southern Association of Colleges and Schools 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 was achieved in December 2011.

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

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

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Director of Athletics ..... Elston King, B.A.
Director of Information Technology ..... Edmond Cummings, M.S.

**Deceased*

ACADEMIC AFFAIRS

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Business and Public Administration ..... Igwe Udeh, Ph.D.
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Library ..... Shatiqua Mosby-Wilson, J.D.
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Institutional Research, Effectiveness and Strategic Planning ..... Michael Ralph, Ph. D.
Quality Enhancement Plan ..... Ada Kwanbunbumpen, M.S.

REGISTRAR ..... Gilda Davis, M.A.

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Associate Comptroller ..... Vacant
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Director of Purchasing ..... Marilyn Manuel, B.S.
Director of Human Resources ..... Vacant
Director of Central Stores/Property Manager ..... John Sullivan

COMMUNITY OUTREACH AND UNIVERSITY ADVANCEMENT

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Director of Alumni Affairs ..... Vacant
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Director of Satellite Telecommunications ..... Mike Meehan, M.Ed
Director of Safety and Transportation ..... Vacant
Coordinator of General Services ..... Michelle Briscoe-Long, M.A.
Coordinator of Community Outreach ..... Vacant
University Police Chief ..... Ira Thomas, B.S.

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Director of First Year Experience ..... Vacant
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Director of Housing (Interim) ..... Adrell Pinkney, Ph. D.
Director of Student Development Center ..... Josephine Okoronkwo, M.A.
Director of Intramural Sports ..... James Rowley, B.S.
Manager of the University Center & Auxiliary Enterprises Service ..... Vacant
University Nurse ..... Sheryl Crosby, R.N.
University Physician ..... Walter Barial, M.D.

ACADEMIC UNITS AND PROGRAMS

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Associate Dean ..... Lisa Mims-Devezin, Ph.D.

Chair of Arts and Humanities ..... Sudipta Das, Ph.D.
English
History

Chair of Natural Sciences ..... Mostafa Elaasar, Ph.D.
Biology
Mathematics

Chair of Social Sciences ..... John Penny, Ph.D.
Criminal Justice
Psychology
Substance Abuse

Director of General Studies ..... Mary Vaughn, Ph.D.

Director of Health Information Management ..... Andrea Mignott, M.B.A.

DEAN OF BUSINESS AND PUBLIC ADMINISTRATION ..... Igwe Udeh, Ph.D.

Chair of Business Entrepreneurship.....Frank Martin, Ph.D.
Chair of Management Information Systems.....Adnan Omar, Ph.D.
Chair of Public Administration..... Vacant

DEAN OF EDUCATION AND HUMAN DEVELOPMENT..... Mwalimu Shujaa, Ph.D.

Chair/Director of Child Development and Family Studies .....Pamela Wanga, Ph.D.
Chair, Early Childhood Education (PK-3).....Glenda Allen-Jones, Ph.D.
Chair, Elementary Education (1-5) ..... Kimberly Dickerson, Ph.D.
Director, Alternative Teacher Certification .....Louise Kaltenbaugh, Ph.D.
Director, Student Teaching/Field Experience ..... Shawan Bellow, Ed.D.
Director/PK-16 Coordinator .....Katherine Robinson, Ph.D.
Praxis Coordinator ..... Gilda Jones, M.A.

DEAN OF SCHOOL OF SOCIAL WORK.....Beverly Favre, Ph.D.
Associate Dean..... Vacant
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Director of Field Experience.....Bonnie Alston, M.S.W.

DEAN OF SCHOOL OF GRADUATE STUDIES (Acting).....Wesley T. Bishop, J.D.
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Director, Criminal Justice Graduate Program ..... Geraldine Doucet, Ph.D.
Director, Museum Studies & Cultural Preservation .....Sara Hollis, Ph.D.
Dean, School of Social Work.....Beverly Favré, Ph.D.
Dean, Curriculum and Instruction* ..... Mwalimu Shujaa, Ph.D.
*Under review

SPECIAL PROGRAMS AND SERVICES

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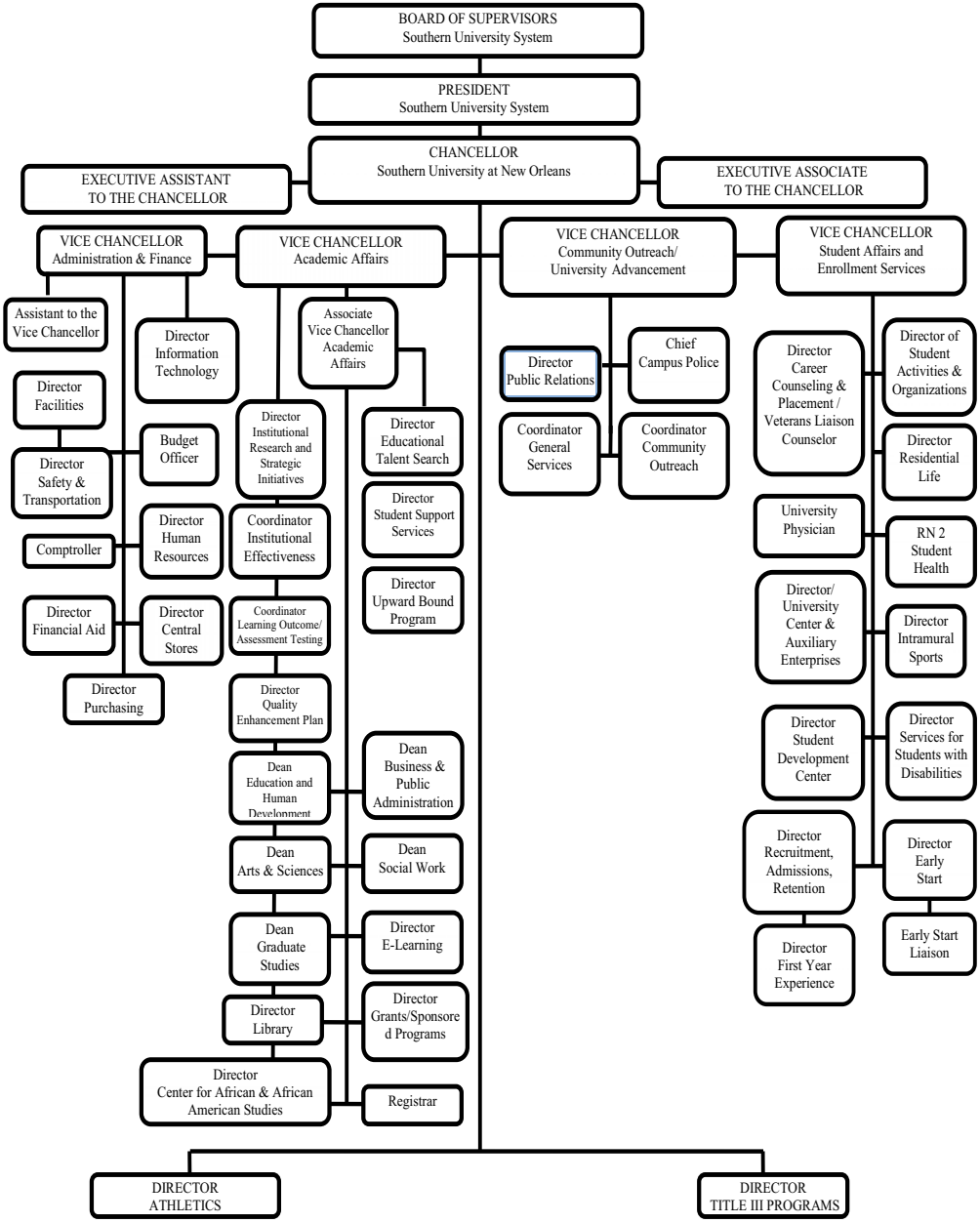
Director, PESMaCT ..... Joe Omojola, Ph.D.
Director, Student Support Services..... Linda Frederick, M.A.
Director, Educational Talent Search Program .....Ruth Johnson, M.S.W.
Director, Title III Programs.....Brenda L. Jackson, Ph.D.
Director, Upward Bound .....Andrell Washington-Edwards, M.A.

Southern University at New Orleans
Organizational Chart



The Division for Student Affairs and Enrollment Services

The mission of the Division for Student Affairs and Enrollment Services is to provide students with quality support and enrollment management services 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 for Student Affairs and Enrollment Services functions as 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 and Enrollment Services has administrative responsibility for the following departments and components.

STUDENT AFFAIRS

- Auxiliary Enterprises Services
- 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

ENROLLMENT SERVICES

- Admissions
- Early Start
- First Year Experience
- Recruitment
- Retention

Auxiliary Enterprises Services

The Auxiliary Enterprises Services component provides a variety of services to students, employees, and visitors. This unit includes the snack and beverage vending machines, change machines, bowling alley, video games, and billiard games. In the aftermath of Hurricane Katrina, the University relocated to the Lake Campus in temporary facilities provided by the Federal Emergency Management Agency (FEMA). Due to limited space, the Auxiliary Enterprises Services component is comprised of a limited number of vending machines and video games. Renting and scheduling of University facilities for meetings, planned activities and community projects are handled through this component.

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.

Early Start Program

The Early Start Program is a program which allows high school 11th and 12th grade students who meet the eligibility requirements to enroll in university courses for which they may receive dual credit. A dual enrolled student may enroll up to 6 credit hours per semester.

Courses 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 regular students. The Early Start Program is available during the fall and spring semesters.

First Year Experience

The purpose of the First Year Experience Center is to organize, develop, implement and supervise the academic experience for first year students to ensure a successful matriculation and timely graduation. The First Year Experience Center (FYE) provides initiatives that focus on academic advisement, policies and procedures, and study skills development. The student's academic needs are assessed and they are advised accordingly. 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 track, particularly, those students that are "at-risk" (on probation) during their first year. Faculty also assists the FYE Center by providing a comprehensive instructional program in the basic skills areas of English and Mat... Each Cohort is monitored for success.

The First Year Experience staff also teaches College Survival Skills Classes. These classes will encourage freshmen participation in seminars and workshops that will lead to their overall maturity and positive development into mainstream society. The College Survival Skills classes instruct students in areas inclusive of managing their academic affairs, time management and study sill etc. Office hours are from 8:00 – 5:00 Mon. – Fir. Phone Number (504) 286-5113.

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.

Recruitment, Admissions and Retention

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

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

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.

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. The SGA also administers a loan program which grants financial assistance to students of Southern University at New Orleans in meeting emergencies. Funding for the loan program is generated from student assessed fees included in each student's tuition at the time of enrollment. Thus, all students enrolled at the University are eligible to participate in the loan program. The loans are processed and serviced by the SGA following specific guidelines that are developed by the organization. All SGA loans must be approved by the Director of Financial Aid and the Vice Chancellor for Student Affairs.

STUDENT DEVELOPMENT CENTER

Location: Lake Campus/Building #3, #18-A and #19-A
Hours: 8:00 A.M. – 5:00 P.M. (M-F)
Telephone: (504) 286-5360 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)
- Consultation/Outreach/Special Programming (COSS)

Alcohol, Tobacco, Drug Education and Counseling (ATOD)

ATOD recognizes that alcohol and drug abuse are impediments to achieving academic success. The component provides these services:

- Educational Workshops
- Classroom Presentations
- Confidential Counseling Services
- Referral Services
- Dissemination of ATOD Materials
- Harm Reduction and Health Risks

Community Service Learning (CSL)

The SUNO Community Service Learning (CSL) program is a university mandated component designed to have each student expand his/her volunteer spirit by completing at least (60) hours of direct volunteer work in a non-profit setting prior to graduation. Southern university New Orleans requires that all students, regardless of age, must complete a minimum of sixty (6) hours of service work as a graduation requirement. Community Service work must be completed prior to graduation ceremonies. All community Service must be completed in partnership with an off-campus non-profit organization, i.e. church, school, senior citizens center or be pre-approved by the Community Service Director. Students cannot receive any monetary reward for the work performed. Waivers will only be granted to students who can provide documented proof of a disability.

Important information about Community Service Learning hours:

- Complete a simple application to begin the accumulation of sixty (60) service learning hours.
- Site approval must be obtained from the CSL staff.
- The CSL staff is available to assist students with site placement.
- Some site placements within an organization that are in partnership with the University are available.
- CSL hours are waived if the student:
  is twenty-five (25) years or older and earned a high school equivalency certificate
- is an international student
- has a disability certificate verifying that the disability would

- jeopardize the welfare of the student or the host organization.

Counseling and Psychological Services (CAPS)

The personal life of a student may require the ability to manage many responsibilities and, at times, may seem overwhelming to the student. The SDC offers the confidential counseling services of a licensed professional counselor, a part-time licensed clinical psychologist. The director also serves as a counselor. 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)

International Student Services as a regulatory compliance component focuses on the University's international community from approximately fifteen countries. The community includes foreign nationals schooled in their home country or in the United States; USA citizens who have lived, studied or traveled abroad; and all F-1 degree-seeking students and their dependents. ISS, through its various programs, creates forums and increases awareness for global oneness and cultural sensitivity. 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 these:

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

Consultation/Outreach/Special Programming (COSS)

This aspect 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 (September)

- Hispanic Heritage Fair (September/October)
- SUNO Annual Family Wellness Fair (April)

Services offered include:

- Stress-Free Zone-Indoor serenity room with fifteen-
- minute relaxation massage chairs for self-help stress
- management (Bldg. 19-A Lake Campus)
- "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

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 course per semester to be counted toward the fulltime study requirements.

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.**

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 North Campus. The Office of Student Affairs and each unit can be reached at the following telephone numbers:

DIVISION FOR STUDENT AFFAIRS (Residential Life Activity Center) 286-5015
AUXILIARY ENTERPRISES/UNIVERSITY CENTER (Building 5).....286-5286
CAREER COUNSELING AND PLACEMENT (Residential Life Activity Center).....286-5015
INTRAMURAL SPORTS PROGRAM (Gym 207).....286-5438
RESIDENTIAL LIFE (HOUSING) (Student Activities Center) 286-5395
SERVICES FOR STUDENTS WITH DISABILITIES (Building 23).....286-5335
STUDENT ACTIVITIES AND ORGANIZATIONS (Residential Life Activity Center).....286-5388
STUDENT DEVELOPMENT CENTER (Building 22).....286-5361
STUDENT GOVERNMENT ASSOCIATION (Residential Life Activity Center).....286-5358
STUDENT HEALTH SERVICES (Building 3) 286-5374
VETERANS AFFAIRS (Residential Life Activity Center).....286-5220

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 $ 4,050 for the 2006-2007 academic year.

Year Round Pell:

A student may receive up to two Scheduled Federal Pell Grant awards during a single award year if eligible student is enrolled:

- At least half-time for more than one academic year or more than two semesters or the equivalent time during a single award year; and
- In an associate degree, or baccalaureate degree program. Effective 07/01/2009

* Notification to Pell Grant Recipients:

- If you receive a Pell Grant and withdraw before 60% of the semester, you will be required to repay 50% of your Pell refund. (See Federal "Return of Title IV" policy)
- 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.

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.

Leveraging Educational Assistance Partnership Program (LEAP, formerly SSIG)

LEAP 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 earn a 2.0 or greater and be enroll full-time each semester. The annual award may range from $ 200 to $ 1,000 based upon availability of funds. Funds are limited.

Academic Competitiveness Grant and National Science and Mathematics Access To Retain Talent (Smart) Grant Programs

The Higher Education Reconciliation Act of 2005 (HERA) created two new grant programs for full-time students at degree-granting institutions who are eligible for Federal Pell Grants and are U.S. citizens. The Congress provided funding to make grants available for these programs for the 2006-2007 award year.

Academic Competitiveness Grant Program

An eligible student may receive an Academic Competitiveness Grant (ACG) of $750 for the first academic year of study and $1,300 for the second academic year of study. To be eligible for each academic year, a student must:

- Be a U.S. citizen;
- Be a Federal Pell Grant recipient;
- Be enrolled full-time in a degree program;
- Be enrolled in the first or second academic year of his or her program of study at a two-year or four-year degree-granting institution;
- Have completed a rigorous secondary school program of study (after January 1, 2006, if a first-year student, and after January 1, 2005, if a second-year student);
- If a first-year student, not have been previously enrolled in an undergraduate program; and
- If a second-year student, have at least a cumulative 3.0 grade point average on a 4.0 scale (as set forth in regulations to be promulgated soon) for the first academic year.

National SMART Grant Program

An eligible student may receive a National SMART Grant of $4,000 for each of the third and fourth academic years of study. To be eligible for each academic year, a student must:

- Be a U.S. citizen;
- Be a Federal Pell Grant recipient;
- Be enrolled full-time in a degree program;
- Be enrolled in a four-year degree-granting institution;
- Major in physical, life or computer science, engineering, mathematics, technology, or a critical foreign language; and
- Have at least a cumulative 3.0 grade point average on a 4.0 scale (as set forth in regulations to be promulgated soon) in the coursework required for the student's major.

Federal Teach Grant Program

The Federal TEACH Grant program provides funds to postsecondary 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 teach 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.
    - SUNO's master's degree programs in Education and Human Development.

Federal College and University Work-Study Programs

Southern University at New Orleans offers part-time employment opportunities through the Federal College, 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 College and Community Service Work-Study programs must complete the FAFSA each year, be determined eligible, and have financial need. Work-Study employees will be paid at least the current minimum wage and will receive payment on a monthly basis (15th of the 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 online at www.suno.edu/financial aid.

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 Stafford 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 Stafford loan. Students who do not qualify for a subsidized Stafford loan, in whole or part or independent students who wish to borrow from both programs, may apply for an Unsubsidized Stafford loan. Eligibility for the subsidized loan must be determined prior to awarding unsubsidized funds. SUNO does not 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 halftime, during grace periods, and authorized deferment periods.

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 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)
Dependent Undergraduates:*			
Freshman	$ 3,500	$ 2,000	$ 5,500
Sophomore	$ 4,500	$ 2,000	$ 6,500
Junior and Senior	$ 5,500	$ 2,000	$ 7,500
Independent Undergraduates:			
Freshman	$ 3,500	$ 6,000	$ 9,500
Sophomore	$ 4,500	$ 6,000	$ 10,500
Junior and Senior	$ 5,500	$ 7,000	$ 12,500
Post Baccalaureate	$ 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:

Program	Subsidized	Unsubsidized	Total (Subsidized and Unsubsidized Combined)
Graduate Degree Programs	$ 8,500	$ 12,000	$ 20,500
Lifetime Maximum (Aggregates), including loans borrowed as Undergraduate and Post-Baccalaureate Students	$ 65,500	$ 73,000	$138,500 ***

***** 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, Enrollment Management, 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 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.

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 3.25 cumulative grade point average and a minimum 3.0 semester average.
3. Have been on full-time status for at least 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 at least two (2) consecutive semesters and must maintain full-time status.

Foundation:

The Southern University at New Orleans Foundation provides at least (7) seven 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 at least 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)
Charles and James Burns
Charles and Mary Bashful
Delta Sigma Theta Sorority, Inc. (New Orleans Alumnae Chapter)
C. V. Hollis
Kappa Alpha Psi Fraternity, Inc.
New Orleans Black Chorale
STUDS Club
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/financial aid.

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**.

- **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:

Cost of Attendance (-) Expected Family Contribution = Financial Need

- **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 successful 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. The Pell Grant, Subsidized Stafford Loan, Supplemental Educational Opportunity Grant, and College 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; and
6. Certain untaxed income and benefits for the base year, such as, but not limited to:
   a. Social Security benefits
   b. Veterans Administration benefits
   c. Child Support
   d. Untaxed payments to IRA and/or Keogh plans
   e. Foreign income exclusion
   f. Earned income credit
   g. Unemployment Benefits
   h. Aid to Families with Dependent Children (AFDC and TANF)

The verification procedure is as follows:

The verifier reviews documents such as, but not limited to, the U. S. Income Tax returns, (1040, 1040A, 1040EZ), the SAR or ISIR, the non-tax filer form and untaxed income and benefits statements, if applicable, to check the accuracy of information reported.

Please Respond Promptly 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.

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. Additionally, if interested in a student loan, a separate Loan Data Form is required to apply for summer loans. Applications may be obtained from the Financial Aid Office. 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 and Stafford 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" 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 that 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. Academic Competitiveness Grant
5. National SMART Grant
6. 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

Introduction

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 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. **Effective Fall, 2004 eligibility and thereafter, unless otherwise revised,** all new, transfer, reentry, and continuing students at SUNO must abide by this policy. Students must be enrolled in an eligible curriculum and must meet the minimum standards at the end of each spring semester to maintain their financial aid eligibility, except as otherwise stated.

Maximum Pursued Hours

Pursued hours are all hours appearing on the transcript which may include "W," "P," "S," "U," "NC," 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.

Undergraduate Students

Students who are enrolled in an eligible 4-year undergraduate curriculum must earn the required hours pursued/earned ratio and GPA as outlined in Tables A and A1. These 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 GPA as outlined in Tables A and A2. These students may receive financial aid for a *maximum of 90* pursued hours.

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. See Tables A and A3.

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 Stafford Loans and Work Study for a *maximum of 36* pursued hours. See Tables A and A3.

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 Stafford Loans and Work Study or a *maximum of 60* pursued hours, which may also include hours from the degree already earned. See Tables A and A3.

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 Stafford 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 as outlined in Tables A and A4. A graduate student may receive Federal Stafford Loans and Work Study for a *maximum of 150%* of the total hours required by his/her degree program.

Transfer Students

All transcripts from colleges/universities previously attended **must be received and evaluated** by the Office of Admissions or the Office Records to determine satisfactory academic progress before financial aid is awarded. Transfer 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.

Evaluation Period

Satisfactory academic progress (SAP) will be 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. Transfer and 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 lose their financial aid eligibility for the subsequent academic year that they are enrolled at the University.

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. **Students may be allowed up to a maximum of four (4) reinstatements during their undergraduate matriculation. Graduate and Post-Baccalaureate students maybe 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 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.

Financial Aid Appeals Committee
Southern University at New Orleans
Office of Administration and Finance
6801 Press Drive
New Orleans, LA 70126
(504) 286-5148

TABLE A SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID ELIGIBILITY (Effective Fall, 2004)		
***UNDERGRADUATE STUDENTS (4-YEAR)**		
Total Cumulative Hours Pursued	Min. Cum. % Earned	Min. Cumulative GPA
1 – 29	50%	1.51
30 – 59	60%	1.70
60 – 119	65%	2.00
120 – 180	70%	2.00
181+ Ineligible for Financial Aid		
***UNDERGRADUATE STUDENTS (ASSOCIATE)**		
1 – 29	50%	1.51
30 – 59	60%	1.70
60 – 90	65%	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, M0IS, Criminal Justice, and Museum Studies)
55+ Ineligible for Financial Aid		
1 – 93	75%	3.00 (Social Work)
94+ Ineligible for 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	1.51	36	60%	21	1.70
2	50%	1	1.51	37	60%	22	1.70
3	50%	1	1.51	38	60%	22	1.70
4	50%	2	1.51	39	60%	23	1.70
5	50%	2	1.51	40	60%	24	1.70
6	50%	3	1.51	41	60%	24	1.70
7	50%	3	1.51	42	60%	25	1.70
8	50%	4	1.51	43	60%	25	1.70
9	50%	4	1.51	44	60%	26	1.70
10	50%	5	1.51	45	60%	27	1.70
11	50%	5	1.51	46	60%	27	1.70
12	50%	6	1.51	47	60%	28	1.70
13	50%	6	1.51	48	60%	28	1.70
14	50%	7	1.51	49	60%	29	1.70
15	50%	7	1.51	50	60%	30	1.70
16	50%	8	1.51	51	60%	30	1.70
17	50%	8	1.51	52	60%	31	1.70
18	50%	9	1.51	53	60%	31	1.70
19	50%	9	1.51	54	60%	32	1.70
20	50%	10	1.51	55	60%	33	1.70
21	50%	10	1.51	56	60%	33	1.70
22	50%	11	1.51	57	60%	34	1.70
23	50%	11	1.51	58	60%	34	1.70
24	50%	12	1.51	59	60%	35	1.70
25	50%	12	1.51	60	65%	39	2.00
26	50%	13	1.51	61	65%	39	2.00
27	50%	13	1.51	62	65%	40	2.00
28	50%	14	1.51	63	65%	40	2.00
29	50%	14	1.51	64	65%	41	2.00
30	60%	18	1.70	65	65%	42	2.00
31	60%	18	1.70	66	65%	42	2.00
32	60%	19	1.70	67	65%	43	2.00
33	60%	19	1.70	68	65%	44	2.00
34	60%	20	1.70	69	65%	44	2.00
35	60%	21	1.70	70	65%	45	2.00
71	65%	46	2.00	120	70%	84	2.00
72	65%	46	2.00	121	70%	84	2.00
73	65%	47	2.00	122	70%	85	2.00
74	65%	48	2.00	123	70%	86	2.00
75	65%	48	2.00	124	70%	86	2.00
76	65%	49	2.00	125	70%	87	2.00
77	65%	50	2.00	126	70%	88	2.00
78	65%	50	2.00	127	70%	88	2.00
79	65%	51	2.00	128	70%	89	2.00
80	65%	52	2.00	129	70%	90	2.00
81	65%	52	2.00	130	70%	91	2.00
82	65%	53	2.00	131	70%	91	2.00
83	65%	53	2.00	132	70%	92	2.00
84	65%	54	2.00	133	70%	93	2.00

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
85	65%	55	2.00	134	70%	93	2.00
86	65%	55	2.00	135	70%	94	2.00
87	65%	56	2.00	136	70%	95	2.00
88	65%	57	2.00	137	70%	95	2.00
89	65%	57	2.00	138	70%	96	2.00
90	65%	58	2.00	139	70%	97	2.00
91	65%	59	2.00	140	70%	98	2.00
92	65%	59	2.00	141	70%	98	2.00
93	65%	60	2.00	142	70%	99	2.00
94	65%	61	2.00	143	70%	100	2.00
95	65%	61	2.00	144	70%	100	2.00
96	65%	62	2.00	145	70%	101	2.00
97	65%	63	2.00	146	70%	102	2.00
98	65%	63	2.00	147	70%	102	2.00
99	65%	64	2.00	148	70%	103	2.00
100	65%	65	2.00	149	70%	104	2.00
101	65%	65	2.00	150	70%	105	2.00
102	65%	66	2.00	151	70%	105	2.00
103	65%	66	2.00	152	70%	106	2.00
104	65%	67	2.00	153	70%	107	2.00
105	65%	68	2.00	154	70%	107	2.00
106	65%	68	2.00	155	70%	108	2.00
107	65%	69	2.00	156	70%	109	2.00
108	65%	70	2.00	157	70%	109	2.00
109	65%	70	2.00	158	70%	110	2.00
110	65%	71	2.00	159	70%	111	2.00
111	65%	72	2.00	160	70%	112	2.00
112	65%	72	2.00	161	70%	112	2.00
113	65%	73	2.00	162	70%	113	2.00
114	65%	74	2.00	163	70%	114	2.00
115	65%	74	2.00	164	70%	114	2.00
116	65%	75	2.00	165	70%	115	2.00
117	65%	76	2.00	166	70%	116	2.00
118	65%	76	2.00	167	70%	116	2.00
119	65%	77	2.00	168	70%	117	2.00
169	70%	118	2.00	177	70%	123	2.00
170	70%	119	2.00	178	70%	124	2.00
171	70%	119	2.00	179	70%	125	2.00
172	70%	120	2.00	180	70%	126	2.00
173	70%	121	2.00	**181+ Ineligible for Financial Aid**			
174	70%	121	2.00				
175	70%	122	2.00	**Revised: 10/04/2004**			
176	70%	123	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	1.51	36	60%	21	1.70
2	50%	1	1.51	37	60%	22	1.70
3	50%	1	1.51	38	60%	22	1.70
4	50%	2	1.51	39	60%	23	1.70
5	50%	2	1.51	40	60%	24	1.70
6	50%	3	1.51	41	60%	24	1.70
7	50%	3	1.51	42	60%	25	1.70
8	50%	4	1.51	43	60%	25	1.70
9	50%	4	1.51	44	60%	26	1.70
10	50%	5	1.51	45	60%	27	1.70
11	50%	5	1.51	46	60%	27	1.70
12	50%	6	1.51	47	60%	28	1.70
13	50%	6	1.51	48	60%	28	1.70
14	50%	7	1.51	49	60%	29	1.70
15	50%	7	1.51	50	60%	30	1.70
16	50%	8	1.51	51	60%	30	1.70
17	50%	8	1.51	52	60%	31	1.70
18	50%	9	1.51	53	60%	31	1.70
19	50%	9	1.51	54	60%	32	1.70
20	50%	10	1.51	55	60%	33	1.70
21	50%	10	1.51	56	60%	33	1.70
22	50%	11	1.51	57	60%	34	1.70
23	50%	11	1.51	58	60%	34	1.70
24	50%	12	1.51	59	60%	35	1.70
25	50%	12	1.51	60	65%	39	2.00
26	50%	13	1.51	61	65%	39	2.00
27	50%	13	1.51	62	65%	40	2.00
28	50%	14	1.51	63	65%	40	2.00
29	50%	14	1.51	64	65%	41	2.00
30	60%	18	1.70	65	65%	42	2.00
31	60%	18	1.70	66	65%	42	2.00
32	60%	19	1.70	67	65%	43	2.00
33	60%	19	1.70	68	65%	44	2.00
34	60%	20	1.70	69	65%	44	2.00
35	60%	21	1.70	70	65%	45	2.00
71	65%	46	2.00	83	65%	53	2.00
72	65%	46	2.00	84	65%	54	2.00
73	65%	47	2.00	85	65%	55	2.00
74	65%	48	2.00	86	65%	55	2.00
75	65%	48	2.00	87	65%	56	2.00
76	65%	49	2.00	88	65%	57	2.00
77	65%	50	2.00	89	65%	57	2.00
78	65%	50	2.00	90	65%	58	2.00
79	65%	51	2.00	**91+ Ineligible for Financial Aid**			
80	65%	52	2.00				
81	65%	52	2.00	**Revised: 10/04/2004**			
82	65%	53	2.00				

TABLE A3: POST-BACCALAUREATE STUDENTS

Certification of Completion			
Total Hrs. Pursued	**Min. Cum. % Earned**	**Min. Cum. Hrs. Earned**	**Min. Cum. GPA**
1	67%	0	2.50
2	67%	1	2.50
3	67%	2	2.50
4	67%	2	2.50
5	67%	3	2.50
6	67%	4	2.50
7	67%	4	2.50
8	67%	5	2.50
9	67%	6	2.50
10	67%	6	2.50
11	67%	7	2.50
12	67%	8	2.50
13	67%	8	2.50
14	67%	9	2.50
15	67%	10	2.50
16	67%	10	2.50
17	67%	11	2.50
18	67%	12	2.50
19	67%	12	2.50
20	67%	13	2.50
21	67%	14	2.50
22	67%	14	2.50
23	67%	15	2.50
24	67%	16	2.50
25	67%	16	2.50
26	67%	17	2.50
27	67%	18	2.50
37+ Ineligible for Financial Aid			
Revised: 10/04/2004			

Teacher Certification			
Total Hrs. Pursued	**Min. Cum. % Earned**	**Min. Cum. Hrs. Earned**	**Min. Cum. GPA**
1	67%	0	2.50
2	67%	1	2.50
3	67%	2	2.50
4	67%	2	2.50
5	67%	3	2.50
6	67%	4	2.50
7	67%	4	2.50
8	67%	5	2.50
9	67%	6	2.50
10	67%	6	2.50
11	67%	7	2.50
12	67%	8	2.50
13	67%	8	2.50
14	67%	9	2.50
15	67%	10	2.50
16	67%	10	2.50
17	67%	11	2.50
18	67%	12	2.50
19	67%	12	2.50
20	67%	13	2.50
21	67%	14	2.50
22	67%	14	2.50
23	67%	15	2.50
24	67%	16	2.50
25	67%	16	2.50
26	67%	17	2.50
27	67%	18	2.50
28	67%	18	2.50
29	67%	19	2.50
30	67%	20	2.50
31	67%	20	2.50
32	67%	21	2.50
33	67%	22	2.50
34	67%	22	2.50
35	67%	23	2.50
36	67%	24	2.50
37+ Ineligible for Financial Aid			
Revised: 10/04/2004			

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	2.50		33	67%	22	2.50
2	67%	1	2.50		34	67%	22	2.50
3	67%	2	2.50		35	67%	23	2.50
4	67%	2	2.50		36	67%	24	2.50
5	67%	3	2.50		37	67%	24	2.50
6	67%	4	2.50		38	67%	25	2.50
7	67%	4	2.50		39	67%	26	2.50
8	67%	5	2.50		40	67%	26	2.50
9	67%	6	2.50		41	67%	27	2.50
10	67%	6	2.50		42	67%	28	2.50
11	67%	7	2.50		43	67%	28	2.50
12	67%	8	2.50		44	67%	29	2.50
13	67%	8	2.50		45	67%	30	2.50
14	67%	9	2.50		46	67%	30	2.50
15	67%	10	2.50		47	67%	31	2.50
16	67%	10	2.50		48	67%	32	2.50
17	67%	11	2.50		49	67%	32	2.50
18	67%	12	2.50		50	67%	33	2.50
19	67%	12	2.50		51	67%	34	2.50
20	67%	13	2.50		52	67%	34	2.50
21	67%	14	2.50		53	67%	35	2.50
22	67%	14	2.50		54	67%	36	2.50
23	67%	15	2.50		55	67%	36	2.50
24	67%	16	2.50		56	67%	37	2.50
25	67%	16	2.50		57	67%	38	2.50
26	67%	17	2.50		58	67%	38	2.50
27	67%	18	2.50		59	67%	39	2.50
28	67%	18	2.50		60	67%	40	2.50
29	67%	19	2.50		**61+ Ineligible for Financial Aid**			
30	67%	20	2.50					
31	67%	20	2.50		**Revised: 10/04/2004**			
32	67%	21	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	3.00	46	75%	33	3.00
2	75%	1	3.00	47	75%	33	3.00
3	75%	2	3.00	48	75%	36	3.00
4	75%	3	3.00	49	75%	36	3.00
5	75%	3	3.00	50	75%	36	3.00
6	75%	3	3.00	51	75%	36	3.00
7	75%	3	3.00	52	75%	39	3.00
8	75%	6	3.00	53	75%	39	3.00
9	75%	6	3.00	54	75%	39	3.00
10	75%	6	3.00	55	75%	39	3.00
11	75%	6	3.00	56	75%	42	3.00
12	75%	9	3.00	57	75%	42	3.00
13	75%	9	3.00	58	75%	42	3.00
14	75%	9	3.00	59	75%	42	3.00
15	75%	9	3.00	60	75%	45	3.00
16	75%	12	3.00	61	75%	45	3.00
17	75%	12	3.00	62	75%	45	3.00
18	75%	12	3.00	63	75%	45	3.00
19	75%	12	3.00	64	75%	48	3.00
20	75%	15	3.00	65	75%	48	3.00
21	75%	15	3.00	66	75%	48	3.00
22	75%	15	3.00	67	75%	48	3.00
23	75%	15	3.00	68	75%	51	3.00
24	75%	18	3.00	69	75%	51	3.00
25	75%	18	3.00	70	75%	51	3.00
26	75%	18	3.00	71	75%	51	3.00
27	75%	18	3.00	72	75%	54	3.00
28	75%	21	3.00	73	75%	54	3.00
29	75%	21	3.00	74	75%	54	3.00
30	75%	21	3.00	75	75%	54	3.00
31	75%	21	3.00	76	75%	57	3.00
32	75%	24	3.00	77	75%	57	3.00
33	75%	24	3.00	78	75%	57	3.00
34	75%	24	3.00	79	75%	57	3.00
35	75%	24	3.00	80	75%	60	3.00
36	75%	27	3.00	81	75%	60	3.00
37	75%	27	3.00	82	75%	60	3.00
38	75%	27	3.00	83	75%	60	3.00
39	75%	27	3.00	84	75%	63	3.00
40	75%	30	3.00	85	75%	63	3.00
41	75%	30	3.00	86	75%	63	3.00
42	75%	30	3.00	87	75%	63	3.00
43	75%	30	3.00	88	75%	66	3.00
44	75%	33	3.00	89	75%	66	3.00
45	75%	33	3.00	90	75%	66	3.00

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**
91	75%	66	3.00	**93+ Ineligible for Financial Aid**			
92	75%	69	3.00	**Approved: 7/2/01**			
93	75%	69	3.00	**Revised: 7/13/2004**			

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 $1,579.70 in fees for the Fall semester and $1,582.00 in fees for the Spring semester. Full-time graduate students will pay $2,003.70 in fees for the Fall semester and $2,006.00 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 $743.41 for a full-time undergraduate and $890.91 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)	$ 598.70	N/A
1	719.70	N/A
2	737.70	N/A
3	755.70	N/A
4	928.70	$ 935.00
5	946.70	935.00
6	964.70	935.00
7	1,196.70	1,402.00
8	1,214.70	1,402.00
9	1,232.70	1,402.00
10	1,406.70	1,719.00
11	1,424.70	1,719.00
12	1,579.70	1,869.00
FEES FOR GRADUATE STUDENTS* FALL		
Credit Hours	Total Fees	Out-of-State Fees
0 (Audit)	$ 692.70	N/A
1	876.70	N/A
2	894.70	N/A
3	912.70	N/A
4	1,156.70	$ 969.00
5	1,174.70	969.00
6	1,192.70	969.00
7	1,753.70	1,294.00
8	1,771.70	1,294.00
9	2,003.70	1,457.00

** The University reserves the right to change fees without notice*

FEES FOR UNDERGRADUATE STUDENTS* SPRING		
Credit Hours	Total Fees	Out-of-State Fees
0 (Audit)	$ 601.00	N/A
1	722.00	N/A
2	740.00	N/A
3	758.00	N/A
4	931.00	$ 935.00
5	949.00	935.00
6	967.00	935.00
7	1,199.00	1,402.00
8	1,217.00	1,402.00
9	1,235.00	1,402.00
10	1,409.00	1,719.00
11	1,427.00	1,719.00
12	1,582.00	1,869.00

FEES FOR GRADUATE STUDENTS* SPRING		
Credit Hours	Total Fees	Out-of-State Fees
0 (Audit)	$ 695.00	N/A
1	879.00	N/A
2	897.00	N/A
3	915.00	N/A
4	1,159.00	$ 969.00
5	1,177.00	969.00
6	1,195.00	969.00
7	1,756.00	1,294.00
8	1,774.00	1,294.00
9	2,006.00	1,457.00

Laboratory Fee ..... $ 10.00
Field Practicum ..... $ 50.00
Online Degree Seeking Program ..... $ 50.00
Student Teaching Fee..... $ 200.00

Students enrolled in online degree seeking programs are required to pay an additional $ 50.00 per course, up to $ 200.00 for the semester in which they are enrolled.

** The University reserves the right to change fees without notice*

FEES FOR UNDERGRADUATE STUDENTS* SUMMER		
Credit Hours	General Fees	Out-of-State Fees
0 (Audit)	$ 275.63	N/A
1	516.63	N/A
2	534.63	N/A
3	552.63	N/A
4	674.13	$ 934.50
5	692.13	934.50
6	710.13	934.50
7	728.13	934.50
8	746.13	934.50
9	764.13	934.50
10	782.13	934.50
FEES FOR GRADUATE STUDENTS* SUMMER		
Credit Hours	General Fees	Out-of-State Fees
0 (Audit)	$ 292.91	N/A
1	641.91	N/A
2	660.91	N/A
3	679.91	N/A
4	854.91	$ 728.75
5	872.91	728.75
6	890.91	728.75

Laboratory Fee ..... $ 10.00
Field Practicum ..... $ 50.00
Student Teaching Fee..... $ 200.00

Cash, certified checks, money orders, Visa, MasterCard, Discover and 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.

** The University reserves the right to change fees without notice*

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, Admissions and Retention 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, Admissions and Retention, 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 curriculum (also TOPS core curriculum); **AND**
- Requirement of no more than one remedial course for immediate admission; **AND**
- High school GPA of 2.0 or greater; **OR**
- ACT composite score of 20 (SAT 950) or greater; **OR**
- High school graduation rank top 50% of class.

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 curriculum: **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 GPA of 2.0 on a 4.0 scale; **OR**
- Minimum composite ACT score of 20 (SAT score of 950); **OR**
- Rank in the top 50% of the high school graduating class.

Criteria 2

- 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 GPA of 2.0 on a 4.0 scale; **AND**
- Rank in the upper 50 percent of the high school graduating class; **AND**
- No more than one developmental course is required.

Criteria 3

- Minimum composite ACT score of 23 (STE 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**
- No more than one development course required.

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, Admissions and Retention 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 Admissions.
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.

Provisional admission pending receipt of work in progress may be given, provided all other supporting documents have been received. Provisional admission can be cancelled if a student fails to have an official transcript of work completed at the time of application, forwarded to the Office of Recruitment, Admissions and Retention within 30 days. Students suspended may be admitted to SUNO provided the period of suspension has been completed.

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, Admissions and Retention 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.

Transfer students who have earned 12 or more college-level credit hours must:

- Have a minimum cumulative college level GPA of 2.0.
- Be eligible to return to the institution from which they are transferring.
- Have earned credit for college level Math or English.
- Submit an official transcript(s) from all the universities/colleges that have been attended.
- Submit a copy of your immunization record.
- Submit a copy of your social security card.
- 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, Admissions and Retention 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 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, Admissions and Retention, 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, Admissions and Retention.

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, Admissions and Retention, 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, Admissions and Retention (or Office of Records for returning students) for students desiring to receive financial aid.

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 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, Admissions and Retention.

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.

4. 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
Mathematics
American Government
History/American & World Civilization
Introductory Sociology
Philosophy
Introductory/General Psychology
Biology
General Chemistry
Introductory Accounting
Introductory Business Administration/Management
Introductory Economics
Introductory Marketing
Money and Banking
Statistics

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.

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 classed, 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 Affair. 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 the 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:

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

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:

English 111, 112

Mathematics	6

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:

Mathematics 151 and 232 or 250, 161[1], 162

Natural Sciences	9

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:

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

Arts	3

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:

Art 101
Music 101
Dance
Theater

Humanities	9

Courses designed to help students reason critically about ethical

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

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.)

Arts & Music*
Child Development and Family Studies
Early Childhood Education (PK-3)
Elementary Education (1-5)
English
Foreign Language Education-French*
Foreign Language Education-Spanish*
History
Political Science*
Print Journalism*
Psychology
Public Administration
Sociology*
Spanish*

Bachelor of General Studies

Bachelor of Science (B.S.)

Accounting*
Biology
Business Entrepreneurship
Chemistry*
Criminal Justice
Health Information Managements
Management Information Systems
Mathematics
Physics*
Substance Abuse

Bachelor of Social Work

Masters

Criminal Justice (M.A.)
Management Information Systems (M.S.)
Museum Studies and Cultural Preservation (M.A.)
Social Work (M.S.W.)
Urban Education (M.A.)*
Curriculum and Instruction (M.Ed.)**

CERTIFICATION ONLY PROGRAM

Early Childhood Education
Elementary Education

*Denotes programs that are being phased out. New students will not be admitted to these programs.
** Proposal under review.

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

All students who were first-time freshmen at any post-secondary university/college on August 1, 1991, or any time thereafter are required to engage in a minimum of sixty clock hours of community service as a requirement for graduation. Southern University at New Orleans' community service program utilizes the local community as a laboratory for relating liberal education to social and civic life. Those students 25 years of age or older who completed high school or who earned high school equivalency seven or more years prior to admission and international students may have this requirement waived with approval of the appropriate department chair and college dean. The community service requirement may not be waived for any other reason except certifiable disabilities of such nature that community service projects would jeopardize the welfare of the parties involved. The Student Development Center (286-5375) is the current site of the Community Service Program.

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**
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) 286-5182
Fax: (504) 286-516

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. SUNO has monies appropriated to the Office of E-Learning from our general budget that reflect our commitment to electronic learning. The Office of E-Learning also employs the Blackboard Administrator, who is responsible for maintaining the Blackboard Academic Suite and the Student Services Coordinator, who serves as a liaison between the online degree seeking students and the administration.

Honors Program

Wesley T. Bishop, J.D.**, Interim Director**
Office: Administration Building Room 202
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., Lisa Mims-Devezin, Ph.D., and 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

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

** Science Majors*

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	0
	(Guided study under supervision of mentor)	

Early Start Program

Shawn J. Vinnett, **Interim Director**
Office: Administration Building Room 308
Phone: (504) 286-5033
Email: llatimore@suno.edu

Jacqueline Perry, **Early Start Liaison**
Office: Administration Building Room 308
Phone: (504) 286-5085
Email: jperry@suno.edu

Early Start Program Committee: Donna Grant, Ph.D., Frank Martin, Ph.D., Lisa Mims-Devezin, Ph.D., and John Penny, Ph.D.

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 dual enrollment program is an innovated 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.

** 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.*

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 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 or ACT Composite score of at least 14.

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'

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 the Early Start Program will obtain completed official forms from counselor.

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

The Director of the Early Start Program will submit completed applications to Admissions for input into the system.

The Director of the Early Start Program or other designee as determined by the Vice-Chancellor of Academic Affairs will input courses for Early Start students in the University's registration system.

Curricula

College of Arts and Sciences

Henry Efesoa-Mokosso, Ph.D., **Dean**
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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, and the General Studies program. The Department of Arts and Humanities houses the following programs: Fine Arts, Music, English, Geography, History, Philosophy, Spanish and French which have been terminated as degree granting programs effective Spring 2006. However, in the Fall of 2008 the following programs were reinstated after serious review and reconfiguration – English, History, and Mathematics of the Natural Sciences in Fall 2008. The Department of Social Sciences offers courses in Criminal Justice, graduate and undergraduate, Sociology, Psychology, and Substance Abuse, all of which are degree- granting programs. Sociology has an area of concentration in Race, Gender and Class Studies. The Department of Natural Sciences houses Biology, Chemistry, Physics, and Mathematics. Only Biology and Mathematics are degree granting programs. The other programs were terminated effective, Spring 2006 as already stated.

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. 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. 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 will prepare students for the Registered Health Information Administrator (RHIA) Examination. Accreditation will be sought from 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 curriculum. Students who contemplate majoring in a department of the College are advised to consult the appropriate department chair as soon as possible, so that a comprehensive plan of study is worked out toward his/her course of studies. Description of a degree requirement is found with each department's course offerings. The change from one program to the other must be approved by the department chair and the dean of the College. Thus, a liberal 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 Natural 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 and Natural Sciences.
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 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

Sudipta Das, Ph.D., **Chair**
Office: MPA 236
Phone: (504) 286-5155 or 286-5154
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ENGLISH

Professors: Xiongya Gao, Ph.D., **Associate Professor:** Chester St. H. Mills, Ph.D.
Assistant Professors: Robert Azzarello, Ph.D., Norbert Davidson, M.F.A., Jennifer Nunes, 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. It 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 have achieved 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:
8) 9 credits of a foreign language
9) 15 credits in Humanities or Philosophy
10) 18 credits in a Minor

The English program also offers a minor in English, 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** course 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 Intro to Music/Art	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
This course is designed to improve basic writing skills and concepts through an integrated reading and writing approach.

ENGL 111 ENGLISH COMPOSITION I 3 credit hours
[LCCN: CENL 1013]
This course is designed to improve basic writing skills and concepts through an integrated reading and writing approach. Emphasis is placed on introducing students to the basic rhetorical modes, an intensive review of grammar and writing of short compositions.

ENG 111(H) ENGLISH COMPOSITION I: HONORS 3 credit hours
This course is an accelerated course in English composition designed for freshman students who participate in the SUNO Honors Program. The main thrust of the course is to provide instruction and practice on how to become more active and accurate readers, and how to effectively integrate information, ideas, and rhetorical strategies from readings in the students' own written communications. Enrollment is limited to 20 students. (Prerequisite: ACT score: 20 or SAT equivalent. GPA: B or better.)

ENG 112(H) ENGLISH COMPOSITION II: HONORS 3 credit hours
This course builds on the foundation of English Composition I: Honors. Emphasis is on analytic reading, critical thinking, expository/argumentative writing and incisive research – both primary and secondary. Enrollment is limited to 20 students. (Prerequisite: English Composition I: Honors with a B or above)
(Students attaining a grade of "C" or better in ENGL 112 receive credit for the mandated Writing Proficiency Exam.)

ENGL 112 ENGLISH COMPOSITION II 3 credit hours
[LCCN: CENL 1023]
This course is designed to develop skills in written and oral communication. These skills are developed through a cycle of reading, discussion, writing, a review of grammar and a short research paper. (Prerequisite: English 111) (Students attaining a grade of "C" or better in ENGL 112 receive credit for the mandated Writing Proficiency Exam)

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 Spencer, 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 Weatley, 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 in clued 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.

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 Crèvacoer. Thomas Jefferson, Phillis Weatley 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 b 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 240)

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 under the direction of a member of the English faculty. The topic l 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
(B.A. degree in Fine Arts has been terminated effective Spring 2006)

Professor: Cynthia Ramirez, M.F.A.; **Assistant Professors:** Gary Oaks, M.F.A., Michael Pierce, M.A.

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 Freshman 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: 241, 432, 340, 342 and 6 credit hours of Art electives. Fiar 360 is highly recommended.

Art, Music Education and Art Education majors must earn at least a grade of C in each course taken in the department. Courses below C level must be repeated. All art majors are required to submit a portfolio of their work one year prior to graduation for evaluation and guidance. The portfolio will be returned to the student. One work of art in their exhibition remains with the University. Also, art majors must confer with an Art Department advisor regarding sequencing and courses to be taken in the Freshman year.

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	Hrs. Credit	Course	Hrs. Credit
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 (Finite) or 250 (Elem. Statistics)	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		
	16		15

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 AND 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 AND 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 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.

MUSC 25 MUSIC LITERATURE 3 credit hours
Music literature is a concentrated study of specific works. Students become specifically involved with recognizing the works of master composers.

MUSC 340 MUSIC HISTORY I 3 credit hours
This is a thorough study of the history of music of the Renaissance, and early Baroque periods. This course will explore and correlate the history of music with a comparative study of art and philosophy.

MUSC 342 MUSIC HISTORY II 3 credit hours
This course is a continuation of Music History on the history of music from the late Baroque period to the present time.

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 hours
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 (Elem. Statistics)	3
HIST 103 or 104	3	CMIS164 (Intro. to 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 Literature 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 audio-visual 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

Professors: Sudipta Das, Ph.D.; Henry Efesoa-Mokosso, Ph.D., Romanus Ejiaga, Ph.D.; **Associate Professors:** Lenus Jack, Jr., Ph.D.; **Assistant Professor:** Carmelo Astilla., Ph.D.

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 (History of Civilization to 1500)	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	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	3	CMIS 164 (Intro. to Information Processing)	3
MATH 151 (College Algebra)	3	Science	3
Science	3	GEOG 110 (Survey of Regional 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 (African 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

Romanus Ejiaga, **Director**
Professor of History/Humanities
Office: Adm. Building 209
Telephone: (504) 286-5006
Fax: (504) 286-5005
Email: rejiaga@suno.edu

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 AMfecane@ 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.

INTERNATIONAL STUDIES COURSE DESCRIPTIONS

INTL 200 INTRODUCTION TO INTERNATIONAL STUDIES 3 credit hours
This course provides an overview of world regions and focuses on the interrelationships among countries and on world organizations.

INTL 250 GLOBAL ISSUES 3 credit hours
A series of lectures, videos, and guest presentations on the leading issues facing the world community. The contents of the course will be constantly updated by varying the issues examined and the approach to the issues will be interdisciplinary.

DEPARTMENT OF NATURAL SCIENCES

Dr. Mostafa Elaasar, **Chair**
Office: Old Science Building, Room 208
Phone: (504) 286-5036
Email: melaasar@suno.edu

The Department of Natural Sciences consists of four units, namely Biology, Chemistry, Mathematics, and Physics. 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.

The individual units in the Department share the following goals: (1) to enable students, through fulfillment of the University requirements, to more fully understand 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 (4) to prepare students for admission to schools of medicine, dentistry, pharmacy, and engineering, as well as graduate 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. 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 science are as follows:

Biology 124, 125
Chemistry 111, 112
Mathematics 161, 162
Physics 211, 222

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 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. and, Lisa Mims-Devezin, Ph.D.; **Associate Professors**: Solomon S. Adekunle, Ph.D., Ibrahim Ekaidi, M.D., Joseph Olubadewo, Ph.D. and Illya Tietzel, Ph.D.; **Assistant Professors**: Bashir Atteia, Ph.D., Tonye Numbere, Ph.D., Quincy Quick, Ph.D., and Yolander R. Youngblood, 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.

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), and sixteen (16) hours of Biology electives.

A minor in Biology is earned by completing eighteen (18) credit hours above Biology 124/124L and 125/125L.

Curriculum in Biology

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) or BIOL 205 & 205L (Zoology)	4	BIOL 217 & 217L (General Micro Biology)	4
MATH 250 (Elementary Statistics)	3	MATH 290 (Calculus I)	4
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
Foreign Language 101	3	SOCL 210 (Intro. to Sociology)	3
	15		14

SENIOR YEAR

BIOL 324 & 324L (Cell Biology)	4	Biology Elective	4
Biology Elective	4	Biology Elective	4
Biology Elective	4	Psychology Elective	3
Science Elective	4	Science Elective	4
BIOL 494 (Senior Seminar)	2	BIOL 495 Senior Seminar	2
BIOL 496 (Senior Comprehensive)	0		
	18		17

Total: 121 Credit Hours

BIOLOGY COURSE DESCRIPTIONS

NOTE: All students enrolled in a laboratory class must enroll simultaneously in the lecture component or show prior credit for the lecture.

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] This is the first semester course of a two-semester introduction to biology. It includes an introduction to genetics and evolutionary principles, cell chemistry, cell structure and function, cell cycle, tissues, respiration, photosynthesis and principles of inheritance. 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] This is a course in laboratory practice designed to complement the lecture course. 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] This is the second course of a two-semester introduction to biology. It includes an introduction to broad biological principles, evolution in biological diversity; 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 activities are coordinated with the lecture series. 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)] This is the first semester course of a two-semester general survey of the biological sciences. It includes scientific method, cell chemistry, cell structure and function, cell cycle, tissues, respiration, photosynthesis and a survey of four kingdoms of life, including Monera, Protista, Fungi and Plantae; 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)] This is the first semester laboratory course in a general survey of biological sciences. Laboratory activities are coordinated with the lecture series. 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)] This is the second course of a two-semester general survey of the biological sciences. This course offers a comparative study of the five

kingdoms of life including Monera, Protista, Fungi, Plantae, and Animalia. This course provides an introduction to basic ecological and evolutionary principles. 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)] This is the second semester laboratory course in a general survey of biological sciences. Laboratory activities are coordinated with the lecture series. 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 the classification, life history, morphology and reproduction of organisms from the prokaryotes to the flowering 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] This course includes field activities on diversity of plants beginning with Monera (blue-green algae) to Plantae. 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. This is in respect to morphology, physiology, phylogeny, taxonomy and ecology (classification, structure and function of animals). (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] 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)] This course includes a study of microorganisms and their classifications; general properties of bacteria; characterization of non-bacteria microorganisms; the isolation, cultivation, metabolism, physiology, genetics and control of bacteria. Infection, immunity and hypersensitivity are discussed. (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)] This course is designed to give students 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 microbial diversity (with emphasis on health and disease); pathogenic micro-organisms 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 will focus on the 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 in the fall of each 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 in the fall of each 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).

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 at cellular, organ, tissue and system levels, and homeostasis. (Prerequisites: BIOL 106 and 106L, or BIOL 125 and 125L). Offered in the fall of each year.

BIOL 273L HUMAN ANATOMY AND PHYSIOLOGY I LABORATORY 1 credit hour
[LCCN: CBIO 2211, Human Anatomy & Physiology I Lab] Laboratory exercises include histological and macroscopic anatomy with emphasis on functional aspects of 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 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. The course focuses on human structures and functions at cellular, tissue, organ, and system levels, (endocrine, circulatory, respiratory, lymphatic, digestive, excretory, and reproductive systems), and homeostasis. (Prerequisite: BIOL 273). Offered in the spring of each year.

BIOL 274L HUMAN ANATOMY AND PHYSIOLOGY II LABORATORY 1 credit hour
[LCCN: CBIO 2221, Human Anatomy & Physiology II Lab] 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 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, metabolic pathways, energy, and biosynthetic process. (Prerequisites: BIOL 124 and 125, and CHEM 241). Offered once every other year.

BIOL 306L BIOCHEMISTRY LABORATORY 1 credit hour
[LCCN: CBIO 3401, Biochemistry I Lab (UPPER LEVEL)] Laboratory activities emphasize reactions of organic compounds, energy, and biosynthetic processes. (Prerequisites: BIOL 124L and 125L; CHEM 241L). Offered once every other year.

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 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 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 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 every other year.

BIOL 324 CELL BIOLOGY 3 credit hours
[LCCN: CBIO 4143, Cell Biology (UPPER LEVEL)] This is the study of the structure and function of cellular components 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)] 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 minerology).

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.

CHEMISTRY
(Has Been Terminated Effective Spring 2006)

This 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.

The University awards the Bachelor of Science degree with a major in Chemistry. The Unit offers courses to meet chemistry requirements in programs within the Department of Natural Sciences as well as courses to meet the science component of the general University requirements. The curriculum is designed to meet the needs of those who desire to continue their education in graduate school, pursue a career at the bachelor's level, or those who need chemistry as an adjunct to their professional pursuits.

A major in Chemistry consists of 121 credit hours of which 48 are Chemistry. Further, all majors are required to take:

- Chemistry - Chemistry 111/111L, Chemistry 112/112L, Chemistry 241/241L, Chemistry 242/ 242L, Chemistry 251, Chemistry 351/351L, Chemistry 362/362L, Chemistry 411/411L, Chemistry 412, Chemistry 492S, and six (6) credit hours of Chemistry electives.

- Mathematics - Mathematics 290, Mathematics 291, Mathematics 292 and Mathematics 360 or 390.

- Physics - Physics 211/211L and Physics 222/222L.

- English - English 203 and English 260.

- Speech - Speech 210.

- Six (6) credit hours of general electives which require at least 3 credit hours that must be numbered 200 or above.

A minor in Chemistry shall consist of a minimum of twenty-five (25) credit hours in Chemistry. Class work shall consist of:
Chemistry 111/111L, 112/112L, 241/241L, 242/242L, and 351/351L.

Entering students who intend to major in Chemistry should take Chemistry 111/111L as their first chemistry course. (Chemistry majors cannot receive credit for Chemistry 101/101L). Likewise, students should take Math 161 (not Math 118 unless placed there by testing) and Biology 124 (not Biology 105-106). Students should not begin Chemistry 111/111L until they have successfully completed any remedial English or Mathematics. Any student contemplating a Chemistry major should contact the Unit to schedule a meeting with one of the faculty prior to registration.

Requirements for Graduation:

Each major must meet the following to graduate with a Bachelor of Science in Chemistry:

1. Satisfy all general University requirements.
2. Complete each course taken in the Unit and the Department of Natural Sciences with a grade of "C" or higher. Any course for which a student has earned an "F" must be retaken for credit.
3. Complete the approved program of study with an academic average of 2.0 or higher.
4. Satisfactorily complete the Exit Examination in his or her major field of study. The department requires that its majors take the GRE as the Exit Examination.

Curriculum in Chemistry

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 162 (Trigonometry)	3
ENGL 111 (English Composition I)	3	CHEM 112 & 112L (General Chemistry II)	5
MATH 161 (Pre-Calculus)	3	Humanities Elective	3
CHEM 111 & 111L (General Chemistry I)	5	BIOL 124 (General Biology I)	3
FIAR or MUSC 101	3		
	15		17

SOPHOMORE YEAR

CHEM 241 & 241L (Organic Chemistry I)	5	CHEM 242 & 242L (Organic Chemistry II)	5
MATH 290 (Calculus I)	4	MATH 291 (Calculus II)	4
ENGL 203 (Writing About Literature)	3	CHEM 251 (Inorganic Chemistry)	3
Social Science Elective	3	CMIS 164 (Intro. to Information Processing)	3
	15		15

JUNIOR YEAR

CHEM 351 & 351L (Quantitative Analysis)	5	CHEM 362 & 362L (Instrumental Methods)	5
MATH 292 (Calculus III)	3	General Elective	3
PHYS 211 & 211L (General Physics I)	5	PHYS 222 & 222L (General Physics II)	5
ENGL 260 (Professional/Technical Writing)	3	COMM 210 (Fundamentals of Public Speaking)	3
	16		16

SENIOR YEAR

CHEM 411 (Physical Chemistry)	3	CHEM 411L (Physical Chemistry Lab)	2
CHEM Elective.....	3	CHEM 412 (Physical Chemistry)	3
MATH 360(Lin. Algebra) or 390(Diff. Equat.)	3	CHEM 492S (Seminar for Majors).....	1
ECON 200 (Survey of Econ. Principles)....	3	CHEM Elective.....	3
HIST 210 or 220 (U.S. History).	3	General Elective.....	3
	15		12

Total: 121 Credit Hours

CHEMISTRY COURSE DESCRIPTIONS

CHEM 101 INTRODUCTORY CHEMISTRY 3 credit hours
[LCCN: CCEM 1103, Chemistry I (Non-Science Majors)] This course is a survey of the fundamentals of chemistry for the non-science student, with the emphasis on orientation to the physical sciences rather than the depth and rigor required of majors.

CHEM 101L INTRODUCTORY CHEMISTRY LABORATORY 1 credit hour
[LCCN: CCEM 1101, Chemistry I Lab (Non-Science Majors)] This course in laboratory practice is designed to accompany Chemistry 101. Concurrent enrollment in or prior credit for Chemistry 101 is required. (Two hours of laboratory per week)

CHEM 111 GENERAL CHEMISTRY I 3 credit hours
[LCCN: CCEM 1123, Chemistry I (Science Majors)] This course is designed to present the basics of the discipline in a systematic and fairly rigorous manner. Emphasis is placed on problem solving in the areas of stoichiometry, atomic/molecular structures, states of matter, gas laws and solutions. (Co-requisite: Mathematics 161)

CHEM 111L GENERAL CHEMISTRY I LABORATORY 1 credit hour
[LCCN: CCEM 1121, Chemistry I Lab (Science Majors)] This course is designed to accompany Chemistry 111 and is an introduction to the fundamentals of laboratory practice. Many of the laboratory experiments are quantitative in nature and are designed to illustrate the fundamental laws of chemistry. Concurrent enrollment in or prior credit for Chemistry 111 is required. (Three hours of laboratory per week.)

CHEM 112 GENERAL CHEMISTRY II 3 credit hours
[LCCN: CCEM 1133, Chemistry II (Science Majors)] This course is a continuation of Chemistry 111 with emphasis on chemical kinetics, equilibria, and the descriptive chemistry of selected elements, electrochemistry, and elementary nuclear chemistry. (Prerequisite: Chemistry 111)

CHEM 112L GENERAL CHEMISTRY II LABORATORY 1 credit hour
[LCCN: CCEM 1131, Chemistry II Lab (Science Majors)] Chemistry 112L accompanies Chemistry 112 and is designed around chemical kinetics, acid/base systems, equilibria and qualitative inorganic analysis. (Three hours of laboratory per week.)

CHEM 241 ORGANIC CHEMISTRY I 3 credit hours
[LCCN: CCEM 2213, Organic Chemistry I] This course is a comprehensive introduction to the study of organic compounds. Lectures include discussions of nomenclature, preparations, properties, reactions and reaction mechanisms of the major classes of organic compounds. (Prerequisite: Chemistry 112)

CHEM 241L ORGANIC CHEMISTRY I LABORATORY 1 credit hour
[LCCN: CCEM 2211, Organic Chemistry I Lab] This course is designed to accompany Chemistry 241. It is an introduction to the laboratory practice of organic chemistry 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] This course (a continuation of Chemistry 241) is a study of more complex organic systems. Topics included are carbohydrates, amino acids, proteins, polynucleotides, and steroids. (Prerequisites: Chemistry 241 and 241L)

CHEM 242L ORGANIC CHEMISTRY II LABORATORY 1 credit hour
[LCCN: CCEM 2221, Organic Chemistry II Lab] This course is designed to accompany Chemistry 242. 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)] This course is an extension of studies of stoichiometry and equilibrium in general chemistry to principles and practice of quantitative chemistry. The lecture includes descriptive statistics with emphasis on small samples, various types of competing equilibria pertaining to acid-base, compleximetric, potentiometric titrations and introduction to spectrophotometric processes. (Prerequisites: Chemistry 111, 112; Mathematics 161, 162)

CHEM 351L QUANTITATIVE ANALYSIS LABORATORY 2 credit hours
[LCCN: CCEM 2301, Analytical Chemistry Lab] The laboratory portion of Chemistry 351 is intended to give practical experience in obtaining accurate, precise chemical measurements using both classical analytical techniques and instrumentation. Students will develop a number of the following skills: solution preparation, quantitative wet chemistry techniques, and proper use of instrumentation, assessment and interpretation of data, evaluation of results, and written and oral presentation of work. (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 2 credit hours
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
This is an introductory course in biochemistry designed for upper level students. It emphasizes the major biological systems and the structures, functions and reactions of various compounds of biological importance. (Prerequisite: Chemistry 242)

CHEM 371L BIOCHEMISTRY I LABORATORY 2 credit hours
This is a course of experiments selected to include work on biophysical principles, 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 the analysis of blood and urine. Six hours of laboratory per week. (Corequisites: Chemistry 242, 242L, and concurrent enrollment or prior credit in Chemistry 371)

CHEM 372 BIOCHEMISTRY II 3 credit hours
This course is a continuation of Chemistry 371. (Prerequisite: Chemistry 371)

CHEM 372L BIOCHEMISTRY II LABORATORY 2 credit hours
This course is a continuation of Chemistry 371L. Six 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 2 credit hours
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; Corequisite: 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; Corequisite: 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.

CHEM 492S SEMINAR FOR MAJORS 1 credit hour

Presentation and discussion of current problems related to the major. Time management, study skills, preparation for standardized testing (orientation for GRE, MCAT, etc.), guest speakers on trends in respective disciplines and requirements for graduate and professional schools.

MATHEMATICS

Professors: Joe Omojola, Ph.D. **Associate Professors:** Panagiota Heath, Ph.D., Tchavdar Marinov, Ph.D., Cynthia Singleton, Ph.D.; **Assistant Professors:** Zheng Chen, Ph.D.; Heon Kim, Ph.D.;; Delin Tan, Ph.D. and **Instructor:** Laura Triggs (Temporary).

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. Additional courses are offered 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 and mathematics education.

Mathematics Degree Requirements

A student must complete a minimum of 121 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 is 70. Courses below mathematics 250 may not be used toward fulfillment of the requirements for mathematics majors.

- A minimum of 44 semester hours in mathematics courses numbered 290 and above is required for graduation.
  Mandated classes are Math 290, 291,292, 296,340, 350, 360, 390, 400, 402, 403, 460, and 499. The remaining hours are at least two course from the following Block = (392, 395, 397, 401, 450, 455, 470).

- It is recommended that mathematics majors take more than the minimum 44 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.

Requirements for a Mathematics Minor

Students who wish to receive a minor in mathematics are required to complete 17 semester hours of mathematics. Required classes are fourteen (14) semester hours including: Math 290, 291, 360, and 390. The remaining is one math elective of three (3) semester hours from the following block = (292, 360, 392, and 350).

Curriculum in Mathematics

FRESHMAN YEAR

Course	Hrs. Credit	Course	Hrs. Credit
JRDV 111 (College Survival Skills)	1	MGIS164 (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	POLI 110 (American Government)	3
FIAR or MUSC 101	3	Elective	3
	14		16

SOPHOMORE YEAR

ECON 211 (Economics Principles I)	3	MATH 291 (Calculus II)	4
MATH 290 (Calculus I)	4	MATH 330 (Linear Algebra)	3
PHYS 211 & 211L (General Physics I)	4	PHYS 222 & 222L (General Physics II)	4
MGIS 200 (Structured Programming)	3	ENGL 260 (Technical Writing)	3
	14		14

JUNIOR YEAR

MATH 292 (Calculus III)	3	MATH 390 (Differential Equations)	3
MATH 296 (Fund. of Math)	3	MATH 340 (Modern Algebra)	3
MATH 350 (Math Stats.)	3	PHIL 222 (Introduction to Ethics)	3
Foreign Language 101	3	Foreign Language 102	3
Elective	3	Elective	3
	15		15

SENIOR YEAR

MATH 402 (Real Analysis)	3	MATH 400 (Math Seminar)	3
MATH 403 (Computer Application)	3	MATH 460 (Complex Variables)	3
HIST 210 or 220 (U. S. History)	3	MATH 499 (Comprehensive Exam Prep)	0
MATH Elective	3	MATH Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	18		15

Total: 121 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 120 ALGEBRA FOR COLLEGE STUDENTS 3 hours
This course is a study of the fundamental concepts of the real number system, sets, integers, exponents, rational expressions, radicals, roots, polynomials, linear equations and inequalities, and applications. This course serves as prerequisite to either MATH 150 or MATH 160, according to major 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. It is a study of real numbers, equations, inequalities, linear, quadratic, polynomial, exponential, and logarithmic functions and their graphs. Emphasis is placed on applications of algebra in natural sciences and social sciences. A graphing calculator is required. (Prerequisite: MATH 120 or ACT score of 19 or better)

MATH 151S APPLIED ALGEBRA FOR COLLEGE STUDENTS 3 credit hours
This course is designed for students, who are not required to take calculus. Emphasis on applications involving; solving equations and inequalities; function properties and graphs; linear, quadratic, polynomial, exponential and logarithmic functions. A Texas Instrument (TI) (Either TI: 84 or 84 plus) graphing calculator is required. (Prerequisites: MATH 120 OR ACT score of 19 and above).

MATH 161 PRE-CALCULUS 3 credit hours
[LCCN: CMAT 1213, College Algebra] This is a course designed for students anticipating enrollment in calculus. It is a study of real numbers and their properties, operations with complex numbers, equations, inequalities, polynomials, rational, exponential, logarithmic functions and their graphs. Emphasis is placed on applications of algebra in natural sciences and social sciences. A graphing calculator is required. (Prerequisite: MATH 120 or ACT score of 21 or better)

MATH 161S COLLEGE ALGEBRA 3 hours
This course is designed for students, who are required to take calculus. Coverage includes an 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. (Prerequisites: MATH 120 or ACT score 21).

MATH 162 TRIGONOMETRY 3 credit hours
[LCCN: CMAT 1223, Trigonometry] This course is a study of trigonometry of right and oblique triangles with applications, trigonometry functions of general angles and their graphs, and

trigonometric identities and equations. (Prerequisite: MATH 161)

MATH 163 PRE-CALCULUS/TRIGONOMETRY 4 credit hours
[LCCN: CMAT 1233, Algebra and Trigonometry] Combined course on: function properties and graphs; inverse functions; linear, quadratic, polynomial, rational, exponential and logarithmic functions with applications; systems of equations; trigonometric functions and graphs; inverse trig functions; fundamental identities and angle formulas; solving equations; triangles with applications; and polar coordinate system. (Prerequisite: ACT score of 24 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. (Prerequisites: 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] Systems of linear equations, vectors, matrices, and matrix algebra; linear inequalities; counting techniques: permutations and combinations; probability; basic concepts in mathematics finance (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 includes the study of graphical representation, measures of central tendency, and dispersion of the normal curve, correlation, testing hypotheses, and probability. It is recommended for majors in the fields of biology, mathematics, social sciences, education and business. (Prerequisite: MATH 151 or 161)

MATH 290 CALCULUS I 4 credit hours
[LCCN: CMAT 2114, Calculus I] This course is a study of functions, limits, continuity, differentiation, derivatives, graphs, tangents, extreme values, differentials, mean value theorems, and anti-derivatives. (Prerequisites: MATH 161 and 162; or MATH 163)

MATH 291 CALCULUS II 4 credit hours
[LCCN: CMAT 2124, Calculus II] This course is a study of trigonometric, exponential and logarithmic functions, anti-derivatives and integration; curves, curvature and curvilinear motion; Taylor's theorem; application of integration and sequences. (Prerequisite: MATH 290)

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 291)

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. (Prerequisites: MATH 250 and 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: MATH 250, 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 3 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
(Has Been Terminated Effective Spring 2006)

This 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.

Physics offers undergraduate courses leading to the Bachelor of Science degree in Physics. The curriculum is designed to give students a comprehensive training in traditional and modern physics topics that will prepare students for graduate degrees and professional careers. Physics is the foundation to the physical sciences. Consequently, a physics degree holder has many options within the fields of Science, Technology, Engineering, and Mathematics (STEM).

Physics Degree Requirements

A student must complete a minimum of 126 semester hours and maintain a "C" or better in all Physics and Natural Science courses taken to fulfill the major requirements for the bachelors' degree. In addition, all majors must pass a written and oral comprehensive examination. The minimum passing score is 70.

- A minimum of 38 semester hours in physics courses numbered 211 and above is required for graduation. Required classes are PHYS 321, 331 (4), 332 (4), 441 (4), 442 (4), 451, 460, 490, and two more elective courses from PHYS 361, 440, 452, 491, and 492.

- It is recommended that the physics major take more than the minimum 38 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 Physics students must have a minor in any other discipline in the Natural Sciences and must satisfy that discipline's minor requirements. However, Physics majors are strongly encouraged to have a minor in Mathematics because Mathematics courses provide Physics majors the necessary tools needed for the understanding and practice of Physics.

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.

Curriculum in Physics

FRESHMAN YEAR

Course	Hrs. Credit	Course	Hrs. Credit
JRDV 111 (College Survival Skills)	1	CMIS 164 (Intro. to Info. Processing)	3
JRDV 111A (Freshman Assembly)	0	POLI 110 (American Government)	3
ENGL 111 (English Composition I)	3	ENGL 112 (English Composition II)	3
MATH 161 (Pre-Calculus)	3	MATH 162 (Trigonometry)	3
BIOL 124 & 124L (General Biology I)	4	CHEM 111 & 111L (General Chemistry)	4
HIST 210 or 220 (U.S. History)	3		
FIAR or MUSC 101	3		
	17		16

SOPHOMORE YEAR

PHYS 211 & 211L (General Physics I)	4	PHYS 222 & 222L (General Physics II)	4
MATH 290 (Calculus I)	4	MATH 291 (Calculus II)	4
MATH 250 (Elementary Statistics)	3	ENGL 260 (Professional & Technical Writing)	3
Foreign Language 101	3	PHIL 212 (Introduction to Logic)	3
PSYC 210 (General Psychology)	3		
	17		14

JUNIOR YEAR

PHYS 331 (Electricity & Magnetism)	4	PHYS 332 (Wave Phenomena)	4
PHYS 321 (Electronics)	3	PHYS 451 (Modern Physics)	3
MATH 292 (Calculus II)	3	MATH 360 (Linear Algebra)	3
MATH 390 (Differential Equations)	3	PHIL 222 (Ethics)	3
CMIS 200 (Structured Programming)	3	Elective	3
	16		16

SENIOR YEAR

PHYS 441 (Theoretical Mechanics)	4	PHYS 442 (Thermodynamics)	4
PHYS 490 (Research)	3	PHYS 460 (Quantum Mechanics)	3
Physics Elective	3	Physics Elective	3
Elective	3	Elective	3
	13		13

Total: 122 Credit Hours

PHYSICS AND ENGINEERING DUAL-DEGREE PROGRAM
(Has Been Terminated Effective Spring 2006)

Southern University at New Orleans (SUNO) has a cooperative dual-degree in affiliation with the University of New Orleans (UNO). The program is a three-plus-two (five year) program leading to a Bachelor of Science degree in any of the engineering fields of civil (CE), mechanical (ME), electrical (EE), naval architecture or marine engineering at UNO and a Bachelor of Science in Physics at SUNO.

Once enrolled in the program, the student takes courses in liberal arts and science including six engineering courses at SUNO. In the fourth year the student enrolls at UNO and cross-registers at SUNO. In the fifth year, the student enrolls only in engineering courses at UNO. Upon completion of credits outlined in the program below, of which 33 hours are in Physics and 18 hours in a science major or engineering field, the student shall have completed the SUNO requirements of the program and receive the Bachelor of Science degree from SUNO. Upon the successful completion of the remaining UNO credit hours in engineering, the student shall receive the Bachelor of Science in Engineering from UNO.

Physics & Engineering Dual Degree Curriculum

FRESHMAN YEAR

Course	Hrs. Credit	Course	Hrs. Credit
CHEM 111 & 111L (General Chemistry I)	4	CHEM 112 & 112L (General Chemistry II)	4
ENGL 111 (English Composition I)	3	ENGL 112 (English Composition II)	3
MATH 161 (Pre-Calculus)	3	MATH 290 (Calculus I)	4
MATH 162 (Trigonometry)	3	CMIS 164 (Intro. to Information Processing)	3
Social Science Elective	3	FIAR 101 (Intro. to Art)	3
JRDV 111 (College Survival Skills)	1		
JRDV 111A (Freshman Assembly)	0		
	17		17

SOPHOMORE YEAR

PHYS 211 & 211L (General Physics I)	4	PHYS 222 & 222L (General Physics II)	4
MATH 291 (Calculus II)	4	MATH 292 (Calculus III)	3
CMIS 200 (Structured Programming)	3	MATH 250 (Elem. Statistics)	3
HIST 210 or 220 (U.S. History)	3	ECON 200 (Sur. of Econ. Principles)	3
PHIL 211 or HUMA 311	3	PHIL 212 or HUMA 312	3
		Introduction to Engineering 1000	1
	17		17

JUNIOR YEAR

ENGL 260 (Professional and Technical Writing)	3
MATH 390 (Elem. Differential Equations)	3
PHYS 440 or Engr. Mech (EE)	3
Circuits I/PHYS 321	3
Elective (English Literature 203)	3
Elem Surveying (CE) or Intro. Comp. Manufac. (ME) or Circuits Lab (EE) or Intro. Ship Construction (NAME)	1-3
	16-18

MATH 350 (CE) or Calculus IV	3
PHYS 332 (Wave Phenomena)	4
Dynamics or PHYS 441 (EE)	3-4
Mechanics of Materials & Lab or Circuits II & Lab (EE)	3-4
Geology (CE) or Structure of Materials & Lab(ME) or Digital Log Design & Lab (EE) or Form Calc. and Stab. (NAME)	3-4
	16-19

SENIOR YEAR

PHYS 451 (Modern Physics)	3
Elective (Social Science)	3
PHYS 442 or Engineering Thermo.	3-4
Engineering Courses	7-10
	16-19

PHYS 441 or Dynamics	3-4
PHYS 331 or Engineering Electromag.(EE)	3-4
Elective (Physics)	3
Engineering Courses	7-8
	16-19

TOTAL: 132-143 Credit Hours

PHYSICS AND ENGINEERING DUAL-DEGREE PROGRAM
(Has Been Terminated Effective Spring 2006)

Southern University at New Orleans (SUNO) has a cooperative dual-degree in affiliation with the University of New Orleans (UNO). The program is a three-plus-two (five year) program leading to a Bachelor of Science degree in any of the engineering fields of civil (CE), mechanical (ME), electrical (EE), naval architecture or marine engineering at UNO and a Bachelor of Science in Physics at SUNO.

Once enrolled in the program, the student takes courses in liberal arts and science including six engineering courses at SUNO. In the fourth year the student enrolls at UNO and cross-registers at SUNO. In the fifth year, the student enrolls only in engineering courses at UNO. Upon completion of credits outlined in the program below, of which 33 hours are in Physics and 18 hours in a science major or engineering field, the student shall have completed the SUNO requirements of the program and receive the Bachelor of Science degree from SUNO. Upon the successful completion of the remaining UNO credit hours in engineering, the student shall receive the Bachelor of Science in Engineering from UNO.

Physics & Engineering Dual Degree Curriculum

FRESHMAN YEAR

Course	Hrs. Credit	Course	Hrs. Credit
CHEM 111 & 111L (General Chemistry I)	5	CHEM 112 & 112L (General Chemistry II)	5
ENGL 111 (English Composition I)	3	ENGL 112 (English Composition II)	3
MATH 161 (Pre-Calculus)	3	MATH 290 (Calculus I)	4
MATH 162 (Trigonometry)	3	CMIS 164 (Intro. to Information Processing)	3
Social Science Elective	3	FIAR 101 (Intro. to Art)	3
JRDV 111 (College Survival Skills)	1		
JRDV 111A (Freshman Assembly)	0		
	18		18

SOPHOMORE YEAR

PHYS 211 & 211L (General Physics I)	5	PHYS 222 & 222L (General Physics II)	5
MATH 291 (Calculus II)	4	MATH 292 (Calculus III)	3
CMIS 200 (Structured Programming)	3	MATH 250 (Elem. Statistics)	3
HIST 210 or 220 (U.S. History)	3	ECON 200 (Sur. of Econ. Principles)	3
PHIL 211 or HUMA 311	3	PHIL 212 or HUMA 312	3
		Introduction to Engineering 1000	1
	18		18

JUNIOR YEAR

ENGL 260 (Professional and Technical Writing)	3	MATH 350 (CE) or Calculus IV	3
MATH 390 (Elem. Differential Equations)	3	PHYS 332 (Wave Phenomena)	4
PHYS 440 or Engr. Mech (EE)	3	Dynamics or PHYS 441 (EE)	3-4
Circuits I/PHYS 321	3	Mechanics of Materials & Lab or Circuits II & Lab (EE)	3-4
Elective (English Literature 203)	3	Geology (CE) or Structure of Materials & Lab (ME) or Digital Log Design & Lab (EE) or Form Calc. and Stab. (NAME)	3-4
Elem Surveying (CE) or Intro. Comp. Manufac. (ME) or Circuits Lab (EE) or Intro. Ship Construction (NAME)	1-3		
	16-18		16-19

SENIOR YEAR

PHYS 451 (Modern Physics)	3	PHYS 441 or Dynamics	3-4
Elective (Social Science)	3	PHYS 331 or Engineering Electromag.(EE)	3-4
PHYS 442 or Engineering Thermo.	3-4	Elective (Physics)	3
Engineering Courses	7-10	Engineering Courses	7-8
	16-19		16-19

TOTAL: 136-147 Credit Hours

PHYSICS COURSE DESCRIPTIONS

PHYS 101 PHYSICAL SCIENCE I 3 credit hours
[LCCN: CPHY 1023, Physical Science I] This course is a survey of 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 is a continuation of PHYS 101 with special emphasis on astronomy and geology. It is a general survey course for anyone interested in learning the methods and applications for the physical sciences. (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 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 translational and rotational motion, Newton's law of motion, conservation of energy and momentum, physical properties of matter, and principles of thermodynamics. This course is designed for science and engineering majors and introduces basic calculus techniques. (Prerequisites: MATH 161, 162, and 290)

PHYS 211L GENERAL PHYSICS I LABORATORY 1 credit hour
[LCCN: CHPY 2131, Physics I Lab (Calculus Based)] The laboratory class meets two times per week and several experiments in mechanics and heat are performed. Experimental errors and methods of data analysis are emphasized. (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. Geometrical optics, waves, electric and magnetic forces, circuits, relativity and atoms, and radioactivity are emphasized. (Prerequisites: PHYS 211 and 211L or equivalent)

PHYS 222L GENERAL PHYSICS II LABORATORY 1 credit hour
[LCCN: CPHY 2141, Physics II Lab (Calculus Based)] This class meets for four hours of laboratory per week to perform experiments related to Physics topics in 222. (Co-requisite: PHYS 222, Prerequisite: PHYS 211L)

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-Bolzmann, 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)

DEPARTMENT OF SOCIAL SCIENCES

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The following curricula are housed under the Social Science Department; Criminal Justice (Undergraduate & Graduate), Political Science, Psychology, Sociology, and Substance Abuse. 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.

CRIMINAL JUSTICE

Associate Professors: Geraldine Doucet, Ph.D.; **Assistant Professors**: Sunday Anadi, Ph.D., Wesley T. Bishop, J.D., M.P.A., Harry Cantrell, Jr., J.D, Ekwuniru Nwokeji, Ph.D., John Penny, Ph.D., Th.D. and Jennifer Trombley, A.B.D.

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, 210, 220, 310, 320, 330, 410, 415, 430, and 492S 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, 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
CMIS 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 CMIS Elective	3
CRMJ 210 (Adjudication Function)	3	SUBA 215 (Intro. to Alcohol & Drug Abuse)	3
ENGL 260 (Prof. and Technical Writing)	3	PSYC 210 (General Psychology)	3
CHEM or PHYS 101	3	CRMJ 220 (Corrections Process)	3
HIST 210 or 220	3	Course in Minor Area	3
	15		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
Criminal Justice Elective	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 492S (Seminar for Majors)	1
	15		13

Total: 120 Credit Hours

Suggested General Electives:

POLI 320 Introduction to Public Administration
POLI 351 American Constitutional Law I
PSYC 268 Abnormal Psychology
POLI 210 State/Local Government
POLI 352 American Constitutional Law II
ECON 200 Survey of Economic Principles

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.

CRMJ 210 THE ADJUDICATION FUNCTION 3 credit hours
This course includes the objectives, process setting, roles, and perspectives of the court, prosecution, and defense. (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)

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)

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)

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. (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.

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. (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. (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)

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)

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. (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)

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)

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)

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)

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. (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)

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)

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)

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)

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. (Prerequisites: CRMJ 110, 310 and 410)

CRMJ 492S SEMINAR FOR MAJORS 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.

POLITICAL SCIENCE
(*Has been Terminated Effective Spring 2006*)

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Professor: George Amedee, Ph.D.

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 major requires the completion of thirty (30) semester hours in Political Science including POLI 201, 210, and 490, but excluding POLI 110, and at least one course in each of the following three sub-areas: political theory, international relations and comparative government, and American politics and institutions.

A minor requires the successful completion of eighteen (18) semester hours in Political Science including POLI 201, 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.

Curriculum in Political Science

FRESHMAN YEAR

Course	Hrs. Credit	Course	Hrs. Credit
ENGL 111 (English Composition I)	3	ENGL112 (English Composition II)	3
MATH 151 (College Algebra)	3	MATH 250 (Elem. Statistics)	3
HIST 103 or 104	3	CMIS 164 (Intro. to Information Processing)	3
BIOL 105 (Intro. to Biology)	3	BIOL106 & 106L (Intro. to Biology)	3
JRDV 111 (College Survival Skills)	1	FIAR 101 or MUSC 101	3
JRDV 111A (Freshman Assembly)	0		
	13		15

SOPHOMORE YEAR

Foreign Language 101	3	Foreign Language 102	3
GEOG 110 (Survey of Regional Geography)	3	Chem. or Phys. Science 101	3
POLI 110 (American Government)	3	POLI 201 (Introduction to Political Science)	3
POLI 210 (State & Local Government)	3	HIST 210 (U.S. History to 1865)	3
Political Science Elective	3	Course in Minor Area	3
		BIOL 105L/106L, or CHEM or PHYS 101L	1
	15		16

JUNIOR YEAR

HIST 220 (U.S. History since 1865)	3	PSYC 210 (General Psychology)	3
SOCL 210 (Intro. to Sociology)	3	Political Science (International or Comparative)	3
Political Science (Theory)	3	ECON 200 (Survey of Econ. Principles)	3
ENGL 203 (Writing About Literature)	3	Political Science Elective	3
Course in Minor Area	3	Course in Minor Area	3
	15		15

SENIOR YEAR

Political Science Electives (300 or above)	6	POLI 490	3
Free Electives	6	Political Science Electives	3
Course in Minor Area	3	Courses in Minor Area	6
		Free Elective	3
	15		15

Total: 121 Credit Hours

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 (Majors only) 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

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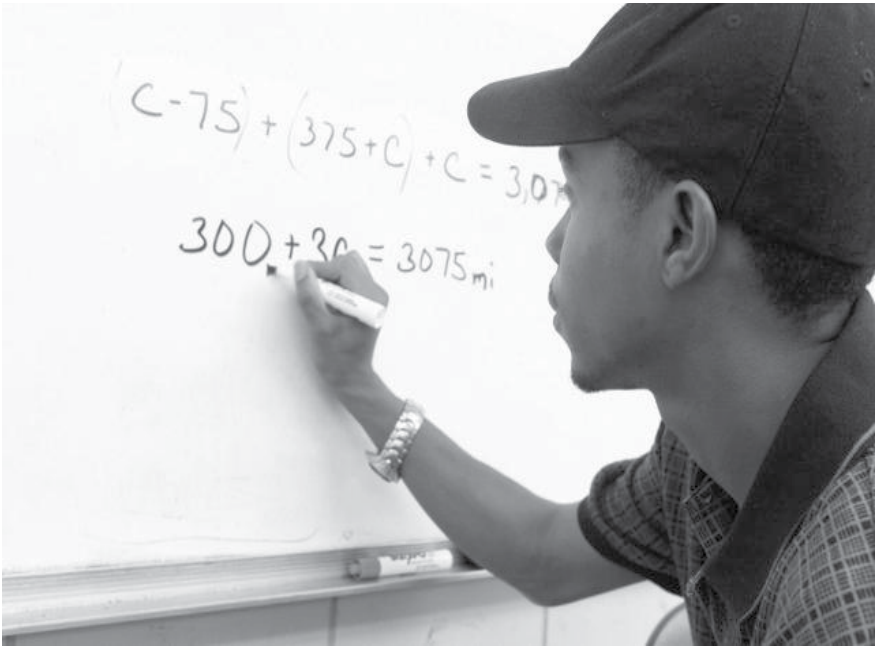
Assistant Professors: Joseph Coleman, Jr., Ph.D., Gregory Bromgard, Ph.D., Guillarne Leary, Ed.D., and Christopher Linn, Ph.D.

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	3	PSYC 268 (Abnormal Psychology)	3
SOCL 210 (Intro. to Sociology)	3	Course in Minor Area	3
PSYC 237 (Elementary Statistics)	3	CMIS 164 (Intro. to Information Processing)	3
Humanities Elective	3	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**
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Associate Professors: Jean Belkhir, Ph.D. and Boris Odynocki, Ph.D., M.A.

Instruction in this curriculum is designed to lead to the degree of Bachelor of Arts in Sociology. 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 major in Sociology consists of Sociology 210, 320, 347, 348, 482, 491, and fifteen (15) hours of electives in Sociology, for a total of **thirty-three (33) hours.**

A minor in Sociology consists of 210 482 and twelve (12) semester hours of elective Sociology courses.

Major in Sociology: Required Courses: Credit hours 33

Students must complete the following requirements for a major in sociology:

SOCL 210 Introduction to Sociology	3
SOCL 320 Sociology of Race, Gender & Class	3
SOCL 347 Quantitative Research Methods (Descriptive statistics)	3
SOCL 348 Qualitative Research Methods.....	3
SOCL 482 Sociological Theory.....	3
SOCL 491 Senior Thesis.....	3
Total number of required credits.....	18
Sociology Electives.....	15
Total number of credits needed for a major in Sociology	33

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	9
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

Curriculum in Sociology

FRESHMAN YEAR

Course	Hrs. Credit	Course	Hrs. Credit
JRDV 111 (College Survival Skills)	1	FIAR or MUSC 101	3
JRDV 111A (Freshman Assembly)	0	ENGL112 (English Composition II)	3
ENGL 111 (English Composition I)	3	MATH 232 (Finite) or 250 (Elem. Statistics)	3
HIST 103 or 104	3	CMIS 164 (Intro. to Information Processing)	3
MATH 151 (College Algebra)	3	BIOL 106 (Intro. to Biology)	3
BIOL 105 & 105L (Intro. to Biology)	4		
	14		15

SOPHOMORE YEAR

Chemistry or Physical Science 101	3	POLI 110 (American Government)	3
Foreign Language 101	3	Foreign Language 102	3
PSYC 210 (General Psychology)	3	ENGL 203 (Writing About Literature)	3
SOCL 210 (Intro. to Sociology)	3	Sociology Electives	6
Elective in Minor Area	3		
	15		15

JUNIOR YEAR

Foreign Language 211	3	Foreign Language 222	3
Philosophy or Humanities	3	HIST 210 (U.S. History to 1865)	3
ENGL 231 (Survey of British Literature I)	3	Philosophy or Humanities	3
SOCL 348 (Qualitative Research Methods)	3	SOCL 320 (Soc. of Race, Gender, Class)	3
Sociology Elective	3	Course in Minor Area	3
Elective in Minor Area	3		
	18		15

SENIOR YEAR

ECON 211 (Economic Principles I)	3	SOCL 491 (Senior Thesis)	3
HIST 220 (U.S. History since 1865)	3	Sociology Elective	3
SOCL 482 (Sociological Theory)	3	Courses in Minor Area	9
Sociology Electives	6		
	15		15

Total: 122 Credit Hours

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 complete120 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 Anew 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.

SUBSTANCE ABUSE COUNSELING PROGRAM

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Evelyn Harrell, Ph. DLCSW-BACS, LAC, **Program Director**
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The Substance Abuse Counseling Program is an Approved Institution of Higher Education Provider for the Addictive Disorders Regulatory Authority, (ADRA). All SUNO, Substance Abuse classes, can be applied toward certification by ADRA. The program equips students for professional careers and graduate studies. The goal of the Substance Abuse Program is to provide comprehensive academic opportunities for students in a variety of practice arenas including prevention, treatment and research. Substance Abuse degrees available are: (1) Bachelor of Science Degree; (2) Associate of Arts Degree. A minor requires successful completion of 18 semester hours. Students completing the minor requirements are eligible to receive a Certificate of Completion. The following courses are necessary for the minor: SUBA 215, 310, 321, 325, 425, and one substance abuse elective.

Bachelor of Science Degree

The Bachelor of Science degree program prepares students for professional careers and/or advanced academic study. Substance Abuse majors must complete 39 credit hours in substance abuse education. The following are required Substance Abuse courses: 215, 230, 310, 321, 325, 418, 425(x2), 432, 494, and three SUBA electives. This schedule gives students a strong foundation, and the opportunity to choose electives that will complement their specific career goals. Internship experiences (SUBA 425) are required. Students must apply in advance for the Internship course and meet all pre-requisites. In the senior year, students will be required to successfully complete a Senior Paper/project. Substance Abuse majors may minor in any discipline. However, they are encouraged to select minors in Criminal Justice or Psychology.

The Substance Abuse Counseling 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	

Consideration will also be given to transfer credit hours in other foreign languages including American

Sign Language as well as human diversity courses taken as 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 substance abuse counseling, or as a specialization for Substance Abuse Counseling Professionals. The Associate of Arts degree requires the following substance abuse courses: 215, 230, 310, 321, 325, 425, and two SUBA 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
SUBA 215 (Intro. to Alcohol/Drug Abuse)	3	SUBA 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

SUBA 310 (Drug/Alcohol Counseling Theory)	3	SUBA 325 (Applied Drug/Alcohol)	3
MATH 250 (Elementary Statistics)	3	SUBA 321 (The Other Addictions)	3
HUMA 210 or PHIL 211	3	SOCL 210 (Intro. to Sociology)	3
ENGL 260 (Professional and Technical Writing)	3	PSYC 210 (General Psychology)	3
FIAR or MUSC 101	3	CHEM 101(General Chemistry)	3
	15		15

JUNIOR YEAR

SUBA 418 (Res. Meths. in Drug/Alcohol Use)	3	Foreign Language 102	3
SUBA 425 (Internship)	3	SUBA 425 (Internship)	3
HIST 210 or 220	3	Courses in Minor Area	6
Foreign Language 101	3	SOCL 347 or PSYC 237	3
Course in Minor Area	3		
	15		15

SENIOR YEAR

Substance Abuse Elective	3	SUBA 432	3
Foreign Language 200 or Speech 210	3	SUBA 494 (Seminar for Majors)	3
PSYC 311 or SOCL 348	3	Substance Abuse Electives	6
Course in Minor Area	3	Course in Minor Area	3-6
ENGL Elective	3		
	15		15-18

Total: 120-123 Credit Hours

Associate of Arts Degree Curriculum

FIRST SEMESTER

Course	Hrs. Credit
SUBA 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
SUBA 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
SUBA 310 (Drug/Alcohol Counseling Theory)	3
SUBA 321 (The Other Addictions)	3
MATH 151 (College Algebra).....	3
Elective from B	3
Substance Abuse Electives.....	3
	15

FOURTH SEMESTER

Course	Hrs. Credit
ENGL 260 (Professional and Technical Writing)	3
SUBA 425 (Internship)	3
Substance Abuse Elective	3
Elective from A	3
SUBA 325 (Applied Drug/Alcohol).....	3
	15

Total: 62 Credit Hours

Minor Requirements

FIRST SEMESTER

Course	Hrs. Credit
SUBA 215 (Intro. to Drug/Alcohol Abuse)	3
SUBA 310 (Drug/Alcohol Counseling Theory)	3
	6

SECOND SEMESTER

Course	Hrs. Credit
SUBA 321 (The Other Addictions)	3
SUBA 325 (Applied Drug/Alcohol).....	3
	6

THIRD SEMESTER

Course	Hrs. Credit
SUBA 425 (Internship)	3
	3

FOURTH SEMESTER

Course	Hrs. Credit
Substance Abuse Elective	3
	3

Total: 18 Credit Hours

SUBSTANCE ABUSE COURSE DESCRIPTIONS

SUBA 215 INTRODUCTION TO ALCOHOL/DRUG ABUSE 3 credit hours
This course will give students a thorough understanding of Substance Abuse in the individual, in the family and in society. The course will cover the Disease Concept of Substance Abuse (the medical model), the family of origin (the nurture model), and the historical perspectives, that include the legal and political perspectives (the criminal and moral models).

SUBA 230 CLINICAL DOCUMENTATION AND REPORT WRITING 3 credit hours
This course will focus on written communication skills utilized in professional duties as a Substance Abuse Counselor. Students will learn how to use the ASAM patient placement criteria, in concert with the 12 core functions Visits to facilities that offer substance abuse services will be required. Students will be familiar with JACHO requirements for admissions, treatment planning, and daily charting. Students will also learn how to communicate with insurance companies. (Prerequisite: ENGL 111)

SUBA 310 DRUG/ALCOHOL 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 Counseling. Students will apply that knowledge to the different Substance Abuse treatment programs in the community. Students will focus on understanding how to determine when to use which theory with which group of clients. (Prerequisites: PSYC 210 and SUBA 215)

SUBA 319 SUBSTANCE ABUSE COUNSELING IN CRIMINAL JUSTICE 3 credit hours
The course work will also include information on Drugs Courts, DUI classes; their purpose and effectiveness. A historical perspective, as well as a current political perspective will be addressed for both local and national fronts. (Prerequisite: SUBA 215)

SUBA 321 THE OTHER ADDICTIONS 3 credit hours
Addictions to sex, food, exercise, and others 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 the Substance Abuser. Students will learn about and become familiar with the different 12 step programs and treatments for these addictions. (Prerequisite: SUBA 215)

SUBA 325 APPLIED DRUG/ALCOHOL COUNSELING THEORY 3 credit hours
This course will focus on skills and techniques of the theories specific to Substance Abuse Counseling - especially those used in group counseling, interviewing, and crisis management. Students will learn from lecture and practice experiences. Counseling skills particular to culture and ethnicity will be a part of this course. (Prerequisite: SUBA 310)

SUBA 326 DUALLY DIAGNOSED SUBSTANCE ABUSE CLIENTS 3 credit hours
This course will equip students with needed skills and information on how to deal with Substance Abuse client needs when there is another mental disorder present. Issues such as working with psychiatrists, therapists, and other specialists on issues relating to treatment planning, case management, and discharge planning will be discussed. Professional boundaries and ethical issues will be included. Students will become familiar with the current Diagnostic Manual. (Prerequisite: SUBA 215)

SUBA 418 RESEARCH METHODS IN DRUG AND ALCOHOL USE/ABUSE 3 credit hours
(Formerly Research Methods in Drug and Alcohol Use/Abuse "Behavior") This course will begin the exit exam process for Majors. Students will become familiar with statistics. Students will learn how to read research articles and how to write literature reviews and research proposals. Students will pick a topic for their Senior paper/project, and will work in that area. (Prerequisites: SUBA 215, SUBA 310, ENGL 111 and 112)

SUBA 419 PROGRAM DEVELOPMENT AND ADMINISTRATION 3 credit hours
This course is designed to provide the student with knowledge in developing substance abuse programs; both new and existing programs. The different administrative styles and their uses will be discussed. A particular emphasis on clinical supervision, specific to substance abuse will be incorporated in the class. Counselor burnout will be discussed. Professional ethics will be a primary focus throughout the course. (Prerequisite: SUBA 215)

SUBA 422 GAMBLING ADDICTION 3 credit hours
This course meets the requirements for certification of BCSAC's by the Louisiana State Certification Board. Students will learn to identify the pathological gambler. Students will also learn skills specific to assessment and treatment of Gambling Addiction. (Prerequisite: SUBA 215)

SUBA 425 INTERNSHIP 3-6 credit hours
The key objective of this course is to enable the student to gain practice skills in Substance Abuse Counseling. The students will have the opportunity to use the 12 Core Functions/KSA's learned in their foundation courses. The course requires that student complete 150 hours at the field placement site. The site must be approved prior to beginning work. Majors must complete two internship courses for a total of 300 hours in the field. (Prerequisites: SUBA 215, SUBA 310, and SUBA 325)

SUBA 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. The intention here is to follow the general experience gained in the internship, to become a more independent/professional practitioner (Prerequisite: SUBA 425)

SUBA 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 Substance Abuse Counseling. Topics such as specific interviewing models, intervention techniques, the use of specific assessment instruments, and spirituality in the treatment of Substance Abuse are examples of the possible topics. (Prerequisite: SUBA 215)

SUBA 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: SUBA 215)

SUBA 432 COUNSELOR CERTIFICATION AND CASE PRESENTATION 3 credit hours
This course explores the requirements for state certification of substance abuse professionals and offers an understanding of the case presentation method, a widely accepted method of viewing client treatment processes and goals in the human service field. (Prerequisite: SUBA 425)

SUBA 435 SUBSTANCE ABUSE 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. (Prerequisites: SUBA 215)

SUBA 436 PSYCHOPHARMACOLOGY 3 credit hours
The course describes basic principles of pharmacology, especially as these relate to drugs which affect mood, emotion, thought perception, levels of consciousness and psychoses, and then examines in detail the various psychopharmacological agents. Issues relevant to the area such as functional neuroanatomy, synaptology, sleep, the psychoses and drug legislation are also discussed. Throughout, a key focus is upon alcoholism and drug habituation/addiction, and recovery from such abusive life patterns. (Prerequisites: SUBA 215)

SUBA 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, and the associated skills. Students will learn existing programs and their effectiveness; both locally and nationally. (Prerequisite: SUBA 215)

SUBA 494 SEMINAR FOR MAJORS 3 credit hours
This course is designed to meet the needs of individual students as they complete their Senior paper/projects and exit exam. Papers/projects must contribute to the knowledge of the field of Substance Abuse Counseling. The intention is for students to demonstrate their professional readiness through scholarly investigation/practical application of their educational experiences in a final paper/project. (Prerequisites: SUBA 325 and SUBA 425)

THE GENERAL STUDIES PROGRAM

http://www.suno.edu/Colleges/Arts_and_Sciences/General_Studies/index.html

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The General Studies Program was established during the 2002-03 academic year as a campus-based program and has subsequently expanded to include an e-learning program component. 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 no-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 in an academic minor of their choice.

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, Humanities, Natural Sciences, 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 also provides service learning courses that are offered in the various concentrations. Students may enroll in the designated service learning courses through e-learning when offered during the regularly scheduled semesters. Any student may enroll in a service learning course as an additional option to complete his/her university community service requirement.

Service Learning/Community-Based Research – Service Learning/Community-Based is an innovative teaching and learning tool that integrates meaningful community service with instruction. The course also provides research opportunities and reflection to enrich the student's learning experience and teach civic responsibility while simultaneously strengthening their communities. Students enroll in a service learning course for academic credit that combines service objectives and learning objectives, along with the intent to show measurable change in both the recipient and the provider of the service resulting in an extremely effective teaching and learning tool. An additional benefit to the student and faculty member is the opportunity for students to get involved through a faculty member with a pre-determined research topic utilizing community-based research. E-learning students will also benefit from the community-based research and service learning in their own communities with the assistance of their course instructors. By enrolling in a service learning and community-based research course within their discipline or, concentration in General Studies, the student will be provided with a meaningful and quality experience related to their service learning

assignment within the constructs of a classroom setting.

E-Learning – E-learning or Distance Learning courses are offered during the regular fall and spring academic semesters. However, a few courses may be offered during the summer sessions depending on the availability of the e-learning faculty and the approved course offerings. All e-learning courses are listed in the university class schedules and are designated as on-line courses. New on-line courses are being added to the curricula annually.

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 prior to registering for an e-learning/service learning 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 thirty (30) credit hours is required in all General Studies Program area concentrations; with the exception of Business that requires a minimum of 27 credit hours. Additionally, fifteen (15) credits hours at the 400 level and above is

required that totals 45 credit hours at the upper level. In summary, a total of 45 credit hours consisting of 30 hours at the 300 level and 15 hours at the 400 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's 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, Humanities, Political Sciences, Fine Arts 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, in a Minor. Students are referred to the academic department of the university catalog to view course requirements for a Minor.

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, Area of Concentration and Minor.

5. Completion of 60 hours of volunteer/community service or, the successful completion of a service learning course 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 210-220	Math 151, 250/232
English 111, 112, 260	Philosophy 211, 212
Biology 105, 105L; 106	Psychology 210
History 351	

Areas of Concentration

General Studies Concentration in African-American Studies

Students may elect an African-American Studies Concentration that requires the successful completion of the following required courses:

FIRST YEAR

Course	Hrs. Credit	Course	Hrs. Credit
ENGL 111 (English Comp I).....	3	ENGL 112 (English Comp II).....	3
HIST 103/104.....	3	HIST 210/220.....	3
MATH 151 (College Algebra).....	3	MATH 250/232.....	3
BIOL 105/105L (Intro to Biol I).....	4	BIOL 106/106L(Intro to BIOL II)	4
FIAR 101/MUSC 101.....	3	PSYC 210 (General Psychology)	3
JRDV 111(College Survival Skills).....	1		
JRDV 11A (Freshman Assembly).....	0		
	17		16

SECOND YEAR

ENGL 203 (Writing About Lit).....	3	COMM 220 (Adv. Public Speaking)	3
CHEM101/PHYS101	3	MGIS166/164.....	3
SOCL 210 (Intro. to Sociology).....	3	POLI 110 (American Gov't)	3
COMM 210 (Public Speaking).....	3	CRMJ 110 (Criminal Just Sys)	3
HUMA 210 (Intro Afr/Afr Amer).....	3	PHIL 212 (Intro to Logic).....	3
PHIL 211 (Intro to Philosophy).....	3	ENGL 260 (Prof. Tech Writing).....	3
	18		18

THIRD YEAR

HUMA 311 (Humanities I).....	3	Minor.....	3
HUMA 314 (African Humanities).....	3	Minor.....	3
HUMA 315 (Afr. Amer. Humanities).....	3	Minor.....	3
HIST 354 (Hist. of Afr.to 1800).....	3	HIST 351 (Afr. Am. Hist. 1865)	3
Minor.....	3	HIST 352 (Afr. Am. Hist Since 1865)	3
	15		15

FOURTH YEAR

PSYC 444(Social Psychology).....	3	Concentration Area.....	3
PSYC 480 (Theories of Learning).....	3	Minor.....	3
MINOR.....	3	Elective.....	3
Elective.....	3		
GSP410SL General Studies Capstone.....	3		
	15		9

TOTAL: 120 CREDIT HOURS

General Studies Concentration in Business

Students may elect a Business Concentration that requires the successful completion of the following required courses:

FIRST YEAR

Course	Hrs. Credit	Course	Hrs. Credit
ENGL 111 (English Comp I).....	3	ENGL 112 (English Comp II).....	3
POLI 110 Amer. Gov.....	3	HIST 210/220.....	3
MATH 151 (College Algebra).....	3	MATH 250 (Elementary Stat.)....	3
FIAR 101/MUSC 101.....	3	BIOL 106 (Intro to Biology II)....	3
BIOL 105 & 105L.....	4	MGIS 166/164.....	3
JRDV 111(College Survival Skills).....	1	PSYC 210 (General Psychology)	3
JRDV 111A (Freshman Assembly).....	0		
	17		18

SECOND YEAR

ENGL 203 (Writing about Lit).....	3		
CRMJ 110 Criminal Justice Sys.....	3	ACCT 202 (Intro to Mang. Acct.)	3
CHEM 101/PHYS 101/103.....	3	COMM 220 (Adv Public Speaking)	3
ACCT 201 (Intro to Finance).....	3	PHIL 211 (Intro to Philosophy)	3
Concentration Area.....	3	ENGL 260(Prof./Tech Writing)....	3
		Minor.....	3
		Concentration Area.....	3
	15		18

THIRD YEAR

Concentration Area.....	3	ECON 222 (Econ Principles II)	3
Concentration Area.....	3	Minor.....	3
PHIL 212 (Intro to Logic).....	3	Minor.....	3
ECON 211 (Econ Principles I).....	3	Concentration Area.....	3
Minor.....	3	Minor.....	3
Minor.....	3		
	18		15

FOURTH YEAR

PSYC 444 (Social Psych).....	3	Elective.....	3
PSYC 480 (Theories of Learning).....	3	Elective.....	1
Elective.....	3		
GSP410SL Gen Studies Capstone.....	3		
	12		4

TOTAL: 120 CREDIT HOURS

General Studies Concentration in Humanities

Students may elect a Humanities Concentration that requires the successful completion of courses from the following list:

FIRST YEAR

Course	Hrs. Credit	Course	Hrs. Credit
ENGL 111(English Comp I).....	3	ENGL 112 (English Comp II)	3
BIOL 105/105L (Intro to Biol I).....	4	HIST 210/220.....	3
MATH 151 (College Algebra).....	3	MATH 250/232.....	3
JRDV 111 (College Survival Skills).....	1	BIOL 106 (Intro to Biology II)..	3
FIAR 101/MUSC 101.....	3	MGIS 166/164.....	3
JRDV111A (Freshman Assembly).....	0	POLI 110 American Gov't.....	3
	14		18

SECOND YEAR

ENGL 203 (Writing about Lit).....	3		
ENGL 260 (Technical Writing).....	3	PYSC 210 (General Psychology)	3
CHEM101/PHYS101/103.....	3	COMM 220 (Adv. Public Speaking)	3
Concentration Area.....	3	CRMJ 110 (Crim Justice Sys).....	3
COMM 210 (Public Speaking).....	3	PHIL 212 (Intro to Logic).....	3
PHIL 211 (Intro to Philosophy).....	3	Concentration Area.....	3
		Minor.....	3
	15		18

THIRD YEAR

HUMA 311 Humanities/Arts.....	3	Elective.....	3
HUMA 314 (African Humanities).....	3	Elective.....	3
HUMA 315 (Afr. Amer. Human.).....	3	Elective.....	3
Minor.....	3	Minor.....	3
HIST 351 (Afr. Am. Hist. to 1865).....	3	ENGL 351 (Amer. Literature I)....	3
	15		15

FOURTH YEAR

PSYC 444 (Social Psychology).....	3	Elective.....	3
PSYC 480 (Theories of Learning).....	3	Minor.....	3
GSP410SL Gen Studies Capstone.....	3	Minor.....	3
Elective.....	3	FIAR 432 (Video Production).....	3
		Elective.....	1
	12		13

TOTAL: 120 CREDIT HOURS

General Studies Concentration in Political Science

Students may elect a Political Science Concentration that requires the successful completion of the following required courses:

FIRST YEAR

Course	Hrs. Credit	Course	Hrs. Credit
FIAR 101/MUSC 101.....	3	HIST 210/220.....	3
MATH 151 (College Algebra).....	3	MATH 250/232.....	3
BIOL 105 (Intro to Biol. I).....	3	MGIS 166/164.....	3
JRDV 111A (Freshmen Assembly).....	0	POLI 110 American Government	3
JRDV 111 (College Survival Skills)....	1	BIOL 106/106L (Intro to Biol. II).	4
ENGL 111 (English Comp I).....	3		
	13		19

SECOND YEAR

Foreign Language.....	3	PHIL 211 (Intro to Philosophy).....	3
POLI 210 (State/Local Gov't).....	3	COMM 210 (Public Speaking).....	3
Minor.....	3	POLI 201 (Intro to Political Science)	3
POLI 210 (State/Local Government)	3	Foreign Language.....	3
CHEM 101/PHYS 101/PHYS 103.....	3	ENGL 203 (Writing About Literature)	3
CHEM 101L/PHYS 101L/PHYS 103L.	1		
	16		15

THIRD YEAR

Minor.....	3	PSYC 210 (General Psychology).....	3
SOCL 210(Intro to Sociology.....	3	HIST 220 (U.S. History since 1865)..	3
GEOG 110 (Survey of Regional Geog)	3	Political Science Elective.....	3
Minor.....	3	COMM 220 (Adv. Public Speaking)....	3
PHIL 212 (Intro to Logic).....	3	Minor.....	3
	15		15

FOURTH YEAR

PSYC 444 (Social Psychology).....	3	PSYC 480 (Theories of Learning).....	3
POLI 460 (American Political Thought)	3	POLI 480 (History of Political Theory)	3
POLI 352 (American Constitutional Law)	3	Minor.....	3
Minor.....	3	Minor.....	3
GSP410 Gen Studies Capstone.....	3		
	15		12

TOTAL: 120 CREDIT HOURS

General Studies Concentration in Social Science – Information regarding the General Studies On-line Degree Programs may be accessed through the University webpage, **http:www.SUNO.edu/generalstudies.**

Students may elect a Social Science Concentration that requires the successful completion of courses from the following list:

FIRST YEAR

Course	Hrs. Credit	Course	Hrs. Credit
HIST 103/104	3	ENGL 112 (English Comp II)	3
ENGL 111 (English Comp I)	3	HIST 210/220	3
MATH 151 (College Algebra)	3	MATH 250/232	3
BIOL 105/105L (Intro to Biology I)	4	MGIS 166/164	3
JRDV 111 (College Survival Skills)	1	BIOL 106 (Intro to Biology II)	3
JRDV 111A (Freshman Assembly)	0	POLI 110 American Gov't	3
	14		18

SECOND YEAR

ENGL 203 (Writing about Literature)	3	PSYC 210 (General Psychology	3
PHIL 211 (Intro to Philosophy)	3	ENGL 260 (Prof. /Tech Writing)	3
CRMJ 110 Criminal Justice Sys	3	Concentration Area	3
COMM 210 (Public Speaking)	3	Minor	3
Concentration Area	3	Elective	3
CHEM 101/PHYS 101/ PHYS 103)	3	Concentration Area	3
	18		18

THIRD YEAR

Minor	3	Concentration Area	3
COMM 220 (Adv. Public Speaking)	3	Minor	3
Minor	3	Minor	3
PHIL 212 (Intro to Logic)	3	Elective	3
Concentration Area	3	Minor	3
Concentration Area	3		
	18		15

FOURTH YEAR

PSYC 444 (Social Psychology)	3	Elective	3
PSYC 480 (Theories of Learning)	3	Elective	1
Concentration Area	3		
Concentration Area	3		
GSP410SL Gen Studies Capstone	3		
	15		4

TOTAL: 120 CREDIT HOURS

GENERAL STUDIES PROGRAM COURSE DESCRIPTIONS
UNDERGRADUATE CURRICULUM

GNST410SL- General Studies Capstone Course for Interdisciplinary Studies 3 credit hours

The General Studies Capstone Course for Interdisciplinary Studies incorporates a service-learning component designed to draw all of the combined learning of an interdisciplinary curriculum and to provide a single opportunity or experience, through the completion of a service-learning project that ultimately provides the foundation for a student's senior project. During the student's involvement in the service-learning project he/she should demonstrate that he or she has accomplished or achieved the student learning outcomes stipulated by the various courses taken within the respective discipline and the appropriate program mission statement.

Pre-requisites:
Students enrolled in this course should have successfully completed all other General Studies Program requirements within one to two semesters of projected graduation date. All non-General Studies Program majors must be within one semester of graduation within their respective major discipline. However, the course may be taken by a classified senior who has obtained approval from his/her major adviser prior to enrollment. Additionally, this course may be offered as an online (Blackboard) course, or/and as a campus-based course. Students are required to complete the student distance learning, Smarter Measures and the e-learning trainings offered by the University before enrolling in an online course. The online version of this course is offered in a traditional 16-week and an 8- week special (mini semester) session format.

Additional course descriptions taught by certified service-learning faculty may be found within each academic discipline in the University catalog. Additional courses may be added upon availability by the Office of Service-Learning.

HEALTH INFORMATION MANAGEMENT SYSTEMS

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Assistant Professor: Andrea Mignott, MBA, RHIA, CPC.
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Instructor: Richard Essien, MS (HCM)

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.

Upon accreditation of the HIMS Program students will be eligible to sit for the Registered Health Information Administrator (RHIA) examination with the American Health Information Management Association (AHIMA). The HIMS Program will seek accreditation from the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

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 124 credits are required for graduation.

Program of Study Leading to the Bachelor of Science Degree
In Health Information Management Systems
124 Credit Hours Required

Profile of Program Requirements		Credit Hours
I.	General Education Courses	39
II.	Program Courses	85

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)	2
MATH 151S (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		
MGIS 166 (Personal Productivity w/Tech)	3		
	16		14

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 (Healthcare Delivery Systems).	3	ENGL 203 (Writing About Literature)	3
HIMS 228 (Legal Aspects of HC & Info. Mgmt.)	3	HIMS 280 (Fundamentals of Medical Science)	3
	16		16

Summer Session

HIMS 480 (Pathophysiology)	3
	3

JUNIOR YEAR

HIMS 205 & 205L (Class. Sys. In HC I & Lab)	4	HIMS 215 & 215L (Class. Sys. In HC II) & Lab)	4
HIMS 210 (Reimbursement Methodologies)	3	HIMS 310 (Electronic Health Records)	3
MGIS 250 (Fundamentals of Info Systems)	3	HIMS 320/320L (Quality Management & Lab)	4
HIMS 303 (Org. Theory & Concepts in HC Fac. Educ II)	3	HIMS 250 (Healthcare Statistics and Research)	3
HIMS 360 (Mgmt. of Health Info. Sys.)	3	HIMS 345 (Systems Analysis in HC Settings)	3
	16		17

Summer Session

HIMS 420(Health Information Mgmt.
Practicum Education) 3

3

SENIOR YEAR

HIMS 206 (Class. Sys. In HC III)..... 2
HIMS 355 (Epidemiology)..... 3
HIMS 380 (Human Resource Mgmt. 3
For HC Org.) .....
MGIS 415 (Database Management)..... 3
HIMS 440 (Fin. Mgmt. for the Health Info.Mgr)3

14

HIMS 410 (Senior Project)..... 3
HIMS 495/496 (Internship)..... 6

9

Total: 124 Credit Hours

HEALTH INFORMATION MANAGEMENT SYSTEMS COURSES

HIMS 105 MEDICAL TERMINOLOGY 2 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 the student in Health Information Management to the historical development of the health care field with emphasis on the organizational structure of health institutions: federal, state, and local agencies and allied health associations. Also, this course will introduce the student to the Medical Record Department, its functions, and an overview of the American Health Information Management Association (AHIMA). The course includes definitions of, standards for, and the development of the medical record (both computer-based and paper-based) as to content, format, evaluation, completion, and automation. The course content also consists of numbering systems and methods; the use of accessory equipment and technology; conversion systems; the master patient index; filing systems and control; evaluation methods, supplies and equipment. Retention considerations, storage and retrieval systems, and the use of microfilming are also included. This course will also include the study of vital and public health statistics and an in-depth study of hospital statistics (sources, definitions, collection, reporting, presentation and analysis of data, sources and use of health data in the United States). There will be laboratory practice, field trips, and student projects to develop proficiency.

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 mental retardation services, 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, the AOA, 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 as a consultant in each of the health care settings will be emphasized throughout the course.

HIMS 205 CLASSIFICATION SYSTEMS IN HEALTHCARE I 3 credit hours

This course will introduce the student to the principles of taxonomy. The course will include purposes of classifying diseases and operations using ICD-9-CM, clinical vocabularies, terminologies/nomenclatures. The interaction of different Prospective Payment Systems with classification systems will be emphasized. Data quality, the Uniform Hospital Discharge Data Set as well as coding/sequencing guidelines will be examined. (Prerequisites: BIOL 273 & 274, HIMS 105)

HIMS 205L CLASSIFICATION SYSTEMS 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, 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.

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/nomenclautres. The interaction of different Prospective Payment Systems, MSDRGs and POAs with classification systems will be emphasized. Data quality, the Uniform Hospital Discharge Data Set as well as coding/sequencing guidelines will be examined. (Prerequisite: HIMS 205)

HIMS 210 REIMBURSEMENT METHODOLOGIES 3 credit hours
This course covers clinical data and reimbursement management. Information on topics relating to financial and reimbursement issues in the health care environment will also be addressed. Areas include DRG optimization, billings, contract negotiations with insurers, reimbursement methodologies, role of the fiscal intermediary, etc. (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, 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 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.

HIMS 228 LEGAL ASPECTS OF HEALTH CARE AND INFORMATION MANAGEMENT 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, and health law including negligence in health care delivery. It will emphasize the importance of health records as legal documents and will cover such matters as the preparation and maintenance of health records and their confidential nature, consent to treatment, informed consent, right of refusal, release of medical record information and the dying patient.

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 in computation and calculation of health data with overview of guidelines for Louisiana Department of Health and Vital Statistics. Areas include descriptive, inferential statistics, vital statistics, reportable disease registries, and the guidelines for the Institutional Review Board Research and other regulatory agencies. Students will create data summaries and perform statistical analysis using statistical software packages. (Prerequisites: MATH 250; HIMS 110 & HIMS 120)

HIMS 280 FUNDAMENTALS OF MEDICAL SCIENCE 3 credit hours

This course is a review of basic anatomical structures, assessing the major pathological conditions, evaluating the clinical management and pharmacological treatment of each body system with emphasis on a study of the nature and cause of disease. (Prerequisites: HIMS 105, BIOL 273 & 274)

HIMS 303 ORGANIZATION THEORY AND CONCEPTS IN HEALTH CARE FACILITIES 3 credit hours

The primary purpose of the course is to facilitate the student in attaining a better, i.e., more comprehensive, well integrated and more useful, understanding of the organizations in which she/he will be spending considerable time and energy for her/his career. The emphasis will be on formal organizations both in health care and other sectors of the economy. Models and concepts developed within the closely related disciplines of organization theory and organization behavior will be addressed. (Prerequisites: HIMS 110 & HIMS 120)

HIMS 310 ELECTRONIC HEALTH RECORDS 3 credit hours

This course will prepare students to work in an electronic health record environment. Topics include an in-depth study of the electronic health record. The course will cover clinical terminologies, clinical vocabularies, e-health, health information exchange, security, and other current issues. (Prerequisites: HIMS 110, 120, & 228, MGIS 250)

HIMS 320 QUALITY MANAGEMENT 3 credit hours

This course focuses on the principles and approaches to the assessment of quality in health care and how this impacts the role of the health information manager. Theoretical and pragmatic issues related to quality management, utilization review, and risk management will be addressed. The responsibilities of the governing board, medical staff, as well as other health care personnel in relation to quality management and improvement will be examined. Requirements of accrediting and licensing agencies relating to quality management will also be 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. The responsibilities and involvement of the health information manager in quality management, total quality management, utilization review, and risk management will be emphasized. (Prerequisites: HIMS 110 & 120)

HIMS 320L QUALITY MANAGEMENT LAB 1 credit hour

This quality management laboratory focuses on the practical applications of assessing the quality of health care, utilization management and risk management. Students will design, implement and present a quality management study related to the above areas. Data sources will include the Medical Archival System (MAR), laboratory records, databases designed and developed by the student, and clinical site databases.

HIMS 345 SYSTEMS ANALYSIS IN HEALTH CARE SETTINGS 3 credit hours
This course is designed to give the student an insight into the procedures and techniques that can be used to analyze health care systems. The course will focus on the "how to" of systems by demonstrating fundamental skills and techniques that can be applied immediately. (Prerequisites HIMS 310)

HIMS 355 EPIDEMIOLOGY 3 credit hours
This course will focus on the basic concepts of epidemiology, its purpose and how it can be used in health information management and the cancer registry. Descriptive epidemiology, morbidity & mortality studies, and experimental epidemiology are some of the topics that will be explained and discussed. Students will be responsible for developing a research proposal related to health information management and epidemiology. Prerequisite: HIMS 250)

HIMS 360 MANAGEMENT OF HEALTH INFORMATION SYSTEMS
A study of the principals involved in managing HIM departments in hospitals and other healthcare facilities. The course provides the opportunity to apply theory to traditional HIM managerial responsibilities and exploration of the expanded role of the HIM professional. Emphasis will be on the organizational structure and delivery of healthcare in hospitals and other healthcare agencies and the associated roles of HIM professionals. 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 in the implementation of health information systems (Prerequisites: HIMS 110 & 120 & 228)

HIMS 380 HUMAN RESOURCE MANAGEMENT FOR HEALTHCARE ORGANIZATIONS
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)

HMIS 410 SENIOR PROJECT 3 credit hours
The student is encouraged to select, investigate, and to present a project with practical application to current health information, disease registries, and information systems in the community. Students register for this course as a final course in their curriculum. To be complete during senior year.

HIMS 420 HEALTH INFORMATION MANAGEMENT PRACTICUM EDUCATION 3 credit hours
Assignments made to promote uniformity and competency levels required of entry-level medical record professionals. The majority of assignments will be completed in the HIMS lab utilizing records, computer capabilities, and other resources available for practical applications of management skills. Students will also complete mock HIMS certification exams. To be completed during senior year.

HIMS 440 FINANCIAL MANAGEMENT FOR THE HEALTH INFORMATION MANAGER
3 credit hours

This course is designed as an introductory level course to the principles, concepts, and issues of financial management in the health care organization. Focus is upon financial management as viewed from the perspective of the department/unit manager and supervisor. Institution-wide accounting and budgeting systems will be discussed primarily as a framework for understanding (1) how financial reporting, planning, and control is linked to organizational effectiveness, and (2) how financial management responsibilities of the departmental manager relate to organization- level financial goals. (Prerequisites: HIMS 360)

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 495/496 PROFESSIONAL PRACTICE PLACEMENT (INTERNSHIP) 6 credit hours

This course consists of supervised professional practice, including operational and managerial experiences in health information departments of hospitals, medical centers and alternative healthcare facilities across the country. An administrative project and visits to specialty/unique facilities or agencies are integral components of the clinical internship. (Must be taken in the senior year)

College of Business & Public Administration

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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 Entrepreneurship (2) BS-Management Information Systems and (3) BA-Public Administration. The College offers the Master of Science in Management 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 Entrepreneurship, Management Information Systems and Public Administration that equip a predominantly inner-city student body from the Metro New Orleans region 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

Ethics Goal: Student will demonstrate an understanding of the importance of ethics and its application in the decision-making process.

- **Ethics Identification Objective:** Students are able to identify ethical principles.
- **Ethics Application Objective:** Students are able to differentiate between what is ethical and what is unethical in their written assignments.

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 wil 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. Courses in which College of Education students are enrolled will be conducted in a manner consistent with that unit's Conceptual Framework.

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 development 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. Provide guidance to students 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 is also 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.

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 Entrepreneurship, Management Information Systems, or Public Administration. However, Business Entrepreneurship and Management Information Systems majors are required to earn a grade of "C" or better in all their business courses. Only one grade of "D" in a non-major business course will be allowed.

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 Entrepreneurship or Management 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 courses, constituting the Common Body of Knowledge (CBK), are required in all baccalaureate degree programs in the College of Business and Public Administration, except for Public Administration.

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 301 Principles of Finance

BADM 362 Principles of Management
BADM 370 Marketing Principles
BADM 490 Business Policy
ECON 211 Economic Principles I (Micro)
ECON 222 Economic Principles II (Macro)
ECON 295 Economics and Business Statistics I
ENGL 260 Professional & Technical Writing
MGIS 164 Introduction to Information Processing (Formerly CMIS 164)
MGIS 250 Fundamentals of Information Systems (Formerly BADM 390 or CMIS 190)

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 non-major business course taken in the College.

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.

DEPARTMENT OF BUSINESS ENTREPRENEURSHIP

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Associate Professors: Amaresh Das, Ph.D., Abdul (Waheed) Mian, M.B.A., and Simeon Okpechi, Ph.D.; **Assistant Professors**: Charles A. Briggs, Ph.D., Marjorie A. Fox, Ph.D., and Adrine Harrell-Carter, DBA., Jennifer Ann O'Sullivan, Ph.D. (Interim), and Richard McCline, Ph.D.
The Department offers a program of study leading to a Bachelor of Science degree in Business Entrepreneurship.

Vision: The vision of the program is to create a unique, dynamic, and vibrant entrepreneurship program that will significantly contribute to the economic and social development of the post-Katrina New Orleans area by providing ethically sensitive, cutting-edge training for entrepreneurs to take advantage of business opportunities in areas where New Orleans has a comparative advantage. We envision integrating the activities of the program with the operations of our own Small Business Development & Management Institute (SBDMI) and the Regional Small Business Development Center (SBDC) in such a way as to have a powerful impact on clients of both the SBDMI and SBDC and, therefore, business development in the New Orleans area.

MISSION

The Business Entrepreneurship Department provides education and degrees in Business Entrepreneurship 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 further studies.

Learning GOALS & OBJECTIVES

1. Student is able to demonstrate an understanding of the importance of business ethics and its application in the decision making process.
- Student is able to differentiate between what is ethical and what is unethical.
- Student is able to identify ethical principles and codes.

2. Student is able to apply effective communication skills in a professional environment.
- Student is able to prepare and deliver an effective presentation.
- Student is able to produce well written documents.

3. Student is able to demonstrate ability to analyze and solve problems in an organizational setting.
- Student will apply discipline-based principles in addressing organizational problems

4. Students will understand the importance of technology and its application in organizations.
- Students will understand available technology.
- Students will use available technology tools in various tasks.

5. Student will create a realistic business plan that serves as the basis for starting up a business and acquiring resources.

Major:
A major in Business Entrepreneurship consists of 51 hours of general education and elective courses, 33 hours in the Business Core, and 33 hours in the major for a total of 120 semester credit hours.

General Education	**39 hours**
• English Composition	6
• Mathematics	6
• Natural Science	9
• Humanities (COMM 210, ENGL, 203 and HIST 210 or 220)	9
• Fine Arts (FIAR 101 or MUSC 101)	3
• Social/Behavioral Science (One course must be ECON 211)	6
Other Courses	**12 hours**
• Computer Literacy	3
• Non-business Electives	3
• Free Elective (300 level or above)	3
• College Survival Skills	1
• Natural Science Labs	2
Business Core	**33 hours**
• ACCT 201 Intro to Financial Accounting	3
• ACCT 202 Intro to Managerial Accounting	3
• BADM 240 Legal Environment of Business	3
• BADM 301 Principles of Finance	3
• BADM 362 Principles of Management	3
• BADM 370 Principles of Marketing	3
• BADM 490 Business Policy	3
• MGIS 250 Fundamentals of Management Information Systems	3
• ENGL 260 Professional & Technical Writing	3
• ECON 222 Economic Principles II (Macro)	3
• ECON 295 Economic and Business Statistics	3
Courses in the Major	**33 hours**
• BADM 366 Production Management	3
• ENTR 101 Introduction to Business & Entrepreneurship	3
• ENTR 240 Fundamental of Entrepreneurship	3
• ENTR 310 Marketing for Entrepreneurs	3
• ENTR 330 Financing Entrepreneurial Ventures	3
• ENTR 400 Managing a Growing Business	3
• ENTR 440 Managing the Family Business	3
• ENTR 470 Entrepreneurship Project	3
• MGIS 360 Enterprise Mgmt. Info. Systems	3
• MGIS 480 E-Commerce	3
• Business Electives	6
Total	**120 hours**

The business elective course may be an MGIS course above the level of MGIS 164 or a 300-series

or 400-series course offered in the Department of Business Entrepreneurship.

Minor:

A minor in Business Entrepreneurship 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	3
ENTR 101	Introduction to Business & Entrepreneurship	3
ENTR 240	Fundamentals of Entrepreneurship	3
ENTR Elective		3
	Total Credit Hours	**18**

Curriculum in Business Entrepreneurship

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	MGIS 164 (Intro. Information Process)	3
MATH 151 (College Algebra)	3	BIOL 106 (Introduction to Biology II)	3
BIOL 105 & 105L (Intro. to Biology I)	4	Fine Arts Elective (See Note #1)	3
ENTR 101 (Intro. Bus & Entrepreneurship)	3		
	14		15

SOPHOMORE YEAR

ACCT 201 (Financial Accounting)	3	ACCT 202 (Managerial Accounting)	3
ECON 211 (Economic Principles I)	3	ECON 222 (Economic Principles II)	3
ECON 295 (Economic & Business Statistics)	3	PSYC 210 (General Psychology)	3
ENGL 260 (Professional & Technical Writing)	3	ENTR 240(Fundamentals of ENTR)	3
CHEM 101 or PHYS 101	3	COMM 210 (Public Speaking)	3
CHEM or PHYS 101 LAB	1		
	16		15

JUNIOR YEAR

BADM 370 (Principles of Marketing)	3	BADM 366 (Production Management).....	3
BADM 362 (Principles of Management)....	3	ENTR 330 (Financing ENTR Ventures).....	3
BADM 301 (Principles of Finance)	3	ENTR 310 (Marketing for Entrepreneurs).	3
HIST (U. S. History Elective See Note #2)	3	BADM 240 (Legal Environment of Bus.)...	3
ENGL 203 Introduction to Literature.....	3	MGIS 250 (Fundamentals of Info. Sys)....	3
	15		15

SENIOR YEAR

MGIS 360 (Enterprise Mgmt. Info. Systems)	3	BADM 490 (Business Policy).....	3
ENTR 400 (Managing a Growing Business)	3	ENTR 470 (Entrepreneurship Project)..	3
ENTR 440 (Managing the Family Business)	3	MGIS 480 (E-Commerce).....	3
Free Elective (300 Level or Above).....	3	Business Elective.....	3
Non-Business Elective	3	Business Elective.....	3
	15		15

Total: 120 Credit Hours

Business Entrepreneurship Curriculum Notes

Note #1 Fine Arts Elective - A three (3) semester hour course in either Art or Music.

Note #2 U.S. History Elective - HIST 210 or HIST 220.

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 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 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 ADMINSTRATION

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 deals with the fundamental principles of report and business letter writing, speaking, reading, and listening. (Prerequisite: ENGL 112 and MGIS 164)

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)

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 360 INTRODUCTION TO INTERNATIONAL BUSINESS 3 credit hours
This course will introduce students to: how international competition operates; alternate strategies for marketing internationally; international distribution systems, including consolidated centers and carrier selection; information flow; basic laws and customs involving international business; and cross organizational issues in managing cultural boundaries. (Prerequisites: ECON 211 or 222, ACCT 202, BADM 370).

BADM 362 PRINCIPLES OF MANAGEMENT 3 credit hours
This course includes the relationships within the organization, emphasizing studies that provide a basic understanding of the conceptual approach to the management of an enterprise as a system. The social, economic and regulatory environment of the enterprise is also examined. It develops an understanding of organizational relationships which provide a tool for management and control of an enterprise. (Prerequisites: ECON 211, 222 and ACCT 202)

BADM 364 PERSONNEL MANAGEMENT 3 credit hours
This course is designed to explore the immediate supervisor-worker relationships for greater productivity and increased job satisfaction, impact of technology, union-management relationships, and skills of face-to-face supervision. (Prerequisites: ECON 211, 222 and ACCT 202)

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 370 PRINCIPLES OF MARKETING 3 credit hours
A course designed to introduce the role of marketing in society. Includes the basic concepts prevalent in the understanding of the organization of the business for the satisfaction of the consumer and the profitability of the firm. (Prerequisite: ECON 211)

BADM 372 MARKETING MANAGEMENT (formerly Marketing Management 322) 3 credit hours
Marketing policies, techniques and methods, including product and brand development, channels of distribution, promotion and pricing. (Prerequisite: BADM 370)

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 470 BUSINESS INTERNSHIP 3 credit hours
This course provides experiences in the functional business activities that the student has learned. An apprenticeship is provided to cover filing, general clerical accounting, and personnel work (Prerequisite: Sophomore Classification)

BADM 490 BUSINESS POLICY 3 credit hours
A capstone course designed to integrate management and business functions in a problem setting situation wherein the top management point of view is stressed. Emphasis on long range commitments of capital and human resources and the manner in which guide the organization's actions. (Prerequisites: ACCT 202, BADM 240, 301, 362, and 370)

BUSINESS 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. (Prerequisite: 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 start up and growth stages of new ventures. (Prerequisites: ENTR 240)

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 390 ENTREPRENEURSHIP PROJECT I 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 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 Junior standing)

ENTR 410 NEW VENTURE CAPITAL CREATION 3 credit hours
This course emphasizes the developing, planning, and running new business ventures, analysis of new business opportunities, and development of the business plan. (Prerequisites: ENTR 240 and Junior standing)

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 (Prerequisite: ENTR 240)

ENTR 470 ENTREPRENEURSHIP PROJECT 3 credit hours
The object 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 490 ENTREPRENEURSHIP PROJECT II 3 credit hours
The activities of this project are similar to those of ENTR 390 but must not duplicate activities carried out in that class but may entail continuation of a project begun in ENTR 490. (Prerequisites: ENTR 240 and Senior standing)

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: Sophomore Classification).

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
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
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)

MANAGEMENT INFORMATION SYSTEMS (MGIS)

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Professors: David Alijani, Ph.D., Adnan Omar, Ph.D. and J. Steven Welsh, Ph.D.; **Associate Professor:** Obyung Kwun, Ph.D.; **Assistant Professors**: Muhammed Milah, Ph.D., Henry Kevin Fulk, Ph.D., and Yanjun Yu, Ph.D.

MISSION

The purpose of the Management Information Systems Department is to provide Southern University at New Orleans (SUNO) students with high quality, "state-of-the-art" information systems education. The BS-MGIS 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 MGIS 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 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

1. Student is able to demonstrate an understanding of the importance of business ethics and its application in the decision making process.
    - Student is able to differentiate between what is ethical and what is unethical.
    - Student is able to identify ethical principles and codes.
2. Student is able to apply effective communication skills in a professional environment.
    - Student is able to prepare and deliver an effective presentation.
    - Student is able to produce well written documents.
3. Student is able to demonstrate ability to analyze and solve problems in an organizational setting.
    - Student will apply discipline-based principles in addressing organizational problems.
4. Student is able to understand the importance of technology and its application in organizations.
    - Student is able to understand available technology.
    - Student is able to use available technological tools in various tasks.
5. Student is able to provide technical solutions to business problems.
    - Student is able to identify and analyze specific business problems.
    - Student is able to offer appropriate solutions to specific business problems.

The Undergraduate Program in MGIS

A Bachelor of Science degree in Management Information Systems requires one hundred and twenty (120) semester credit hours which are distributed as follows:

Major Required Courses **30 hours**

Course #	Title	Hrs. Credit
MGIS 200	Principles of Structured Programming	3
MGIS 201	Algorithm Design	3
MGIS 240	Computer Organization and Software	3
MGIS 260	E-Business Systems Development	3
MGIS 315	Data Communications and Networks	3
MGIS 320	System Analysis and Design	3
MGIS 415	Database Management Systems	3
MGIS 426	Application of Object-Oriented Technology	3
MGIS 428	Network/Internet Security Management	3
MGIS 450	Senior MGIS Project	3
MGIS 451	Project Management Capstone	

Major Electives **6 hours**

Course #	Title	Hrs. Credit
MGIS 270	Structured COBOL and File Processing	3
MGIS 360	Enterprise Information Systems	3
MGIS 425	Project Management	3
MGIS 427	Data Warehousing and Data Mining	3
MGIS 448	Data Structures and Program Design	3
MGIS 481	MGIS 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 301	Principles of Finance	3
BADM 362	Principles of Management	3
BADM 370	Principles of Marketing	3
BADM 490	Business Policy	3
ECON 295	Economic and Business Statistics	3
ENGL 260	Technical Writing	3
MGIS 250	Fundamentals of Information Systems	3

General Education Requirements **39 hours**

Mathematics

Course #	Title	Hrs. Credit
MATH 161	College Algebra	3
MATH 162	Trigonometry	3

English

Course #	Title	Hrs. Credit
ENGL 111	English I	3
ENGL 112	English II	3

Social Science

Course #	Title	Hrs. Credit
ECON 211	Economic Principles I	3
ECON 222	Economic Principles II	3

Natural Science

Course #	Title	Hrs. Credit
BIOL 105/105L	Introduction to Biology I	3
BIOL 106/106L	Introduction to Biology II	3
PHYS/CHEM	Natural Science	3

Humanities

Course #	Title	Hrs. Credit
COMM 210	Speech	3
HIST 210 or 220	History	3
ENGL 203	Introduction to Literature	3

Fine Arts

Course #	Title	Hrs. Credit
FIAR/MUSC 101	Introduction to Art or Survey of Music	3

Other Courses **15 hours**

Course #	Title	Hrs. Credit
ENGL 260	Professional & Technical Writing	3
MGIS 164	Introduction to Information Processing	3
MGIS 166	Personal Productivity	3
MATH 232	Finite Mathematics	3
BIOL 105L	Introduction to Biology I Lab	1
BIOL 106L	Introduction to 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 MGIS course. A comprehensive MGIS examination is also administered in addition to the general university graduation requirements.
Some suggested course sequences for MGIS Minors -
Business Majors: MGIS 164, 166, 250, 320, 360 and 480.
Science Majors: MGIS 164, 200, 201, 240, 315, and 415.

The MGIS faculty advisors can provide additional suggestions for specific student needs or other majors.

Curriculum in Management 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
MGIS 164 (Intro. to Information Processing)	3	MGIS 166 (Personal Productivity)	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	BIOL 106L (Intro to Biology II Lab)	1
JRDV 111A (Freshman Assembly)	0	FIAR 101 or MUSC 101	3
	14		16

SOPHOMORE YEAR

MGIS 200 (Prin. of Structured Prog)	3	MGIS 201 (Algorithm Design)	3
MGIS 240 (Computer Org. & Software)	3	MGIS 250 (Fundamentals of Info. Systems	3
ACCT 201 (Intro to Financial Accounting)	3	ACCT 202 (Intro to Managerial Accounting)	3
ENGL 260 (Technical Writing)	3	ECON 222 (Economic Principles II)	3
ECON 211 (Economic Principles I)	3	PHYS/CHEM (Natural Science Elective)	3
	15		15

JUNIOR YEAR

MGIS 260 (E-Business)	3	MGIS 315 (Networks and Telecommunications)	3
HIST 210 or 220 (U.S. History Elective)	3	MGIS 320 (Systems Analysis & Design)	3
BADM 240 (Legal Environment of Business)	3	MATH 232 (Finite Math)	3
ENGL 203 (Introduction to Literature	3	COMM 210 (Fundamentals of Public Speaking)	3
ECON 295 (Economic & Business Statistics)	3	BADM 362 (Principles of Management)	3
	15		15

SENIOR YEAR

MGIS 415 (Database Management)	3	MGIS 451 (Project Mgmt. Capstone)	3
MGIS 426 (App. of Object-Oriented Tech.)	3	MGIS 428 (Network/Internet Security)	3
MGIS Elective	3	BADM 490 (Business Policy)	3
BADM 301 (Principles of Finance)	3	MGIS Elective	3
BADM 370 (Principles of Marketing)	3	Free Elective	3
	15		15

Total: 120 Credit Hours

***Important Note: Students considering a MGIS major, especially new freshmen, should see a MGIS Advisor/Faculty Member if there are any questions.**

MANAGEMENT INFORMATION SYSTEMS COURSE DESCRIPTIONS

MGIS 164 INTRODUCTION TO INFORMATION PROCESSING 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.

MGIS 166 PERSONAL PRODUCTIVITY WITH TECHNOLOGY 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 solutions using advanced applications software packages and the Internet. (Prerequisite: MGIS 164)

MGIS 200 PRINCIPLES OF STRUCTURED PROGRAMMING 3 credit hours
This course introduces the student 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: MGIS 164)

MGIS 201 ALGORITHM DESIGN 3 credit hours
Building on the knowledge gained in MGIS 200, this course provides 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: MGIS 200)

MGIS 240 COMPUTER ORGANIZATION AND SOFTWARE 3 credit hours
This course provides an introduction to the fundamental concepts and terminology associated with computer hardware and operating systems, including the inter-relationships between the operating system and the architecture and the operating environment for application programs. (Prerequisite: MGIS 164)

MGIS 250 FUNDAMENTALS OF INFORMATION SYSTEMS 3 credit hours
This course provides 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: general management information systems structures, information systems designs and operations, ethical issues related to information systems design and use, the historical development of information systems, and the future direction of management information systems processing. (Prerequisite: MGIS 164)

MGIS 260 E-BUSINESS SYSTEMS DEVELOPMENT 3 credit hours
An introduction to the developmental life cycle of Web based information systems for e-Business. The emphasis is on technologies, methods, and application development tools. Team project and computer lab are required. (Prerequisite: MGIS 166)

MGIS 270 STRUCTURED COBOL AND FILE PROCESSING 3 credit hours
This course introduces the student to the user of COBOL to solve business problems. Topics to be covered include: structured programming and design; input/output; arithmetic and logic operations; selection and looping constructs; report generating and editing operations. (Prerequisite: MGIS 250)

MGIS 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, ISO models and ANSI/EEE standards for local and wide area networks. Emphasis is upon the analysis and design of network applications in organizations. Management of telecommunications networks, cost-benefit analysis and evaluation of connectivity options are also covered. Students learn to evaluate, select and implement different communication options within an organization. (Prerequisite: MGIS 240)

MGIS 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: MGIS 250)

MGIS 360 ENTERPRISE MANAGEMENT INFORMATION SYSTEMS 3 credit hours
This course focuses on computer and accounting information systems for small businesses in various stages of development. Investigates the types of hardware and software that can be effectively used in small and growing businesses. (Prerequisite: MGIS 250)

MGIS 415 DATABASE MANAGEMENT SYSTEMS 3 credit hours
This course will cover 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 will provide an understanding of data modeling, database design and database implementation. The laboratory component utilizes common database packages and the SQL language. (Prerequisite: MGIS 320)

MGIS 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 MGIS faculty, are also offered under this number. (Prerequisite: MGIS 250).

MGIS 425 PROJECT MANAGEMENT 3 credit hours
This course covers the fundamentals of project management techniques for planning and controlling costs, and quality in information technology design, development, and implementation. It will provide understanding of project management tools and strategies for cost estimating, budgeting, contract pricing, value analysis, variance analysis, and post-completion audits. (Prerequisite: MGIS 260).

MGIS 426 APPLICATIONS OF OBJECT-ORIENTED TECHNOLOGY 3 credit hours
A study of object-oriented systems, including systems analysis, design, and programming techniques. One or more graphical user interface object-oriented languages are used to build business application prototypes. This course is designed to develop techniques in web page design using HTML and

JAVA. (Prerequisite: MGIS 201).

MGIS 427 DATA WAREHOUSING AND DATA MINING 3 credit hours
This course introduces the data mining process and primary data mining techniques employed to extract intelligence from data. Using common business problems in application domains such as marketing and risk management, students evaluate the strengths and weaknesses of data mining techniques applied to challenges in various business domains. Students use data mining software to analyze datasets in specific business problems and address these problems using data mining techniques. (Prerequisite: MGIS 320)

MGIS 428 NETWORK/INTERNET SECURITY MANAGEMENT 3 credit hours
This course provides a detailed perspective on protecting computer-based information in a modern networked environment. 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 are covered. (Prerequisite: MGIS 315)

MGIS 448 DATA STRUCTURES & PROGRAM 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: MGIS 201)

MGIS 451 PROJECT MANAGEMENT CAPSTONE 3 credit hours
Students will learn and apply project management theory, skills, and tools 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 (Prerequisites: MGIS 320).

MGIS 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: MGIS 250)

MGIS 481 INTERNSHIP 3 credit hours
This course provides learning experience in the field of Management Information Systems under the general supervision of a MGIS 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. (Prerequisites: MGIS 250)

DEPARTMENT OF PUBLIC ADMINISTRATION

Vacant, **Chair**
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Email: jpittman@suno.edu

Shelina T. Gethers, **Administrative Assistant**
Office: College of Business and Public Administration Building, Suite 109
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Assistant Professor: Biruk Alemayehu, Ph.D and Patricia Boyd Robertson, Ph.D. (Interim)

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 in 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, preparation of budgets and financial statements, research a**nd analytical capabilities. The vision** of the program include preparing students for careers in public service; preparing students for further study and education; 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 degrees in public administration that equip a predominantly urban student body, especially those from the New Orleans Metropolitan Area, with knowledge and skills essential for careers in government and non-profit organizations or for further studies.

GOALS & OBJECTIVES

1. Student is able to demonstrate an understanding of the importance of business ethics and its application in the decision making process.
- Student is able to differentiate between what is ethical and what is unethical.
- Student is able to identify ethical principles and codes.

2. Student is able to apply effective communication skills in a professional environment.
- Student is able to prepare and deliver and effective presentation.
- Student is able to produce well written documents.

3. Student is able to demonstrate ability to analyze and solve problems in an organizational setting.
- Student will apply discipline-based principles in addressing organizational problems.

4. Students will understand the importance of technology and its application in organizations.
- Students will understand available technology.
- Students will use available technological tools in various tasks.

Major

A major in Public Administration consists of 39 hours of General Education courses, 45 hours of Administrative Core courses, and 36 hours of other courses in the major. These courses provide students with knowledge of:

- The political culture of public work
- The economic environment of public work
- The legal environment of public work
- Organization theories
- Management theories
- Management and public accountability best practices
- Policy processes

In addition, the public administration major 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.

Minor:

A minor in Public Administration by non-public administration majors 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-250 Introduction to Public Administration	3 hours
2. PADM-301 Organization Theory and Practice	3 hours
3. POLI-210 State and Local Government	3 hours
4. PADM-310 Public Personnel Administration	3 hours
5. PADM-405 Public Policy and Administration	3 hours
6. PADM Free Elective	3 hours

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
MGIS 164 (Intro. to Information Processing)	3	COMM 210 (Fundamentals of Public Speaking)	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		
	17		15

SOPHOMORE YEAR

HIST 103 (History of Civilization I)	3	HIST 104 (History of Civilization II)	3
HIST 210 (U.S. History to 1865)	3	HIST 220 (U.S. History since 1865)	3
POLI 110 (American Government)	3	ENGL 203 (Writing About Literature)	3
Intro. To Foreign Language	3	Advanced Foreign Language	3
CHEM 101/101L or PHYS 101/101L	4	PADM 210 (Intro. to Public Administration)	3
	16		15

JUNIOR YEAR

POLI 250 (State & Local Government)	3	PSYC 210 (General Psychology)	3
SOCL 210 (Intro. to Sociology)	3	MATH 250 (Elementary Statistics)	3
ACCT 201 (Intro to Financial Accounting)	3	ACCT 202 (Intro to Managerial Accounting)	3
ENGL 260 (Technical Writing)	3	ECON 222 (Economic Principles II)	3
ECON 211 (Economic Principles I)	3	PADM 301 (Organization Theory & Practice)	3
	15		15

SENIOR YEAR

PADM 310 (Public Personnel Administration)	3	PADM 405 (Public Policy & Administration)	3
PADM 385 (Government Budgeting)	3	ECON 402 (Public Finance)	3
PADM 400 (Ethics in Public Administration)	3	ECON 412 (State & Local Government Finance)	3
ACCT 310 (Governmental Accounting)	3	PADM 425 (Public Service Internship)	3
Free Elective	3	PADM 415 (Administrative Law)	3
	15		15

Total: 123 Credit Hours

PUBLIC ADMINISTRATION COURSE DESCRIPTIONS

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
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 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 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**
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Program Description:

Purpose

The purpose of the SBDMI is to provide high-quality technical assistance and small business incubation to small and emerging businesses in the Greater New Orleans Area and the surrounding parishes through one-on-one counseling, seminars, workshops, entrepreneurial training classes and business outreach and support activities. Additionally, the SBDMI will provide hands-on learning through small business development activities between our clients and the College of Business and Public Administration (CBA) faculty and students in entrepreneurship.

Mission

The Mission of the SBDMI is to enhance the economic wellbeing of the citizens of Greater New Orleans and the surrounding region 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 consultant services through individual counseling, relevant business seminars/workshops, small business incubation and a large collection of business information resources. The SBDMI has identified its target markets as those including 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 this community, 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 the 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. To 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 agencies to foster economic development opportunities.

College of Education and Human Development

Mwalimu Shujaa, Ph.D., **Dean**
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Email: mshujaa@suno.edu

Professor: Mwalimu Shujaa, Ph.D., Pamela Wanga, Ph.D.; **Associate Professor**: Louise Kaltenbaugh, Ph. D., Glenda Allen Jones, Ph.D.; **Assistant Professors**: Sherry Bachus, Ph.D., Shawan Bellow, Ed.D., Diane Bordenave, Ph.D., Celina Carson, M. Ed., Deborah Darby, Ph.D., Kimberly Dickerson, Ph. D., Racquel Ezell, Ph.D., Charlie T. Johnson, M.F.A., Gloria Major, M.Ed. and Katherine Robinson, Ph.D. **Pre-K – 16+ Coordinator**: Katherine Robinson, Ph.D.; **Alternative Certification Director**: Louise Kaltenbaugh, Ph.D.; **Field Experience and Student Teaching**: Shawan Bellow, Ed.D.; **Praxis Officer**: Gilda Jones, M.A.; **Certification Officer:** Vacant; **Assessment Coordinator**: Kimberly Dickerson, Ph.D.; **Elementary Chair:**. Kimberly Dickerson, Ph.D; **Early Childhood Chair:** Glenda Allen Jones, Ph.D.; **Child Development and Family Studies Chair:** Pamela 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 upon 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.**

Degrees Offered

The College of Education and Human Development 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)
- The Bachelor of Science (B.S.) in Elementary Education (1-5).

The College of Education and Human Development is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and its programs are approved by the Louisiana State Department of Education. The Elementary Education (1-5) is nationally recognized. The vision in the College of Education and Human Development is to **serve as a center of excellence in pedagogy and arts-embedded literacy.** Tantamount to this responsibility, the College of Education and Human Development will pursue and promulgate education based on research of successful practices, demonstration projects, programs, and extraordinary role modeling which are decidedly

indicative of exemplary teaching, service and scholarship, and dedicated to the rebuilding of community and programs.

ADMISSION TO CERTIFICATION PROGRAMS

Southern University at New Orleans offers two (2) teacher certification programs: Early Childhood (PK-3) and Elementary (1-5). These programs are offered at two levels:

a) Undergraduate level: leading to degree and certification and
b) Post-baccalaureate level: leading to initial certification only.

IMPORTANT NOTES TO STUDENTS:

1) **Programs in the College of Education and Human Development 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 pursing degrees and licensure through the College of Education and Human Development must check with their official advisor in the College of Education and Human Development for a written Program of Study, which must be signed by the candidate (student) and the advisor. Advisors are assigned according to the last digit of the candidate's social security number. Candidates are to receive and retain a copy of this Program of Study, as 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 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 College of Education and Human Development 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 CoE program director or 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 as to the options for the sequence of courses required

for admission to the respective program (i.e., is 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 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, College of Education and Human Development, Southern University at New Orleans prior to applying for admission (candidacy) to a teaching program. Applicants for the Certification-Only Program, Alternative Path to Certification must also submit passing scores on PRAXIS II, content knowledge in addition to PRAXIS I 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 College of Education and Human Development (forms are available in the College of Education and Human Development'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: PPST Reading, Writing, and Mathematics.
- 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 in Reading, Writing, and Mathematics.
- A completed Disposition Survey, in which faculty in the College of Education and Human Development has rated the pre-candidate.

After submission of the documents, the pre-candidate signs up to be interviewed by the CoE & HD Admissions Committee. The CoE& HD 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 candidate.
- Schedule an interview with the pre-candidate.
- Rate the writing sample, using a pre-approved rubric.
- Conduct interview and rate the candidate.
- Prepare a list of 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 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 College of Education, all of the following information, which is verified by the Certification Officer of the CoE:

- Official PRAXIS Scores (PRAXIS I and II) 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 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 (expect 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 College of Education 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 College of Education office:

- Official (original) passing scores on PRAXIS I 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 270 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.**

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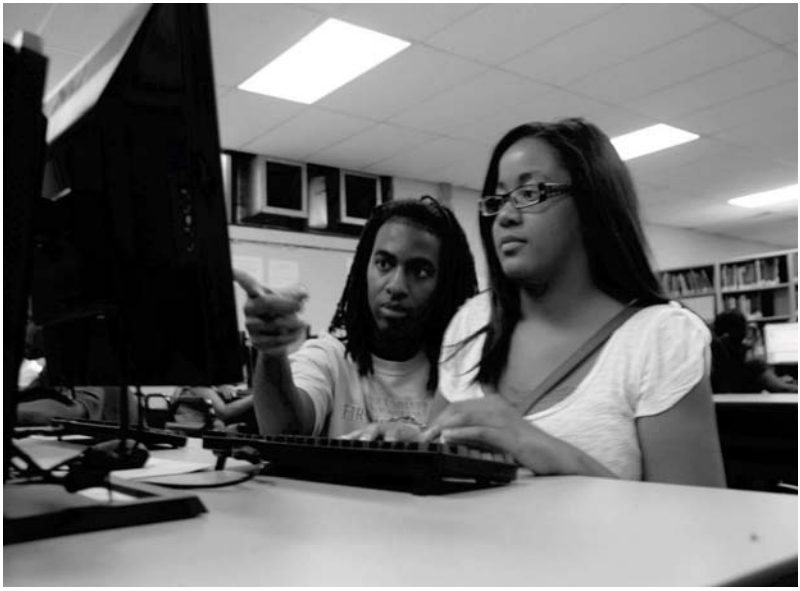
*Students must apply for graduation. Upon completion of the form in the College of Education office, the application must be submitted to the designated office.



CHILD DEVELOPMENT AND FAMILY STUDIES (CDFS)

Pamela E. Wanga, **Chair/Director,** Child Development and Family Studies
Office:
Phone: (504) 286-5351
Email: pwanga@suno.edu

Professor: Pamela E. Wanga, Ph.D.; **Assistant Professors:** Sherry Bachus, Ph.D., Diane Bordenave, Ed.D., Celina Carson, M.Ed. and Suzanne Mayo-Theus, Ph.D.

The Child Development and Family Studies major examines the development and education of children and adolescents, family dynamics, and the impact on children of interactions between family systems and social environments. A wide range of issues are addressed in the study of child development and family studies; including family theory; biological, cognitive, and emotional development throughout the lifespan; the impact of the family, neighborhood, workplace, and culture on development; and the influence that developing humans have on their environment. The program leads to multidisciplinary career opportunities related to human development, education, and well-being of children and families. CDFS candidates select electives that may include courses in social work, business, criminal justice, psychology, substance abuse, sociology, government and education, with the goal of pursuing a 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, policy advocacy for children, and family and community service liaisons.

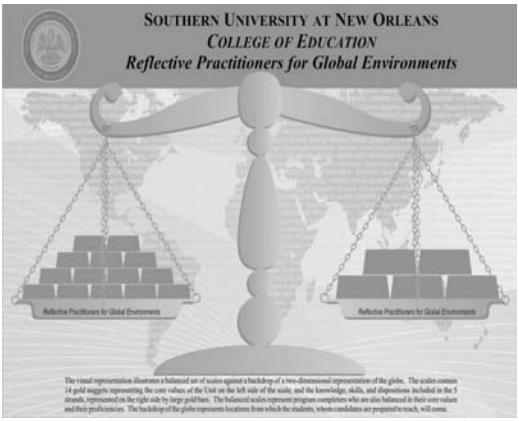
The students pursuing this major are prepared to assume leadership roles in the areas related to child and family studies. Graduates of the program may be found in public and private schools; in non-profit and for profit community agencies; in media such as newspapers and broadcasting companies; and 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's and Human Development's Conceptual Framework, *"Reflective Practitioners for Global Environments."*

Four principles support this framework:

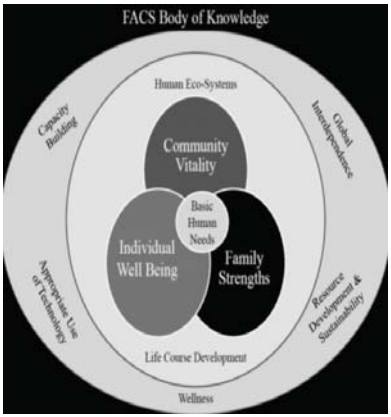
- A focus on people's strengths.
- A celebration of human diversity.
- The application of multi-system practice methods to promote human well-being and fair, equitable communities.
- A commitment to social justice.

Conceptual Framework of the College of Education and Human Development



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 as taught in the human systems theory, CDFS 325 and life course development, CDFS 303. The same *Model* , as visually displayed below, provides a context for all of the other 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
124 Credit Hours Required

Profile of Program Requirements		Credit Hours
I.	General Education Courses	39
II.	General Electives	12
III.	Career Electives	18
IV.	CDFS Major Courses, including practicum	50
V.	Other Courses	5
	TOTAL	**124**

Curriculum in Child Development and Family Studies

YEAR 1

First Semester

Course	Hrs. Credit
ENGL 111 (English Composition I)	3
MATH 151 (College Algebra)	3
BIOL 105 (Introduction to Biology)	3
POLI 110 (American Government)	3
JRDV 111 (College Survival Skills)	1
MGIS 164 (Intro. to Info. Processing)	3
	16

Second Semester

Course	Hrs. Credit
ENGL 112 (English Composition II)	3
MATH 250 (Elementary Statistics)	3
FIAR or MUSC 101(Intro. to Art or Music)	3
BIOL 106 (Intro. to Biology II)	3
HIST 210 or 220(U.S. History)	3
JRDV 111A (Freshman Assembly)	0
CDFS 201 (First Aid and Safety)	2
	17

YEAR 2

First Semester

Course	Hrs. Credit
ENGL 203 (Introduction to Literature)	3
COMM 210(Fundamentals of Public Speaking)	3
PHYS 101 (Physical Science I)	3
PHYS 101L (Physical Science I Lab)	3
SOCL 210 (Introduction to Sociology)	3
CDFS 207 (Infant and Child Development)	1
	16

Second Semester

Course	Hrs. Credit
CDFS 208 (Children with Special Needs)	3
CDFS 300 (Parenting/Family Relations)	3
CDFS 321 (Child Development in Family)	3
Directed Elective 1 (See Advisor)	3
Directed Elective 1 (See Advisor)	3
	15

YEAR 3

First Semester

Course	Hrs. Credit
CDFS 302 (Current Issues in Child Dev.)	3
CDFS 303 (Lifespan Dev./Family Context)	3
CDFS 312 (Values/Ethics in CDFS)	3
CDFS 319 (Family Health and Nutrition)	3
Directed Elective 2 (See Advisor)	3
	15

Second Semester

Course	Hrs. Credit
CDFS 323 (Adolescent/Adult Development)	3
CDFS 324(Patterns of Family Interaction)	3
CDFS 325 (Family Theory)	3
CDFS 341 (Family Resource Management)	3
Directed Elective 2 (See Advisor)	3
	15

YEAR 4

First Semester		Second Semester	
Course	**Hrs. Credit**	**Course**	**Hrs. Credit**
CDFS 395 (Child, Family & Public Policy) .	3	CDFS 467 (Changing American Family)....	3
CDFS 453(Research Methods/CDFS).....	3	CDFS 499 (Practicum)	3
Directed Elective 1 (See Advisor)	3	Directed Elective 2 (See Advisor.....	3
Directed Elective 1 (See Advisor)	3	Directed Elective 2 (See Advisor)	3
Directed Elective 1 (See Advisor)	3	Directed Elective 1 (See Advisor)	3
	15		15

Total: 124 Credit Hours

CHILD DEVELOPMENT AND FAMILY STUDIES 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:

1. **SELECTION 1 ELECTIVES** (18 credit hours from this selection)

BADM 362	Principles of Management (3)
BADM 370	Principles of Marketing (3)
CDFS 470*	Special Topics in Child Development and Family Studies (3) (*This course is repeatable for four different topics for no more than 12 credit hours))
SOWK 211	Social Welfare Policy and Services I (3)
SOWK 435	Older Persons in Family Settings (3)

Any 300-400 level courses (Not to exceed 12 hrs), preferably from Sociology, Criminal Justice, Psychology, or Education

2. **SELECTION 2 ELECTIVES** (12 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 400	Family Health, Fitness and Wellness (3)
CDFS 410	Healthy Communities and Families (3)
CDFS 430	Family and Social Policy (3)
CDFS 445	Administration of Programs for Children (3)

EARLY CHILDHOOD EDUCATION (PK-3)

Glenda Allen-Jones, Ph. D. **Chair**, Early Childhood Education
Office: Building 45B
Phone: (504) 286-5351
Email: gajones@suno.edu

Associate Professor: Glenda Allen Jones, Ph.D.; **Assistant Professors:** Racquel Ezell, Ph.D., and Gloria Major, 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 270 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 (Reading, Writing, and Mathematics) requirements prior to enrollment in Teacher Education courses at the 300 level (except for ECED 314: Creative Curriculum and HLTH 320: Health and Nutrition). They are required to pass PRAXIS II (Content Area) prior to enrollment in Teaching Methods courses and they must pass 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 the Bachelor of Science Degree and Teacher certification In Early Childhood Education* (PK-3) 127 Credit Hours Required

	Profile of Program Requirements	**Credit Hours**
I.	General Education	39
II.	Professional Core	27
III.	Professional Methodology	28
IV.	Specialty Content	28
V.	Other Courses	5
	TOTAL	**127**

*Candidates who pursue teacher certification will receive the Bachelor of Science (B.S.) Degree in Early Childhood Education upon completion of the program and graduation. Those candidates who pursue the non-certification option will receive the Bachelor of Arts in Early Childhood Education upon completion of the program and graduation.

Curriculum in Early Childhood Education (PK-3)

YEAR 1

First Semester

Course	Hrs. Credit
ENGL 111 (English Composition I).....	3
Math 151(College Algebra)	3
BIOL 105/105L (General Biology I Lec/Lab)	4
FIAR or MUSC 101 (Intro to Art or Music)	3
MGIS 164 (Intro. to Info. Processing).....	3
JRDV 111 (College Survival Skills)	1
	17

Second Semester

Course	Hrs. Credit
ENGL 112 (English Composition II)	3
MATH 232 (Finite Mathematics)	3
BIOL 106/106L(General Biology II Lec/Lab)	4
GEOG 110 (Regional Geography)	3
EDUC 110 (Introduction to Teaching).....	3
JRDV 11A (Freshman Assembly)	0
	16

YEAR 2

First Semester

Course	Hrs. Credit
POLI 110 (American Government).....	3
ECED 211(Intro to ECE and Child Dev.)...	3
PHYS or CHEM 101 (Phys. Sci. or Chem.)	3
MATH 210 (Math for Teachers).....	3
HIST 210 (U.S. History before 1865).....	3
ENGL 203 (Writing about Literature)	3
	18

Second Semester

Course	Hrs. Credit
EDUC 212 (Communication for Teachers)	3
EDUC 275 (Multicultural Education).....	3
MATH 220 (College Geometry).....	3
HIST 220 (U.S. History since 1865).....	3
English Elective.....	3
	15

YEAR 3

First Semester

Course	Hrs. Credit
MATH 250 (Elementary Statistics)	3
ECED 311 (Language Development).....	3
EDUC 311 (Children's Literature & Media)	3
EDUC 315 (Diverse Learners).....	3
EDUC 330 (Assessment, Measurement & Eval.)	3
	15

Second Semester

Course	Hrs. Credit
EDUC 301 (Teaching Reading I).....	3
EDUC 310 (Educational Psychology).....	3
EDUC 314 (Creative Curriculum)	3
EDUC 316 (Current Iss. in Early Childhood Math)	3
HLTH 320 (Health and Nutrition).....	3
ECED 357 (School and Family).....	3
	18

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)	4		
ECED 460 (Practicum in ECE).....	3		
ECED 466 (Math & Science Methods)	3		
	16		12

TOTAL: 127 Credit Hours

ELEMENTARY EDUCATION (1-5)

Kimberly Dickerson, Ph.D., **Chair**, Elementary Education
Office: Building 45
Phone: (504) 286-5084
Email: kdickerson@suno.edu

Professor: Mwalimu Shujaa Ph.D; **Associate Professor:** Louise Kaltenbaugh, Ph.D.; **Assistant Professors:** Shawan Bellow, Ed.D., Deborah Darby, Ph.D., Vincent Johnson, Ph.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 270 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 (Reading, Writing, and Mathematics) requirements prior to enrollment in teacher education courses at the 300 level (with the exception of EDUC 310: Educational Psychology, EDUC 311: Children's Literature and Media, EDUC 312: Technology & Media in Education, and). Teacher candidates are required to pass Praxis II: Content knowledge prior to enrolling in 300 and 400 Methods Courses. They are required to pass PRAXIX II, PLT prior to enrolling in Student Teaching and Student Teaching Seminar.

Program of Study Leading to the Bachelor of Science Degree and Teacher certification In Elementary Education (1-5) 124 Credit Hours Required

Profile of Program Requirements		Credit Hours
I.	General Education	39
II.	Professional Core	21
III.	Professional Methodology	39
IV.	Specialty Content	20
V.	Other Courses	5
	TOTAL	**124**

Curriculum in Elementary Education (1-5)

YEAR 1

First Semester

Hrs. Course	Credit
ENGL 111 (English Composition I).....	3
MATH 151(College Algebra).....	3
BIOL 105/105L (Gen. Biology I Lec/Lab) .	4
FIAR or MUSC 101 (Intro. to Art or Music)	3
POLI 110 (American Government).....	3
JRDV 111 (College Survival Skills)	1
	17

Second Semester

Hrs. Course	Credit
ENGL 112 (English Composition II)	3
MATH 232 (Finite Mathematics)	3
BIOL 106/106L (Gen. Biology II Lec/Lab)	4
GEOG 110 (Regional Geography)	3
EDUC 110 (Introduction to Teaching).....	3
JRDV 11A (Freshman Assembly)	0
	16

YEAR 2

First Semester

Hrs. Course	Credit
HIST 210 (U.S. History to 1865)	3
MATH 210(Mathematics for Teachers.)....	3
ENGL 203 (Writing about Literature.)	3
EDUC 230 (Child Psychology).....	3
EDUC 212 (Communication for Teachers)	3
PHYS 102 (Physical Science II)	3
	18

Second Semester

Hrs. Course	Credit
HIST 220 (U.S. History Since 1865).....	3
EDUC 275 (Multicultural Education).....	3
MATH 220 (College Geometry).....	3
English Elective.....	3
CHEM 101/101L (Intro. to Chem. I Lec./Lab)or PHYS 101/101L (Intro. Physical Science I)	4
	16

YEAR 3

First Semester

Hrs. Course	Credit
MATH 250 (Elementary Statistics)	3
EDUC 310(Educational Psychology).....	3
EDUC 311 (Children's Literature & Media)	3
EDUC 330 (Assess. Measurement & Eval.)	3
ELED 332 (Reading Methods)	3
	15

Second Semester

Hrs. Course	Credit
EDUC 312 (tech. & Media in Education)...	3
EDUC 315 (Diverse Learners).....	3
EDUC 334 (Elementary Math Methods)....	3
EDUC 336 (Elem. Art & Music Methods)...	3
EDUC 352 (Diagnostic Reading).....	3
	15

YEAR 4

First Semester

Hrs. Course	Credit
ELED 431 (Health/P.E. Methods).....	3
ELED 467(Soc. Stds. & Lang. Arts Methods)	3
ELED 440 (Classroom Org./Mgmt.).....	3
ELED 441 (Reading Practicum)	3
ELED 466 (Math & Science Methods).....	3
	15

Second Semester

Hrs. Course	Credit
ELED 470 (Student Teaching).....	9
EDUC 480 (Student Teaching Seminar) ...	3
	12

TOTAL: 124 Credit Hours

CERTIFICATION-ONLY PROGRAM ALTERNATE PATH TO CERTIFICATION

Director: Louise Kaltenbaugh, Ph.D.

The College of Education and Human Development offers a certification-only alternative teacher certification program for degreed students who wish to prepare for positions as early childhood, elementary or secondary school teachers. The program's early childhood education 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 in Art and Health and Physical Education.

Students who have earned undergraduate degrees in area other than education may pursue teacher certification as non-degree students through the College of Education and Human Development by completing education courses required for certification plus necessary specialty course requirements. Students who are seeking teacher certification should apply to the College of Education and Human Development for admission to the Certification-Only Alternative Teacher Certification Program. Before applying for admission to the College of Education and Human Development, interested students must first apply to the Office of Admissions for admission to Southern University at New Orleans.

The Certification-Only Program Alternative Path to Certification 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 with an overall grade point average (GPA) of 2.5 (4.0 scale). Students must pass PRAXIS I (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 Alternative Path to Certification

The goal 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 to be admitted to an alternative certification 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 (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 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 exempt from PRAXIS I.
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.

To apply for the Certification-Only Program, Alternative Path to Certification, the following documents must be submitted:

- An application for admission to Southern University at New Orleans and evidence of acceptance
- An application to the College of Education and Human Development 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 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 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 (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 Learner	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/SocStudies-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
EDUC 480	Student Teaching Seminar	3

-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 complete two years of training through the Louisiana Teaching Assistance and Assessment Program (LA TAAP) 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 Learner	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
EDUC 480	Student Teaching Seminar	3

-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 complete two years of training through the Louisiana Teaching Assistance and Assessment Program (LA TAAP) 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 329	Adolescent Psychology	3
EDUC 330	Assessment, Measurement, & Evaluation	3
EDSN 350	Teaching Reading in Secondary Content Areas	3
EDSN440	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 administration.

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 329	Adolescent Psychology	3
EDUC 330	Assessment, Measurement, & Evaluation	3
EDSN 350	Teaching Reading in Secondary Content Areas	3
EDSN440	Methods/Materials for Secondary Content Areas	3
EDSN 441	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 administration.

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 329	Adolescent Psychology	3
EDUC 330	Assessment, Measurement, & Evaluation	3
EDSN 350	Teaching Reading in Secondary Content Areas	3
EDSN440	Methods/Materials for Secondary Content Areas	3
EDSN 441	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 administration.

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 329	Adolescent Psychology	3
EDUC 330	Assessment, Measurement, & Evaluation	3
EDSN 350	Teaching Reading in Secondary Content Areas	3
EDSN440	Methods/Materials for Secondary Content Areas	3
EDSN 441	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 administration.

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 329	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 administration.

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 329	Adolescent Psychology	3
EDUC 330	Assessment, Measurement, & Evaluation	3
EDSN 350	Teaching Reading in Secondary Content Areas	3
ELED 431	Health/P.E Methods in Elementary Schools	3
EDSN 431	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 administration.

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 athletic, recreation and to the general public. Knowledge of these areas provides the student, athletic 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 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 bring together link theory to practice. (Prerequisites: Acceptable GPA and consent of 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 department chair)

CDFS 300 PARENTING AND FAMILY RELATIONS 3 credit hours
Emphasis is on parent education, interpersonal communication and system awareness. Course examines instructional approaches in Child Services programs to support parenting abilities and requirements for developing parenting programs to meet 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: CDFS 201, 207, and 208)

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 approval by advisor)

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 life 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 300 and 301)

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 300 and 301)

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 3 credits 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. (Prerequisite: CDFS 301)

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, romance; relating to others with respect, sincerity, and responsibility. The course requires field experiences. (Prerequisites: CDFS 300, 301, 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 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 trend, among others. Students will examine the American family as a social institution embedded in a cultural and historical context. (Prerequisites: CDFS 300 and 303)

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: CDFS 301)

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, 301)

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: (CDFS 303, 323)

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, enhanced by appropriate field experience assignments. (Prerequisites: CDFS 301, 302)

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)

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 301 and 319)

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 301 and consent of 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 will examine 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: Consent of 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: Consent of 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: Consent of department chair)

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 r**epeatable for different topics** but no more than 12 credits of special topics may be applied toward this elective. Field experiences may be required depending on the topic. (Prerequisites: Consent of 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. 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)

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. **(Prerequisites: Admission to Candidacy, Praxis I, and Praxis II: Content Knowledge)**.

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. **(Prerequisites: Admission to Candidacy and Praxis I)**

ECED 314 CREATIVE CURRICULUM 3 credit hours
This course will allow pre-service teachers to build a working knowledge of curriculum strategies and techniques on which to base wise curriculum decision-making for children in Early Childhood Education. This course takes an in-depth look at the variety of experiences and methods for developing self-expression and creativity in the young child, focusing on art, music, and movement. Field experiences are a part of this course.

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, and 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. **(Prerequisites: Admission to Candidacy, Praxis I, and Praxis II: Content Knowledge)**

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: Admission to Candidacy, Praxis I, and Praxis II: Content Knowledge)**

ECED 440 CLASSROOM ORGANIZATION AND MANAGEMENT IN ECE 3 credit hours

This course provides an opportunity for students to practice the fundamental administrative responsibilities of a childcare facility including program development and fiscal and personnel management. The student will also gain an understanding of the business challenges of operating a childcare facility which encompasses administration, marketing, personnel issues, parent and community involvement, and legal responsibilities. **(Prerequisites: Admission to Candidacy, Praxis I, and Praxis II: Content Knowledge)**

ECED 460 PRACTICUM IN EARLY CHILDHOOD EDUCATION 4 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. **(Prerequisite: Admission to Candidacy, Praxis I, and Praxis II: Content Knowledge)**

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: Admission to Candidacy, Praxis I, and Praxis II: Content Knowledge)**

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: Admission to Candidacy, Praxis I, and Praxis II: Content Knowledge)**

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, 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 College of Education, 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 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 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. **(Prerequisite: Admission to Candidacy and Passed Praxis I)**

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. **(Prerequisites: Admission to Candidacy and Passed Praxis I)**

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. **(Prerequisites: Admission to Candidacy and Passed Praxis I)**

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, Praxis II: Content Knowledge, and Praxis II: PLT)**

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. **(Prerequisites: Admission to Candidacy Praxis I, and Praxis II: Content)**

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. **(Prerequisites: Admission to Candidacy Praxis I, and Praxis II: Content)**

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. **(Prerequisites Admission to Candidacy, Praxis I, and Praxis II Content)**

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: Admission to Candidacy, Praxis I, and Praxis II: Content)**

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. **(Prerequisites: Admission to Candidacy Praxis I, and Praxis II: Content)**

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, and 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. Field experiences are a part of this course. **(Prerequisites: Admission to Candidacy, Passed Praxis I, and Praxis II: Content Knowledge)**

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: Praxis I and Praxis II: Content Knowledge)**

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: Admission to Candidacy, Passed Praxis I, and Praxis II: Content Knowledge)**

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, Praxis II: Content Knowledge, Praxis II: PLT, passed each course with a C or better)**

OTHER COURSES TAUGHT IN THE COLLEGE OF EDUCATION

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 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, 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. **(Prerequisite: Admission to the Alternative Teacher Certification Program)**

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. **(Prerequisite: Admission to the Alternative Teacher Certification Program and Praxis I)**

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. **(Prerequisite: Admission to the Alternative Teacher Certification Program, Praxis I, and Praxis II: Content Knowledge)**

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, and Praxis II: Content Knowledge)**

ECED 415 METHODS AND MATERIALS FOR TEACHING IN ECE: AN INTEGRATED APPROACH 3 credit hours

This course provides instruction and guidance in integrating teaching across the curriculum. Candidates gain insight into the reinforcement of student learning as it is applied in multiple subject areas. Emphasis is on planning, delivery, and assessment of instruction and learning; and on best practices for the infusion of technology into the instructional process. Field Experiences are included in the course. **(Prerequisite: Admission to the Alternative Teacher Certification Program, Praxis I, 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, 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: Content Knowledge, and Praix 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. **(Prerequisite: Admission to the Alternative Teacher Certification Program)**

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. **(Prerequisite: Admission to the Alternative Teacher Certification Program)**

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. **(Prerequisite: Admission to the Alternative Teacher Certification Program and Praxis I)**

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, 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, 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, and 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, 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, and Praxis II: Content Knowledge)**

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, 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, 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, Praxis II: Content Knowledge, and Praxis II: PLT)**

CERTIFICATION-ONLY PROGRAM
ALTERNATIVE PATH TO CERTIFICATION

Secondary, Grades 6-12

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. A minimum of 10 field hours are required. (**Prerequisite: Admission to the Certification-Only Alternative Teacher Certification Program, Praxis I, Praxis II: Content Knowledge)**

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, 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, 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. Field experiences are required in this course. (**Prerequisite: Admission to the Certification-Only Alternative Teacher Certification Program, Praxis I, 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. 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, 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, 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. 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, Praxis II: Content Knowledge)**

EDSN 443 METHODS/MATERIAALS 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. 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, 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. Field experiences are required in this course. (**Prerequisite: Admission to the Certification-Only Alternative Teacher Certification Program, Praxis I, 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, 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, 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, Praxis II: Content Knowledge and PLT)**

SPECIALTY: MIDDLE SCHOOL

The Middle School Program is being phased out. Enrollment in these courses will be limited to candidates already admitted to the program. No new students will be admitted to the program.

SPECIALTY: SECONDARY

The Secondary Program is being phased out. Enrollment in these courses will be limited to candidates already admitted to the program. No new students will be admitted to the program.

School of Social Work
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Professors: Joseph Bouie, Jr., Ph.D. and Ronald J. Mancoske, D.S.W.; **Associate Professors:** Lynn Douville, D.S.W., Beverly C. Favré, Ph.D., Patricia Guillory, Ph.D., Joy Smith-McElveen, D.S.W., Cheryl Mills, Ph.D.,and Gayle T. Wykle, Ph.D.; **Assistant Professors**: Bonnie Alston, M.S.W., Edgar Blanchard, M.S.W., Harry Doughty, M.S.W., Lyndia Green-Faust, J.D., M.S.W., Gladys Merrick, M.S.W., Claude Montegut, M.S.W., Jill Murray, Ph.D., Ben Robertson, Ph.D., Harry Russell, M.S.W.; Gail Wise, M.S.W., **Instructors:** Gloria Washington, M.S.W., Amy Riep, M.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 arid 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. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene and evaluate 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.

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.

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 admissions committee

Students majoring in social work must complete a minimum of 60 credit hours within the department, including SOWK 100, 211, 241, 311, 341, 343, 350, 351, 352, 431, 432, 443, 4810/481g, 4820/482h, six credit hours of social work electives, and 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 fall, summer 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

Application:

1. Students must apply for the field practicum during the spring semester prior to beginning the practicum experience.

2. Application forms are obtained from the School of Social Work's office.

3. Applicants must attach a resume and an official transcript reflecting that all pre-requisites have been met. All applications must be reviewed and signed by the student's faculty advisor and returned to the Director of Field.

Eligibility:

1. Students must have completed all required social work courses through the junior year.

2. Students must have earned an overall grade point average of 2.0 or better and a minimum cumulative GPA of 2.5 in Social Work courses.

Requirements:

1. Each student must attend a pre-practicum orientation, conducted by the Director of Field Instruction.

2. Selection of the practicum site will be made by the Director of Field Instruction.

3. 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.

4. If the practicum experience is terminated for any reason during the semester, the student must agree to an extended practicum period.

5. Students approved by the Director of Field Instruction for field practicum must enroll in SOWK 481G Field Instruction I in the Fall, SOWK 482H Field Instruction II in the Spring, and must also enroll concurrently in the SOWK 4810 or SOWK 4820, Field Seminar I or II.

CURRICULUM IN SOCIAL WORK

Bachelor of Social Work Degree

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 250 (Elementary Statistics)	3
BIOL 105 (Intro. to Biology I Lec.)	3	BIOL 106/106L (Intro. to Biol II Lec. & Lab)	4
FIAR or MUSC 101	3	MGIS 164 (Intro. to Information Processing) or Computer Literacy Exam	3
SOWK 100 (Intro. To Social Welfare)	3	HIST 104 (History of Civilization since 1500)	3
JRDV 111 (College Survival Skills)	1	SOWK 200 (Seminar for Majors)	0
JRDV 111A (Freshman Assembly)	0		
SOWK 200 (Seminar for Majors)	0		
	16		16

SOPHOMORE YEAR

SOWK 200 (Seminar for Majors)	0	SOWK 200 (Seminar for Majors)	0
ECON 200 or 211	3	Social Work Retreat	0
PSYC 210 (General Psychology)	3	SOWK 241 (Communication Skills)	4
POLI 110 (American Government)	3	HIST 220 (U.S. History since 1865)	3
SOCL 210 (Intro. to Sociology)	3	CHEM 101, PHYS 101, or PHYS 103	3
ENGL 260 (Professional & Technical Writing)	3	COMM 210 (Fundamental of Public Speaking)	3
SOWK 211 (SWPS I)	3	SPAN 101 or American Sign Language	3
Community Service (60 hours)	0		
	18		16

JUNIOR YEAR

SOWK 200 (Seminar for Majors)	0	SOWK 200 (Seminar for Majors)	0
SOWK 311 (SWPS II)	3	SOWK 443 Diversity and Empowerment	3
SOWK 341 (HBSE I)	3	HUMANITIES 315 OR 311	3
SOWK 350 (Direct Service I)	3	SOWK 351 (Direct Service II)	3
Non Social Work Elective	3	Non Social Work Elective	3
SOWK 343 (HBSE III)	3	SOWK 2810 Field Seminar Retreat	0
	15		12

SENIOR YEAR

SOWK 200 (Seminar for Majors)	0	SOWK 200 (Seminar for Majors)	0
SOWK 352 (APO I)	3	SOWK 352 (APO I)	3
SOWK 481G (Field Instruction I)	4	SOWK 482H (Field Instruction II)	4
SOWK 4810 (Field Seminar I)	4	SOWK 4820 (Field Seminar II)	0
Social Work Elective	3	Social Work Elective	3
SOWK 431 (Research)	3	SOWK 492S (Senior Seminar)	1
		Psychology or Sociology Elective	3
		SOWK 432 (Statistics)	
	13		14

Total: 120 Credit Hours

The School of Social Work offers a minor in Social Work. 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.

SCHOOL OF SOCIAL WORK COURSE DESCRIPTIONS
UNDERGRADUATE

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 AND SERVICES I 3 credit hours
This course is an examination of the social welfare system, and it also, studies the historical development of social welfare policies and services.

SOWK 231 COMMUNICATION SKILLS FOR SOCIAL WORKERS 3 credit hours
This course is designed to study and develop the interviewing process. Written and verbal communication skills within a social work context are emphasized.

SOWK 241 COMMUNICATION SKILLS FOR SOCIAL WORKERS 4 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 AND 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 AND SOCIAL ENVIRONMENT 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. (Prerequisite: SOWK 100; SOWK 241) Can be taken concurrently with SOWK 343

SOWK 342 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT II 3 credit hours
This course is a continuation of Human Behavior and Social Environment I. (Prerequisite: SOWK 341)

SOWK 343 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT III 3 credit hours
This course builds on theoretical perspectives developed in HBSE I and II. 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. (Prerequisite: SOWK 100, SOWK 241 or consent of Program Director)

SOWK 351 DIRECT SERVICE II 3 credit hours
This course is an exploration 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. 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)

SOWK 360 INTERACTIONAL SEMINAR ON AGING 3 credit hours
This 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. (Open to undergraduate students only)

SOWK 410 SOCIAL WELFARE SEMINAR 3 credit hours
This 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 3 credit hours
This course focuses on the 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. (Open to undergraduate students only)

SOWK 422 FAMILIES IN STRESS 3 credit hours
This 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. (Open to undergraduate students only)

SOWK 429 MEDICAL AND SOCIAL ASPECTS OF HEALTH AND DISEASE 3 credit hours
This 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. (Open to undergraduate students only)

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 (Prerequisite: Consent of BSW Director) (Open to undergraduate students only)

SOWK 431 SOCIAL WORK RESEARCH 3 credit hours
This course is a study of research methods and statistics used in Social Welfare research designed to equip students with marketable skills in the research area. Teaching methodology involves a learning laboratory approach. The first semester focuses on concepts and terms commonly used in research, learning skills in evaluation research and skills in selecting topics in preparing research reports. Students develop and practice research techniques, including participant observation, case study, content analysis 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. During the second semester, the students focus on experimental designs, survey research components on questionnaire construction and interviewing, and computer techniques. Each student completes a major field research project and written report. (Prerequisite: SOWK 431; Also open to MSW students)

SOWK 433 INSTITUTIONAL RACISM IN THE U.S. 3 credit hours
This course is an examination of the nature and significance of racism in American life. The economical, political and psychological attitudes and, institutional practices are also investigated. (Open to undergraduate students only)

SOWK 434 SOCIAL LEGISLATION, POLICY AND PROCESS 3 credit hours
This 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 3 credit hours
This 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. (Open to undergraduate students only)

SOWK 436 CHILD WELFARE SERVICES 3 credit hours
This 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. (Open to undergraduate students only)

SOWK 437 SOCIAL SERVICES FOR THE HANICAPPED 3 credit hours
This 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 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 439 THE PHYSICAL CARE OF THE AGED 3 credit hours
This course focuses on the physical needs of aging people including the special needs of the chronically ill, the physically disabled, the senile, the planning and execution of recreational programs. This is a "how to" course focusing on the development of skills in providing care for the elderly. (Open to undergraduate students only)

SOWK 440 HUMAN SEXUALITY 3 credit hours
This 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. (Open to undergraduate students only)

SOWK 441 INTRODUCTION TO MENTAL HEALTH 3 credit hours
This course is an introduction to the field of mental health as a vital part of the social welfare of the individual, the group, and the community. Its 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 metal health system I our community. (Open to undergraduate students only)

SOWK 442 INTEGRATION OF COMMUNICATION MEDIA INSOCIAL WORK 3 credit hours
This 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. (Prerequisite: SOW100, SOWK 341 or consent of Program Director)

SOWK 444 DEATH, DYING AND GRIEF 3 credit hours
This course provides an introduction and surveys of the current issues, concepts, and research of the psychological 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. (Open to undergraduate students only)

SOWK 445 FAMILY VIOLENCE 3 credit hours
This course is designed to examine and suggest 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 3 credit hours
This 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 3 credit hours
This course is an examination of the policy implications, and the effectiveness of intervention efforts confronting the psychological challenge of AIDS on various individuals and communities. (Open to undergraduate students only)

SOWK 460 ADMINISTRATION AND MANAGEMENT IN SOCIAL WELFARE 3 credit hours
This 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 481G AND 482H FIELD INSTRUCTION 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, 342, 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, 342, 350, 431, 432, Senior Status, Consent of Field Director)

SOWK 492S SENIOR SEMINAR 1 credit hour
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. Oral and written exit exams are administered at the completion of this course. These examinations cover content on human behavior, social work methods, research and social welfare policy. (Prerequisite: Consent of BSW Director)

The School of Graduate Studies

GRADUATE DEGREE PROGRAMS, REQUIREMENTS, CURRICULA

Wesley T. Bishop, J.D, **Interim Dean**
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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 <u>official</u> 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 can not 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) of *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 b 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 dully 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. <u>If suspended twice, the student will not be eligible for readmission</u>.

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 <u>excluded from the calculation of cumulative averages</u>. 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 MANAGEMENT INFORMATION SYSTEMS

Adnan Omar, Ph.D., **Chair**
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Professors: David G. Alijani, Ph.D., Adnan Omar, Ph.D. and J. Steven Welsh, Ph.D.; **Associate Professor:** Obyung Kwun, Ph.D.; **Assistant Professors**: Muhammed Miah, Ph.D., Henry Kevin Fulk, Ph.D., and Yanjun Yu, Ph.D.

The purpose of the Masters of Science Program in the Management Information Systems (MS-MGIS) is to integrate information technology and business management. The program is designed to provide students with a strong educational foundation thereby preparing them as Information System (IS) professionals. MS-MGIS consists of a specially designed curriculum, which emphasizes conceptual, analytical, technical, and interpersonal skills. It 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 in both business management and information technology. MS-MGIS delivers exactly that. The MGIS Department, which is housed in the College of Business at Southern University at New Orleans (SUNO), has a mission that mirrors the aspirations of the business community.

The MS-MGIS curriculum is designed to accommodate both individuals holding undergraduate management related degrees and other professionals who may have non-management related baccalaureate degrees.

LEARNING GOALS & OBJECTIVES

1. Student is able to make an ethical decision in a business setting.
    - Student is able to identify ethical principles
    - Student is able to evaluate the situation and justify his or her decisions.
2. Student is able to apply effective communication skills in a professional environment.
    - Student is able to prepare and deliver an effective presentation.
    - Student is able to produce well written documents.
3. Student is able to understand the role of technology and the process for managing information systems in organizations.
    - Student is able to apply methodologies to design an information system.
    - Student is able to understand project management skills in support of organization needs.

All students admitted into the program are assigned to a primary graduate program advisor. The graduate program advisor provides counseling about needed 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-MGIS 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 are strongly encouraged to take the GMAT as a majority of the MS-MGIS degrees in the United States require the GMAT score. For admission into the MS-MGIS 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. Students in the MS-MGIS will be expected to complete 36 hours of MGIS course work for graduation.

Foundation courses are for students who do not have at least 15 credit hours of business courses in their earned undergraduate or graduate degrees. All students must take MGIS 505-Writing for Research in Management Information Systems. All classes in the MS-MGIS 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-MGIS students should therefore have a working knowledge of the materials contained in the following set of business courses required for undergraduate MGIS majors:

Foundation Courses

Principles of Financial Accounting	Principles of Management
Principles of Finance	Legal Environment of Business
Principles of Marketing	

Students are recommended to first complete the foundation courses before taking core courses.

Primary Courses **6 hours**

Course #	Title	Hrs. Credit
MGIS 500	Strategic Information Systems Mgt.	3
MGIS 603	Systems Analysis and Design	3

Management Approaches and Strategies **12 hours**

Course #	Title	Hrs. Credit
MGIS 502	Financial Management	3
MGIS 503	Supply Chain Systems	3
MGIS 506	Applied marketing	3
MGIS 633	Applied Project Management	3

Technological Infrastructure **12 hours**

Course #	Title	Hrs. Credit
MGIS 604	Electronic Commerce	3
MGIS 605	Web Site Design and Management	3
MGIS 650	Object Oriented System Design	3
MGIS 660	Database Management	3

Communication & Research **6 hours**

Course #	Title	Hrs. Credit
MGIS 505	Writing for Research in MIS	3
MGIS 698	Directed Research in MIS	3

Elective **3 hours**

Course #	Title	Hrs. Credit
MGIS 504	Applied Economics for Information Managers	3
MGIS 610	Object-Oriented System Design & Development of Integrated Sys	3
MGIS 671	Business Intelligence	3
MGIS 685	Information Security Foundations	3

Total Credit Hours 39 hours

Curriculum in Management Information Systems
Master of Science

FIRST YEAR

SEMESTER ONE

Course	Hrs. Credit
MGIS 500 (Strategic Info Sys. Mgmt.)	3
MGIS 502 (Financial Mgmt.)	3
MGIS 605 (Web Site Design & Management)	3
MGIS 505 (Writing for Research in MGIS)	3
	12

SEMESTER TWO

Course	Hrs. Credit
MGIS 503 (Supply Chain Systems)	3
MGIS 506 (Applied Marketing)	3
MGIS 603 (Systems Analysis & Design)	3
	9

SECOND YEAR

SEMESTER ONE

Course	Hrs. Credit
MGIS 604 (Intro. to E-Commerce).....	3
MGIS 633 (Applied Project Management)	3
MGIS 660 (Advanced Database Mang)	3
	9

SEMESTER TWO

Course	Hrs. Credit
MGIS 650 (Adv. Data Comm. Systems) ...	3
MGIS Elective	3
MGIS 698 (Dir. Research Project in MIS) .	3
	9

Total: 39 Credit Hours

MANAGEMENT INFORMATION SYSTEMS COURSE DESCRIPTIONS
GRADUATE LEVEL

MGIS 500 Strategic Information Systems Management 3 credit hours
This course examines the value of computer-based information systems to enable organizations to achieve competitive advantage, increase their operational efficiency, and make effective decisions. It explores information system's relationships with and effects on organizational strategies. It examines tools for developing and evaluating information systems strategies for their alignment with and contributions to organizational strategies. Lastly, it stresses considerations of business ethics in these strategic applications of information systems. Students will learn and apply concepts introduced in this course through multiple methods, including case studies; use of advanced software applications to analyze and solve business problems; and a group project.

MGIS 502 Financial Management 3 credit hours
This course uses lectures and case studies to provide students with the ability to understand the financial challenges, risks, and opportunities in regular and electronic businesses. Students learn how to evaluate sources of financing available for regular and electronic business ventures; analyze the various structures that define financing transactions for new ventures; analyze and critically evaluate the financial viability of emerging Internet business models; understand the financial implications of business partnering to foster growth; and evaluate the performance of regular and electronic businesses models for e-business ventures. (Prerequisite: ACCT 201 & BADM 301 or Equivalent)

MGIS 503 Supply Chain Systems 3 credit hours
This course addresses the systems necessary to develop and manage successful supply chain systems. Enterprise management systems, (SAS, SAP, etc.); information, Electronic Data Interchange (EDI), and logistics systems; supplier measurement systems, supply chain modeling and optimization; and the integration strategies are examined.

MGIS 504 Applied Economics for Information Managers 3 credit hours
This course introduces students to economic principles relevant to management of information systems in organizational contexts. It examines core micro-economic concepts applied to the marketplace for information products and services, financial tools used for managing information systems, and networks.

MGIS 505 Writing for Research in Management Information Systems 3 credit hours
This graduate level course develops proficiency in the techniques of writing precise, summaries, and syntheses 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.

MGIS 506 Applied Marketing 3 credit hours
This course focuses on the study and development of marketing tools for competing effectively in the Internet economy, including marketing issues that managers must address as they consider how to develop successful commercial strategies on the Web and other emerging electronic media. Views the Web as a channel of information distribution, and increases understanding of the nature of the Internet, its culture, and issues related to information flow, trust, and privacy. Topics include marketing research, consumer behavior, customer service, advertising, positioning, and Web economics. Teaching methods include class lecture, readings, case studies, on-line activities, and a Web-based marketing project. (Prerequisite: BADM 370 or Equivalent)

MGIS 603 Systems Analysis and Design 3 credit hours
This course discusses the systems development life cycle and focuses on the analysis and design of components. Requirements analysis is highlighted, as well as integrating these topics with database systems. Topics include rapid application development, structured analysis, examination of organizational and physical factors, and determination of input/output needs, dataflow requirements, case tools, system testing, alternate design methods, and development of detailed design specifications.

MGIS 604 Electronic Commerce 3 credit hours
This course examines current business practices in electronic commerce. It includes critical analysis of enabling technologies and business strategies. Also includes discussion of international, legal, and ethics issues that arise in conducting electronic business. Teaching methods are lectures, demonstrations, group exercises, and student presentations of in-progress and completed projects.

MGIS 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: aligning electronic business models with Web site designs, planning a Web site, understanding the principles and elements of effective Web site design, using Web development and design tools, and evaluating Web site effectiveness. Elements of consistent Web page design as components of overall Web site design are emphasized. Effective communication of concepts and analysis in written format and oral presentations are stressed. Teaching methods include class lecture, case studies, and Internet laboratory research projects. (Prerequisite: MGIS 501)

MGIS 610 Object-Oriented System Design & Development of Integrated Systems
3 credit hours
This course is designed to provide students with knowledge and skills required for the design and development of large-scale information systems. The course examines and applies the recent applications of object-oriented methodologies and integration process for solving real-world problems in the area of information management and its applications.

MGIS 633 Applied Project Management 3 credit hours
This course teaches students how to use project management techniques for planning and controlling schedule, costs, and quality in information technology design, development, and implementation projects. Topics include cost estimating, budgeting, contract pricing, value analysis, variance analysis, post-completion audits, and use of project management software. (Prerequisite: BADM 362 or Equivalent)

MGIS 650 Advanced Data Communication Systems 3 credit hours
This course prepares students to understand telecommunication systems and networks as applied to business enterprises in the commercial and public sectors. In this course, selections of telecommunications technologies necessary to support business applications are discussed. This course enables students to gain an in-depth understanding of telecommunications systems and networks, proposal writing and evaluations, cost vs. performance trade-offs, requirements developments, and requirements analyses. Technical and managerial aspects of telecommunication systems and networks with an emphasis on communication networks (LAN and WAN) and methodologies using distributed processing are discussed as well. (Prerequisite: MGIS 501)

MGIS 660 Advanced Database Management 3 credit hours

This course shows how advances in information have increased organizations' ability to gather large databases of information about their customers. In this course, students will learn how to extract and use information and knowledge from such databases to summarize, predict, and explain the behavior of individual customers and to identify patterns and trends in those behaviors across customers or categories of customers. Students will learn how to design and construct relational databases, data marts, and data warehouses. Students will learn how to use data mining and online analytical processing tools. In the process of meeting these objectives, they will obtain hands-on experience with several database building and analysis software tools. (Prerequisite: MGIS)

MGIS 671 Business Intelligence 3 credit hours

This course examines decision support systems and intelligent systems as they are used for managerial decision-making. Topics include a study of the foundations of computerized support for decision problems, decision support systems, collaborative systems, expert systems and advances in intelligent support to decision making. Developing an understanding of various decision problems and the selection of appropriate systems for these problems are emphasized through the course. Effective communication of concepts and analysis in written format and oral presentations are stressed. Teaching methods include class lecture, case studies and research projects.

MGIS 685 Information Security Foundations 3 credit hours

This course covers the basic principles and concepts in information security and information assurance. It examines the technical, operational, and organizational issues in assuring confidentiality, integrity, and availability. Topics include malicious code, cryptography, security risk management, and security procedures and policies. (Prerequisite: MGIS 603)

MGIS 698 Directed Research Project in MIS 3 credit hours

This course is a research project supervised by a faculty member. This project provides a personalized integrated capstone experience for the student. The project should combine elements of the breadth of courses taken by the student with the tools component of the program into a comprehensive applied research project. (Prerequisite: Permission of Instructor and department chair)

THE MASTER OF ARTS IN CRIMINAL JUSTICE

Geraldine Doucet, Ph.D., **Associate Professor**
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John Penny, Ph. D., Th. D., **Assistant Professor**
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Sunday Anadi, Ph.D., **Assistant Professor**
Ekwuniru C. Nwekeji, Ph.D., **Assistant Professor**
Jennifer R. Trombley, MA, ABD**, Assistant Professor**

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-D 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. Theses 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*)

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David Riep, Ph.D., **Assistant Professor**; Vacant, **Assistant Professor**
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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 are required to complete thirty-six (36) hours of course work for graduation, which includes five 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 504 (Collections Management)	3
MUSE 507 (Writing for Research in Museums)	3
	9

SECOND SEMESTER (SPRING)

Course No. and Title (Choose 3 Classes)	**Hrs. Credit**
MUSE 505 (Museums and Communities).....	3
MUSE 525 (Research Methods in Museology).....	3
MUSE 610 (Museum Education)	3
MUSE 620 (Exhibition Design).....	3
MUSE 635 (History of World Art).....	3
MUSE 640 (History of Art of the African Diaspora).....	3
MUSE 645 (Art and Society in Asia).....	3
MUSE 655 (Topical Studies in African Art).....	3
	9

SUMMER SESSION

Course No. and Title	**Hrs. Credit**
MUSE 625A (Internship in Museum Work)	3

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 695 (Independent Study).....	3
MUSE 700B (Master's Project, 2nd Sem. If needed).....	3
MUSE 705B (Master's Thesis, 2nd Sem. If needed).....	3
	9

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. This course is required during the first semester of study.

MUSE 504 COLLECTIONS MANAGEMENT 3 credit hours
This core course provides students with the necessary skills to develop a collection 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 sub-contracting 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 525 RESEARCH METHODS IN MUSEOLOGY 3 credit hours
This core course provides an introduction to qualitative and quantitative research methods, as they relate to Museology. It is designed to guide students through the development of an original research project that involves identifying resources, collecting and analyzing data, and interpreting data results, which culminates in writing a research paper.

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. (Prerequisites: MUSE 501 or permission of the instructor.)

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. (Prerequisites: MUSE 501 or permission of the instructor.)

MUSE 645 ART AND SOCIETY IN ASIA 3 credit hours
Art and Society in Asia is a general introduction to the Arts of Asia in their social and historical contexts. The works of art are important in their own contexts to learn what they reveal about their parent cultures and society. This course contributes to the Museum Studies Program emphasis on critical thinking and creative ideas. It is designed for students' to have a solid foundation in art and history in addition to the History of World Art and Art of the African Diaspora courses that are currently offered. We will focus on visual culture and its significance with regard to ritual, literature, religion, and political history.

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, fund-raising, 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 695 INDEPENDENT STUDY 3 credit hours

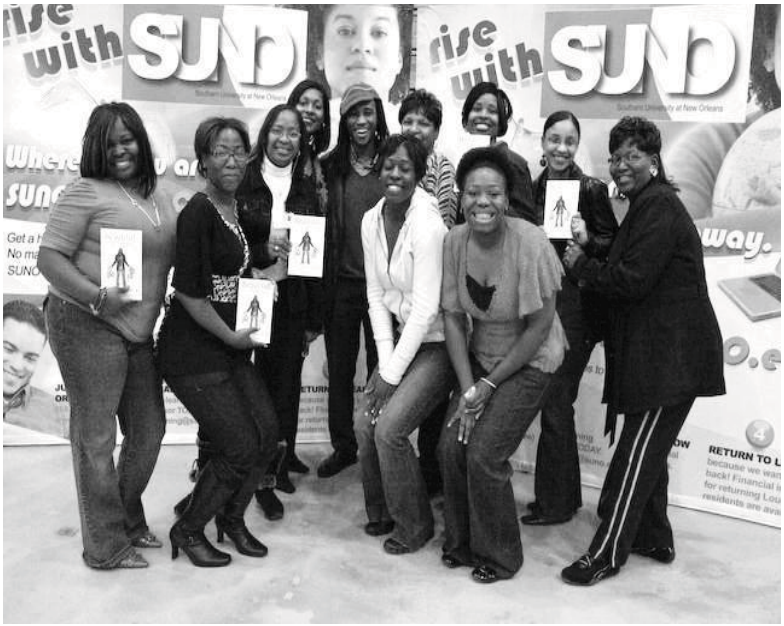
This elective course consists of a supervised, in-depth examination through individual research on a particular topic selected and conducted by the student in consultation with a faculty advisor. Independent study may not be used in place of a core course or a required course, and when used as an elective, 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

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Professors: Joseph Bouie, Jr., Ph.D. and Ronald J. Mancoske, D.S.W.; **Associate Professors**: Lynn Douville, D.S.W., Beverly C. Favré, Ph.D., Patricia Guillory, Ph.D., Joy Smith-McElveen, D.S.W., Cheryl Mills, Ph.D., and Gayle T. Wykle, Ph.D.; **Assistant Professors**: Bonnie B. Alston, M.S.W., Edgar Blanchard, M.S.W., Harry Doughty, M.S.W., Lyndia Green-Faust, J.D., M.S.W., Gladys Merrick, M.S.W., Ben Robertson, Ph.D., Harry Russell, M.S.W.; Jill Murray, Ph.D., and Gail Wise, M.S.W.; **Instructor**: Gloria Washington, M.S.W.; and Amy Riep, M.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 arid 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. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene and evaluate 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, 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.

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 practice.

3. To provide students with knowledge and understanding 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 knowledge for practice.

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 and lesbian 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.

Program of Study: Full-Time, Part-Time, 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 32 hours of foundation social work courses. The second year is the advanced year which includes 31 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. The full-time plan begins in the fall semester. The part-time plan begins in the spring or fall semester. The advanced standing plan begins in the spring or summer semester.

Full-Time

The full-time plan consists of a planned, structured curriculum which extends over four semesters. Students participate in a field practicum which is concurrent with course work. The field practicum includes a minimum of sixteen (16) hours per week in the first year and 16 to 20 hours the last year. Semester hours for full-time students vary from 14 to 17 hours per semester. Total semester hours = 63.

Part-Time

The part-time plan consists of a structured curriculum which permits students to complete their academic requirements within five (5) or six (6) semesters plus two (2) summers, depending on when they enter the program. If they enter in the Fall, it is six semesters. If they enter in the Spring, it is six semesters. In the part-time plan, the foundation year is divided into four (4) semesters plus two (2) summers. During the first two years, students enroll in a field practicum

which includes a minimum of ten (10) hours per week. The field practicum begins the summer of the first year. During the third year (specialization year), students must increase their course load and field practicum hours to meet full-time status.

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 approximately three semesters beginning in the spring or summer semester of an academic year. It provides for the waiver of all but two (2) courses of the first foundation year. Total semester hours = 37.

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 taken may not equate to School of Social Work courses. The maximum number of courses 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

Full-Time MSW program is completed in a minimum of 2 years and Part-Time Program is completed in a maximum of 4 years. Admission decisions for the MSW program are based on a review of past academic performance, relevant work and/or volunteer experience, reference evaluations, personal interest statement, 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 social science. The minimum criteria for admission to the MSW program are as follows:

1. An earned bachelor's degree from an accredited college or university or a degree which will be awarded by the end of the semester, prior to entry.

2. Successfully completion of the following 9 hours in liberal arts courses with a minimum grade of "C": Introduction to Sociology, Introduction to Psychology and General Biology or Introduction to Biology.

3. An overall 2.5 grade point average on a 4.0 scale.

4. Evidence of written skills at the level of a graduate student.

5. Evidence of values, ethics and commitment congruent with those of the social work profession.

6. Demonstrated sensitivity to racial, ethnic, and other cultural diversity and a commitment to equal opportunity.

7. Commitment to Advocacy, Empowerment, and Transformation.

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
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 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.

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 can be suspended or expelled from the program based on academic failure (which includes plagiarism & cheating) and/or based on violation of the NASW code of ethics.

MSW Field Practicum

Full-time students are required to complete a field practicum each semester for four semesters. The field experience is concurrent with course work. For the first three (3) semesters, students are

assigned to the selected field setting for two (2) days per week. In the final semester, students participate in the field practicum two and a half days per week.

Part-time students are required to participate in a field practicum experience beginning in the summer semester one year following their enrollment in the graduate program. During the first two (2) years, students will complete ten (10) hours a week in the field. After completion of the second year, students are required to participate in a full-time field practicum assignment based on their concentration.

The MSW Curriculum

Social Work education at the master's level is built on a liberal arts base, and 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 planning, research, and interventive 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 competency in an area of specialization. The curriculum provides the student with learning experiences to develop competencies organized around a field of practice. Students must choose from the fields of (1) Health/Mental Health or (2) Children, Youth and Families.

CURRICULUM IN SOCIAL WORK

Master of Social Work Program

FULL-TIME PLAN

YEAR ONE

FALL		SPRING	
Course	**Hrs. Credit**	**Course**	**Hrs. Credit**
SOWK 601 (HBSE I)	3	SOWK 602 (HBSE II)	3
SOWK 501 (Policy I)	3	SOWK 610 (Direct Service II)	3
SOWK 604 (Direct Service I)	3	SOWK 620 (APO II)	3
SOWK 603 (APO I)	3	SOWK 605 (Research I)	3
SOWK 606C (Field Practicum I)	4	SOWK 607D (Field Practicum II)	4
SOWK 6060 (Field Seminar I)	0	SOWK 6070 (Field Seminar II)	0
	16		16

YEAR TWO

FALL		SPRING	
SOWK 502 (Policy II)	3	SOWK 608 (Diversity and Empowerment	2
SOWK 701 (Research)	2	SOWK 703F (Field Practicum IV)	6
SOWK 702E (Field Practicum III)	4	SOWK 7030 (Field Seminar IV)	0
SOWK 7020 (Field Seminar III)	0	SOWK Open Elective	2

If CYF Concentration, also

SOWK 731 (Practical Issues)	3	SOWK 712 (Advanced DS) or SOWK 724 (Advanced APO)	2
SOWK 735 (Empowerment Practice)	2	SOWK 737 (Empowerment Practice II)	2
SOWK 710 (Direct Service III) or SOWK 720 (APO III)	3		
	17		14

If Health/Mental Health Concentration, also

SOWK 732 (Practice Issues)	3	SOWK 734 (Empowerment Practice H/MH)	2
SOWK 751 (Chemical Dependency)	2	SOWK 750 (Empowerment Practice MH)	2
SOWK 710 (Direct Service III) or SOWK 720 (APO III)	3		
	17		14

PART-TIME PLAN

YEAR ONE

ENTER FALL

Course	Hrs. Credit
SOWK 501 (Policy I)	3
SOWK 601 (HBSE I)	3
	6

SPRING

SOWK 602 (HBSE II)	3
SOWK 604 (Direct Services I)	3
	6

ENTER SUMMER

SOWK 610 (Direct Services II)	3
SOWK 606A (Field Practicum I)	2
SOWK 606N (Field Seminar I)	0
	5

OR

SPRING

SOWK 601 (HBSE I)	3
SOWK 602 (HBSE II)	3
SOWK 604 (Direct Services I)	3
	9

SUMMER

SOWK 610(Direct Services II)	3
SOWK 501 (Policy I)	3
SOWK 606A (Field Practicum I)	2
SOWK 606N (Field Seminar I)	0
	8

YEAR TWO

FALL

SOWK 502 (Policy II)	3
SOWK 603 (APO I)	3
SOWK 606B (Field Practicum I)	2
SOWK 606P (Field Seminar I)	0
	8

SPRING

SOWK 605 (Research I)	3
SOWK 607A (Field Practicum II)	2
SOWK 607N (Field Seminar II)	0
	5

SUMMER

SOWK 620 (APO II)	3
SOWK 607B (Field Practicum II)	2
SOWK 607P (Field Seminar II)	0
	5

YEAR THREE

FALL

Course	Hrs. Credit
SOWK 702E (Field Practicum III)	4
SOWK 7020 (Field Seminar III	0
SOWK 791 (Research)	2

SPRING

Course	Hrs. Credit
SOWK 608 (Diversity and Empowerment)	2
SOWK 703F (Field Practicum IV)	6
SOWK 7030 (Field Seminar IV)	0
SOWK Open Elective	2

If CYF Concentration, also

SOWK 731 (Practical Issues)	3	SOWK 712 (Advanced DS) or SOWK 724 (Advanced APO)	2
SOWK 735 (Empowerment Practice)	2	SOWK 737 (Empowerment Practice II)	2
SOWK 710 (Direct Service III) or SOWK 720 (APO III)	3		
	14		14

If Health/Mental Health Concentration, also

SOWK 732 (Practice Issues)	3	SOWK 734 (Empowerment Practice H/MH)	2
SOWK 751 (Chemical Dependency)	2	SOWK 750 (Empowerment Practice MH)	2
SOWK 710 (Direct Service III) or SOWK 720 (APO III)	3		
	14		14

ADVANCED STANDING PLAN

YEAR ONE

SUMMER or SPRING

Course	Hrs. Credit
SOWK 610 (Direct Services II)	3
SOWK 620 (APO II)	3
	6

YEAR TWO

FALL

Course	Hrs. Credit
SOWK 502 (Policy II)	3
SOWK 701 (Research)	2
SOWK 702E (Field Practicum III)	4
SOWK 7020 (Field Seminar III)	0

SPRING

Course	Hrs. Credit
SOWK 608 (Diversity and Empowerment)	2
SOWK 703F (Field Practicum IV)	6
SOWK 7030 (Field Seminar IV)	0
SOWK Open Elective	2

If CYF Concentration, also

SOWK 731 (Practical Issues)	3	SOWK 712 (Advanced DS) or 724 (Advanced APO)	2
SOWK 735 (Empowerment Practice)	2	SOWK 737 (Empowerment Practice II)	2
SOWK 710 (Direct Service III) or SOWK 720 (APO III)	3		
	17		14

If Health/Mental Health Concentration, also

SOWK 732 (Practice Issues)	3	SOWK 734 (Empowerment Practice H/MH)	2
SOWK 751 (Chemical Dependency).....	2	SOWK 750 (Empowerment Practice MH)..	2
SOWK 710 (Direct Service III) or SOWK 720 (APO III)	3		
	17		14

Advanced Standing Total Credit Hours = 37

MSW Program Total Credit Hours = 63

SCHOOL OF SOCIAL WORK COURSE DESCRIPTIONS
GRADUATE LEVEL

SOWK 500 ADVANCED STANDING SEMINAR 0 credit hours
This course is a one day seminar that reviews the courses and course material offered in Direct Service and APO courses, Human Behavior and The Social Environment, Social Welfare Policy and Services and Field Practicum as identified by the instructor. Attendance is required for all students admitted to the regular MSW Program and attendance is required for all students admitted to Advanced Standing.

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 services to 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 510 SPECIAL TOPICS 2 credit hours
Topics vary semester to semester depending on student interest.

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.

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.

SOWK 603 APO I: SOCIAL WORK PRACTICE WITH ORGANIZATIONS AND COMMUNITIES
3 credit hours

This course provides an introduction to practice models, methods, roles, functions, and central values of social work with organizations and communities. A problem-solving framework and procedure are developed and applied to different practice roles and positions. Students are expected to achieve beginning level mastery of selected tasks and skills.

SOWK 604 DIRECT SERVICE I: SOCIAL WORK INTERVENTION WITH INDIVIDUALS AND FAMILIES 3 credit hours

This course focuses on the development of a foundation for social work practice; the values, core social work skills, and common knowledge base generic to practice phases of the problem-solving process with individuals and families. Intervention strategies with individuals and small systems are introduced. This course is required for all MSW students.

SOWK 605 SOCIAL WORK RESEARCH I 3 credit hours

This course examines scientific methods for evaluating client system problems, social work practice methods and interventions, and service delivery. Special emphasis is placed on designs (e.g., single system) and qualitative and quantitative methods of collecting and analyzing data to build knowledge for practice. This course assists the students in formulating and planning a research project.

SOWK 606A FIELD PRACTICUM 1 (Part Time 1A) 2 credit hours

Field instruction is a directed educational experience in social work practice in an agency with instruction offered by agency and campus-based faculty members. Student is in the field site 10 hours per week. It is offered concurrently with classroom instruction. This practicum is part one for part time students. Must be taken concurrently with SOWK 606N.

SOWK 606N FIELD SEMINAR 1 (Part Time 1A) 0 credit hours

Must be taken concurrently with Field Practicum 1. The field seminar provides for integration of classroom learning with practice experience. The seminar has a generalist focus and is taken once per week.

SOWK 606B FIELD PRACTICUM 1 (Part Time 1B) 2 credit hours

This practicum is part two of Practicum I for part time students and must be taken concurrently with SOWK 606P. (Refer to SOWK 606A for course description) (Prerequisite: SOWK 606A)

SOWK 606P FIELD Seminar 1 (Part Time 1B) 0 credit hours

This seminar is part two for part time students and must be taken concurrently with SOWK 606B. (Refer to SOWK 606N for course description) (Prerequisite: SOWK 606N)

SOWK 606C FIELD PRACTICUM 1 (Full Time) 4 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 and is taken on an average of two days per week during the first year. This course is for full-time MSW students. Must be taken concurrently with SOWK 6060,

SOWK 6060 FIELD SEMINAR 1 (Full Time) 0 credit hours

Offered concurrently with Field Practicum I, the field courses provide for integration of classroom learning with practice experience. The seminar has a generalist focus and is taken one day per week.

SOWK 607A FIELD PRACTICUM 2(Part Time 2A) 2 credit hours
This practicum is part one of Practicum II for part time students and must be taken concurrently with SOWK 607N. (Refer to SOWK 606A for course description) (Prerequisite: SOWK 606B)

SOWK 607N FIELD SEMINAR 2 (Part Time 2A) 0 credit hours
This seminar is part one of Seminar II for part time students and must be taken concurrently with SOWK 607A. (Refer to SOWK 606N for course description) (Prerequisite: SOWK 606P)

SOWK 607B FIELD PRACTICUM 2 (Part Time 2B) 2 credit hours
This practicum is part two of Practicum II for part time students and must be taken concurrently with SOWK 607P. (Refer to SOWK 606A for course description) (Prerequisite: SOWK 607A)

SOWK 607P FIELD SEMINAR 2 (Part Time 2B) 0 credit hours
This seminar is part two of Seminar 2 for part time students and must be taken concurrently with SOWK 607B. (Refer to SOWK 606N for course description) (Prerequisite: SOWK 607P)

SOWK 607D FIELD PRACTICUM 2 (Full Time) 4 credit hours
(Refer to SOWK 606C for course description.) (Prerequisite: SOWK 606C)

SOWK 6070 FIELD SEMINAR 2 (Full Time) 0 credit hours
Offered concurrently with Field Practicum II, the field courses provide for integration of classroom learning with practice experience. The seminar has a generalist focus and is taken on an average of one day per week. (Prerequisite: SOWK 6060)

SOWK 608 ADVOCACY AND EMPOWERMENT 2 credit hours
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.

SOWK 610 DIRECT SERVICE 2: SOCIAL WORK INTERVENTION WITH INDIVIDUALS, FAMILIES, AND SMALL GROUPS 3 credit hours
This course is a continuation of Direct Service 1.

SOWK 620 APO 2: SOCIAL WORK PRACTICE WITH COMMUNITY SYSTEMS 3 credit hours
This course is designed to provide the advanced social work student with an in depth knowledge of strategies, tactics, techniques, worker roles, and models regarding social work practice with communities. The course has strong emphasis and focus on the acquisition of skills for social work practice with community systems.

SOWK 701. SOCIAL WORK RESEARCH 3 3 credit hours
In this course the design in formulating and planning a research project continues. In this course the student executes, under faculty supervision, the project developed in Research I, produces a major research paper and makes a presentation of the findings.

SOWK 702E ADVANCED FIELD PRACTICUM 3 4 credit hours
The practicum is based on the student's concentration and the student is in the field site two days per week. (Prerequisite: SOWK 607D or SOWK 607B)

SOWK 7020 ADVANCED FIELD SEMINAR 3 0 credit hours
Must be taken concurrently with SOWK 702E. Seminar provides integration of classroom learning with practice experience. The seminar focuses on the student's concentration and meets once per week. (Prerequisite: SOWK 6070 or SOWK 607N)

SOWK 703F FIELD PRACTICUM 4 6 credit hours
Must be taken concurrently with SOWK 7030. The practicum is based on the student's concentration and the student is in field site 2 ½ days per week. (Prerequisite: SOWK 702E)

SOWK 7030 FIELD SEMINAR 4 0 credit hours
Offered concurrently with Field Practicum 4, the field courses provide for integration of classroom learning with practice experience. The seminar has a generalist focus and is taken on an average of one day per week. (Prerequisite: SOWK 7020)

SOWK 710 ADVANCED PRACTICE WITH FAMILIES 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 intervention strategies with 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 711 ADVANCED SOCIAL WORK PRACTICE WITH GROUPS 2 credit hours
This course is designed to draw upon the generic knowledge and skills common to practice with individuals, families, small groups, communities and organization. Group work with individuals, families, communities and organizations are considered from a systemic, ecological and problem-solving perspective. The emphasis focuses upon the unit of attention as well as considering the improving environment.

SOWK 712 ADVANCED DIRECT PRACTICE 2 credit hours
This course examines the assessment of mental disorders using the DSM-IV TR as a guide. The course provides an in-depth exploration of the major mental disorders as well as the current thinking on effective treatment modalities in each diagnostic category. The DSM-IV TR is utilized as a tool to prepare students for practice with client systems affected by mental health issues. Students are expected to recognize the manifestations of mental illness via the use of the DSM-IV TR and critique this model from a strengths perspective. The course examines ethical issues related to diagnosis, assessment, and intervention. The process of diagnosing participants is examined from a social justice perspective, exploring the cultural and lifestyle issues which may negatively impact accurate and appropriate diagnostic labeling. This course should not be taken by H/MH concentration students. (Prerequisite: SOWK 610 or SOWK 620)

SOWK 720 APO 3: ORGANIZATIONAL ADMINISTRATION AND MANAGEMENT
3 credit hours
This course examines the functioning of human service organizations and the central tasks of the administrator/manager. Strategies and techniques for improving and maintaining efficiency and effectiveness are considered in relation to the acquisition, development, and utilization of personnel and other resources. Acquisition of skills in areas such as data analysis, planning, decision-making, and evaluation is emphasized. (Prerequisite: SOWK 620)

SOWK 721 SUPERVISION IN SOCIAL WORK 2 credit hours
This course examines strategies and techniques in administrative, educational, and supportive supervision. Issues related to leadership, setting objectives, managing time and other resources, and monitoring performance are considered. Both interactive and analytic skills are emphasized.

SOWK 722 INTERVENTION IN POLITICAL AND GOVERNMENTAL PROCESSES 2 credit hours
This course examines issues and methods related to effective participation in electoral processes and lobbying activities. Extensive use is made of guest speakers, including elected officials and selected experts. Teaching techniques include experimental exercises and examination of case studies.

SOWK 723 SOCIAL PROGRAM EVALUATION 2 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 any second year graduate student who has completed the first year curriculum. 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 evaluation process.

SOWK 724 ADVANCED APO PRACTICE 2 credit hours
An administration, planning, and organization of special topics course with topics which 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 710, or SOWK 720)

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. (Prerequisite: Consent of Associate Dean)

SOWK 7302 INDEPENDENT STUDY 2 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. (Prerequisite: Consent of Associate Dean)

SOWK 7301 INDEPENDENT STUDY 1 credit hour
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. Request course cannot be a required course in the program. (Prerequisite: Consent of Associate Dean)

SOWK 731 PRACTICE ISSUES: 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 policies and 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 course examines the economic, political, and environmental issues that are pertinent to health and mental health. Also, issues in the planning, organizing, financing, administration, and delivery of health and mental health services are examined. The course content is analyzed from a historical and organizational perspective. Examples of course topics include Health Maintenance Organizations (HMO's), the inequities of health care to minority populations, the community mental health model, and de-institutionalization. (Prerequisite: SOWK 610 or 620)

SOWK 733 PRACTICE ISSUES IN AGING PROGRAM 3 credit hours
This course examines the practice issues relevant to working with and on behalf of the elderly. The needs of the aged, and exploration of their needs, problems and means by which needs can be met are discussed. The structure of operations within national, state, and local aging networks are examined along with specific topics related to program development and planning, advocacy, and volunteerism. The course provides content on direct services at different crisis states such as widowhood, retirement, and institutionalization.

SOWK 734 EMPOWERMENT BASED SOCIAL WORK AND HEALTH/MENTAL HEALTH CARE 2 credit hours
Supporting elective for students in health/mental health concentration, focusing on the social worker and the social work client in health and mental health settings. (Prerequisite: SOWK 732)

SOWK 735 EMPOWERMENT BASED SOCIAL WORK WITH CHILDREN, YOUTH AND FAMILIES I 2 credit hours
This course provides the student with an in-depth theoretical and practical understanding of intervention models for working with children. Strategies and techniques to operationalize models of prevention, assessment and intervention will be explored in detail. Special emphasis will be given to devalued populations, early intervention, children of poverty and abused children. This course will encompass assessment and interceptive strategies applicable to both direct service and APO students. (Prerequisite: SOWK 610 or 620)

SOWK 736 EMPOWERMENT BASED SOCIAL WORK IN GERONTOLOGY 2 credit hours
This is an advanced practice course which builds upon DS 1, DS 2, APO 1, and APO 2. It is a required course for students in Gerontology. The content includes several social work practice modalities in working with and on behalf of the elderly, those who have acute problems, those who are functionally impaired, and with families of the elderly. The role of the social worker in intervening within the different client systems is examined with attention on advocacy, empowerment and transformation.

SOWK 737 EMPOWERMENT BASED CHILDREN, YOUTH AND FAMILIES 2 2 credit hours
This is a second advance practice course in the Children, Youth and Families concentration. This

course utilizes several models of assessment and intervention working with and on behalf of more complex child, 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 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, or being victims and witnesses to violence. (Prerequisite: SOWK 731 AND SOWK 733)

SOWK 740 HUMAN SEXUALITY 2 credit hours

This course examines, in historical context, the myths, misinformation, and taboos that have influenced present 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.

SOWK 741 CHILDREN AND ADOLESCENT SERVICES 2 credit hours

This is a School of Social Work elective. The course provides the student with an in depth theoretical and practical understanding of intervention models for working with children. Well-being and strengths-based models of assessment and intervention are explored. Special emphasis will be given to devalued populations, children of poverty and abused children. The course builds on the knowledge and skills acquired in Direct Service 1 and 2 and HBSE 1 and 2 . The concepts of empowerment practice and the ecological perspective will play essential roles in the selection and execution of preventive and direct service to children within a family, cultural, and community context.

SOWK 742 FAMILY AND CHILD 2 credit hours

This course focuses on the relationship between the family, the child, and other systems that impact upon the well-being of individuals within the society. Emphasis is placed on the interaction between the child and the family, church, school and peer groups.

SOWK 743 THE OLDER WOMAN 3 credit hours

This course examines problems and resources of the middle aged and older women in a changing society. The negative images surrounding older women in our culture are examined with focus on dispelling the myths and emphasizing the power of older women. Policy and program alternatives to improve their lives are explored.

SOWK 744 DEATH, DYING, AND GRIEF 3 credit hours

This course provides an introduction and survey of the current issues, concepts, and research of the psychological 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.

SOWK 745 FAMILY VIOLENCE 2 credit hours

This course is designed to examine and suggest strategies for social work intervention with violent families, including those involving child abuse and neglect, spouse abuse, the 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 with individual families.

SOWK 746 MATURITY IN A CHANGING SOCIETY 2 credit hours
This course examines those developmental issues that occur as one matures and the societal adjustments mature individuals have to make. These adjustments are prefaced by the transitions that occur in a person's life. The focus is addressing various theories that allow professionals to provide intervention strategies and program development to assist in the acknowledgement of and acceptance of these transitions.

SOWK 750 EMPOWERMENT BASED PRACTICE IN MENTAL HEALTH 2 credit hours
This course provides an in depth examination of mental health policies and programs as well as practice perspectives and modalities in the area of mental health care. The empowerment theme is utilized throughout the course as filter through which concepts, controversial issues, and current policies are viewed and analyzed. This course replaces SOWK 712 or SOWK 724. (Prerequisite: SOWK 732)

SOWK 751 PERSPECTIVES IN CHEMICAL DEPENDENCY 2 credit hours
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 economical, political, psycho-social, cultural and physiological aspects of this extremely complex personal, family, and societal problem. The course also includes field experiences and guest speakers including client systems, direct service, providers, program administrators, and other change agents in the Chemical Dependency field.

SOWK 752 MOBILIZING AGAINST AIDS 2 credit hours
This course examines policy implications and intervention efforts in confronting the psychological challenge of AIDS on various communities.

SOWK 753 SOCIAL WORK AND PSYCHOPHARMACOLOGY 2 credit hours
This course examines the role of social workers in the psychopharmacological interventions for persons experiencing severe mental illness. It examines the interdisciplinary, collaborative roles of professional social work practice emphasizing empowering individuals and their families making complex mental health intervention choices.

THE MASTER OF ARTS IN URBAN EDUCATION PROGRAM

This program has been terminated effective Spring 2006 and the program is being phased out. No new students will be accepted in this program. The program proposal for a replacement program, Master of Education in Curriculum and Instruction with concentrations in Early Childhood Development and Elementary Education, is being revised for final approval. For further information, please contact the Dean of the College of Education and Human Development or the Dean of the Graduate School at Southern University at New Orleans.

The Urban Education course of study is designed for individuals who have a genuine interest in urban education; have acquired extensive content knowledge and confidence; have an appreciation of issues unique schools; and are willing to approach an advanced degree program from the perspective of effective teaching, problem-solving, reflective praxis, and teacher-student advocacy.

The Urban Education graduate students are encouraged to join professional organizations and to attend conferences and meetings. Students' participation in research presentations and round table discussion during regional and national conferences is encouraged.

The Urban Education degree requires thirty-six (36) gradate credit hours, to be completed in sequence within cohort of twenty-five (25) students over the course of four (4) semesters and two (2) summer sessions. Students complete course offerings in three areas: core courses, contextual influences, and the capstone project.

Program of Study Leading to the Master of Arts Degree in Urban Education

Core Courses (12 Hours Required)

Course #	Title	Hrs. Credit
URED 510	Intersection of Race, Class, and Gender in Education	3
URED 520	Research as Praxis	3
URED 540	Teacher as Writer	3
URED 550	History of Urban American Education	3

Contextual Influences (21 Hours Required)

These courses consist of twenty-one (21) credit hours of coursework designed to help students meet their individual career goals.

URED 590	Louisiana Law for School Educators	3
URED 610	Making Curricular Decisions	3
URED 630	Talking Data from Multiple Perspectives	3
URED 650	Challenging Technology	3
URED 670	Creating Classroom Climate	3
URED 680	Rethinking Urban Classrooms	3
URED 690	Seminar: Current Trends in Elementary Education	3
Or		
URED 691	Seminar: Current Trends in Middle Level Education	3

Or

URED 692	Seminar: Current Trends in Secondary Education	3

Electives

In addition to the thirty-three (33) hours of coursework required for the degree program, students may take an additional three (3) hours as electives.

URED 695	Independent Study	3

Capstone Project

The Capstone Project is the final required in the program. During the course (URED 700) students conduct a research project, prepare the scholarly paper, and present their research to a committee for approval. Capstone Project may be repeated (URED 701) for a second semester for students who do not complete their work in one semester.

URED 700/701	Capstone Project	3

URBAN EDUCATION COURSE DESCRIPTIONS

URED 510 INTERSECTION OF RACE, CLASS, GENDER IN EDUCATION 3 credit hours

This required course is designed to explore the historical and contemporary experiences of students in urban public schools by focusing on the interrelationship of race, class and gender. Students critically analyze how existing systems of domination systematically structure power, privilege and oppression and offer possibilities for promoting equity and access in urban schools.

URED 520 RESEARCH AS PRAXIS 3 credit hours

This required course is designed to provide students with experiences in reading, interpreting and analyzing current articles in urban education research, and emphasis placed on critical ethnographic methods and techniques utilized to conduct original research. Students learn and use observational skills, writing techniques and presentation formats in applied individual and collaborative activities designed to promote change.

URED 540 TEACHER AS WRITER 3 credit hours

This graduate level course develops proficiency in the techniques of writing precise summaries and syntheses of published professional literature. Completion of a literature review related to an issue, event or subject appropriate as a foundation for the capstone (thesis) project will begin. Mastery of professional English will be demonstrated through the completion of a manuscript of 1500-3000 words suitable for publication.

URED 550 HISTORY OF URBAN AMERICAN EDUCATION 3 credit hours

This required core course examines the theoretical, historical, philosophical, social, and political issues that have influenced contemporary education in urban America. The course explores how history has affected the diverse populations in urban schools. In addition, this course examines issues of economic and social equity, philosophical intent, and legal influences.

URED 590 LOUISIANA SCHOOL LAW FOR URBAN EDUCATORS 3 credit hours

This graduate course develops familiarity with the legal foundations of public education in the urban context. Students will read and analyze Federal and Louisiana Constitutional Articles, statues, policies, and regulations relating to the operation of the public school enterprise. Cases which

illuminate the applications of these legal authorities will be analyzed and analogized to current issues. Hypothetical scenarios will develop skill in applying legal principles to common school issues. (This course was formerly URED 660 Legal Aspects.)

URED 610 MAKING CURRICULAR DECISIONS 3 credit hours
This required course examines the on-going social process of curriculum decision-making, as a form of public policy making, shaping by contextual influences grounded in students' everyday experiences of schooling. Curriculum is considered as that process which takes place in the space between mandated documents and students' activities. Beginning from the perspective of curriculum practice as a political process of compromise, focus on possibilities for teacher agency in urban schools is included.

URED 630 TALKING DATA FROM MULTIPLE PERSPECTIVES 3 credit hours
This required course is designed to relate the discussion of statistical data directly to learning in the classroom and examine multiple perspectives of a very complex process, i.e., reading, interpreting, using and owning data. Emphasis is placed on the development of a discourse focusing on data informing practice and how issues of accountability impact urban schools, school districts, and local and national governments.

URED 650 CHALLENGING TECHNOLOGY 3 credit hours
This required course is structured to address the socio-cultural context of teaching technology in the classroom. Emphasis is placed on increasing student's working knowledge of the underlying basics of instructional technology and moving on to critically address issues of equity and access and their impact on educational technology as a social practice. Critical questions regarding how and why technology is used in urban schools will be explored.

URED 670 CREATING CLASSROOM CLIMATE: AN HOLISTIC APPROACH 3 credit hours
This required course assists students in creating a healthy socio-emotional classroom climate. Students will establish their personal classroom ecology and discuss effective classroom management strategies. The course also addresses the use of assertion to foster student responsibility, consequences to modify students' behavior, and disciplining with dignity. Specific strategies for managing the multicultural classroom and developing student autonomy are explored.

URED 680 RETHINKING URBAN CLASSROOMS 3 credit hours
This required course is designed to focus on the analysis of teaching methods relevant to urban schools. This course provides practice in the use of effective and reflective, equitable and creative instructional ideas/activities. Strategies to promote the values of community, justice and equity and access for racially, culturally and linguistically diverse urban students for redesigning urban classrooms will be presented

URED 692 SEMINAR: CURRENT TRENDS IN EDUCATION 3 credit hours
This required course is designed for students working in secondary working in secondary schools and is designed to explore the current trends in urban secondary schools. This course will expose students to programs and practice occurring in secondary schools that address the needs of students in urban schools. Emphasis will be placed on students developing programs and strategies that will enhance the teaching and learning environment for students in urban schools. (Prerequisites: EDMT 510, 520, 540, and 550)

URED 695 INDEPENDENT STUDY 3 credit hours

This course provides original study of investigation in the graduate student's field of interest under the approval and supervision of a faculty member. An intensive study in areas not provided in other courses or an advanced study in areas of special interest to the student under the approval and directive of a faculty person is required. (Prerequisites: Approval of the Program Director and completion of at least twenty-one (21) credit hours in Urban Education curriculum)

URED 700 CAPSTONE PROJECT I 3-6 credit hours

The capstone project is designed to assist teachers in applying university classroom knowledge to problems in genuine educational settings. Each degree candidate is required to plan, develop, and implement a creative project that relates and identifies potential solutions to actual issues, dilemmas and problems found in the field with the aid and pre-approval of a faculty advisor. This course may be repeated once for an additional three (3) credit hours. (Prerequisites: Completion of 33 credit hours of coursework in urban Education curriculum)

URED 701 CAPSTONE PROJECT II 3 credit hours

This capstone project is designed for students who did not fully complete Capstone 700. It is individual advisement on Capstone under a faculty advisor. There is a major emphasis on the individual student's area of concentration for the purpose of critiquing work while working simultaneously analyzing the implications of the research for education. This course may not be repeated. (Prerequisite: URED 700)

OFFICE DIRECTORY

ADMINISTRATIVE

Chancellor ..... ADM 302
Vice Chancellor for Academic Affairs ..... ADM 204
Vice Chancellor for Administration ..... ADM 301
Vice Chancellor for Community Affairs/University Advancement ..... ADM 312
Vice Chancellor for Student Affairs/Enrollment Services ..... ADM 305
Associate Vice Chancellor for Academic Affairs ..... ADM 202
Alumni Affairs ..... ADM 312
Athletics ..... Gym
Campus Police/Security Office ..... MB 101
Career Counseling & Placement ..... LC 1
Center for African and African American Studies ..... ADM 209
College of Arts and Sciences ..... MPB 201
    Arts & Humanities ..... MPB 234
    Natural Sciences ..... NSB 321
    Social Sciences ..... MPB 230
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 ..... LC 44
    Child Development and Family Studies ..... LC 1
Comptroller ..... Gym
Educational Talent Search ..... LC 23
E-Learning ..... ITC 101
Executive Associate to the Chancellor ..... ADM 302
Financial Aid ..... ADM 208/210
General Services LC16-A
General Studies Program ..... MPB 249/250
Grants & Sponsored Programs ..... ADM 318
Health Information Management ..... LC 15B
Human Resources ..... ADM 315/210
Information Technology Center LC15-A/ADM 205
Library ..... LC 27
Post Baccalaureate Teacher Center ..... LC 32
Public Relations ..... ADM 312
Records ..... ADM 212
Recruitment, Admissions and Retention ..... ADM 308
Registrar ..... ADM 212
School of Graduate Studies ..... ADM 309
School of Social Work ..... NS 216 - B
Services for Students with Disabilities ..... LC 19-B
Stores ..... MB 119
Student Activities & Organizations ..... Residential Life Activity Center
Student Affairs ..... ADM 305

Student Development Center..... LC 22A
Student Government Association ..... LC 21B
Student Health Services .....LC 3
Student Support Services ..... LC 20-A
Title III ..... ADM 215
University Center .....LC 16-C
Upward Bound..... LC 20-B
Veterans Affairs .....LC 1

NOTE:

ADM – Emmett W. Bashful Administration Building
LC- Lake Campus Building
MPB – Multi-Purpose Building
MB – Maintenance Building
NSB – New Science Building

Faculty

Adegboye, David, Professor, Biology, **Ph.D.**, University of Cambridge, U.K.

Adekunle, Solomon S., Associate Professor, Biology, **Ph.D.**, Boston University

Alemayehu, Biruk, Assistant Professor, Public Administration, **Ph.D.**, Southern University Baton Rouge

Alijani, David, Professor of Computer Information Systems, **Ph.D.**, Wayne State University

Allen-Jones, Glenda, Associate Professor, Early Childhood Education, **Ph.D.**, University of Illinois

Alston, Bonnie, Assistant Professor, Social Work, **M.S.W.**, Tulane University

Amedee, George, Professor, Political Science, **Ph.D.**, Northern Illinois University

Anderson, Mona Lisa, Reading Specialist, **M.Ed.**, University of New Orleans

Astilla, Carmelo, Assistant Professor, History, **Ph.D.,** Southern University Baton Rouge

Azzarello, Robert, Assistant Professor, English, **Ph.D.,** City University of New York

Bachus, Sherry, Assistant Professor, Child Development and Family Studies, **Ph.D.,** University of New Orleans

Belkhir, Jean, Associate Professor, Sociology, **Ph.D.**, University of Paris

Bellow, Shawan, Director of Student Teaching/Field Experience and Assistant Professor **Ed.D.**, Nova Southeastern University

Belmasrour, Rachid, Assistant 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, Assistant Professor, Child Development and Family Studies**, Ed.D.** Rutgers, the State University of New Jersey

Bouie, Joseph, Professor, Social Work, **Ph.D.**, Atlanta University

Briggs, Charles, Assistant Professor, Business Entrepreneurship**, Ph.D.,** North Dakota State University

Brown, Darryl, Temporary Instructor, English

Cantrell, Harry, Assistant Professor, Criminal Justice, **J.D.**, Southern University - Baton Rouge

Carson, Celina, Assistant Professor, Child Development and Family Studies, **M.Ed.**, University of New Orleans

Chen, Zheng, Assistant Professor, Mathematics, **Ph.D.**, Florida State University

Coleman, Joseph Jr., Assistant Professor, Psychology, **Ph.D.** California Coast University Graduate School

Coyle, Melissa, Instructor (T), English, **M.F.A.,** Louisiana State University

Darby, Deborah W., Assistant Professor, Reading, **Ph.D.**, University of New Orleans

Das, Amaresh, Associate Professor, Economics, **Ph.D.**, University of Utah

Das, Sudipta, Chair/Professor, History, **Ph.D.**, Tulane University

Davidson, Norbert, Assistant Professor/Director, English **M.F.A.**, Stanford University

Dickerson, Kimberly, Assistant Professor, Elementary Education, **Ph.D.,** Texas A&M

Do, Manh, Mathematics Specialist, **M.S.**, University, Texas - Dallas

Doucet, Geraldine, Associate Professor, Criminal Justice, **Ph.D.,** Prairie View A.M. University

Doughty, Harry, Assistant Professor, Social Work, **M.S.W.**, Atlanta University

Douville, Lynn, Associate Professor, Social Work, **D.S.W.**, Tulane University

Dumas-Haynes, Marina, Assistant Professor/Counselor, **M.A.**, Xavier University of Louisiana

Ejiaga, Romanus, Director for the Center for African & African American Studies, Professor of Humanities, **Ph.D.**, Stockholm University, Sweden

Ekaidi, Ibrahim, Associate Professor, Biology, **M.D.**, Craiova University School of Medicine, Romania

Elaasar, Mostafa, Professor, Physics, **Ph.D.**, Kent State University

Eweni, Samuel, Assistant Professor, Computer Information Systems, **Ph.D.,** Southern University - Baton Rouge

Ezell, Racquel, Assistant Professor, Early Childhood Education, **Ph.D.,** University of New Orleans

Failk, Adams, Instructor (T), English, **M.F.A,** University of New Orleans

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