Welcome to the Southern University and A&M College Graduate School and thank you for your interest.

Southern University has a proud history and tradition of excellence in providing quality education to students in the state of Louisiana, throughout the United States, and the world. Since its incorporation in 1880, Southern University has attracted students from every corner of the globe. The mix of cultures and ideas make Southern University and exciting environment for graduate studies. We offer a beautiful campus situated on the bluff overlooking the Mississippi River in a vibrant and growing capital city.

Our faculty are among the finest in academia and include excellent instructors, scholars, distinguished researchers and mentors. The faculty and staff at Southern University are committed to providing our students with a beneficial and positive graduate experience.

As you prepare to enter graduate school, this bulletin will introduce to you the many opportunities for advanced degrees, career advancement, and professional development at Southern University. I look forward to welcoming you to our campus.

Please contact us if you have any questions or need additional information.

Joseph A. Meyinsse, Ph.D.
Interim Dean
Southern University Graduate School

GRADUATE STUDENT RESPONSIBILITY

It is equally and personally your responsibility, as a graduate student, to know and to complete all requirements established for your degree program by the University, the Graduate School, your college and department. It is the responsibility of each student to know and meet these requirements. It is your responsibility to be knowledge-able about and to comply with the policies, procedures,and regulations of Southern University, its Graduate School and your chosen academic department. A student's advisor or counselor may not assume that responsibility. Any substitution, waiver, or exemption from any established departmental or Graduate School requirement or academic standard may be accomplished only with the recommendation of the student's department chair, the Dean ofthe Graduate School, and approval of the Vice Chancellor for Academic Affairs.

Failure to read this bulletin does not excuse graduate students from the requirements and regulations described herein

NOTIFICATION

This bulletin represents the current graduate offerings and requirements of Southern University. As such, it may be altered at any time and should not be regarded as an irrevocable or inflexible commitment on the part of the University. Any fee, charges, courses, programs, and related activities described herein are subject to revision, cancellation, or termination by the institution or the Southern University Board of Supervisors at any time, with proper cause.

Students are advised to consult the online edition of the Graduate School Bulletin for program and policy changes. The online edition can be viewed at www.subr.edu/catalog.

The University reserves the right to require a student to withdrawfrom the University for cause at any time.

Southern University adheres to the principle of equal opportunity without regard to race, sex, color, creed, national origin, age,handicap, marital status, or veteran's status. This policy extends toall programs and activities supported by the University.

Annual Statement of Ownership Filed United States Post Office October 1, 1973

The owner and publisher of the Southern University GraduateBulletin is Southern University, Baton Rouge, Louisiana. It ispublished every two years at the Graduate School at SouthernUniversity. There are no bond holders, mortgagors, or other security holders, with Vested Interests in this publication. It iscirculated nationwide.

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ACCREDITATION

Southern University is accredited by the Commission on Collegesof the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone Number404-679-4501; www.sacscoc.org) to award Associate, Bachelor's,Master's, Doctoral, and professional degrees.

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ADMINISTRATIVE OFFICERS

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The academic organization of the Baton Rouge campus consists of 16 divisions:

The Graduate School
College of Agriculture, Family & Consumer Sciences
College of Arts and Humanities
College of Business
College of Education
College of Engineering
College of Sciences
School of Architecture
School of Nursing
Nelson Mandela School of Public Policy & Urban Affairs
Dolores Margaret Richard Spikes Honors College
University College
Center for Service Learning and Continuing Education
Army ROTC
Naval ROTC
Library

THE GRADUATE COUNCIL

The Graduate Council represents the members of the graduate faculty of the University in making policy decisions related to graduate degree programs. It is composed of eleven Graduate faculty members representing broad areas of the University, the Library, graduate students, and the Dean of the Graduate School.The current members of the council are:

Joseph A. Meyinsse (Secretary), Ph.D.
Louisiana State University
Dean of the Graduate School, Professor and Interim Chair, Department of Science/Mathematics Education

Kamran Abdollahi, D.F.
Stephen F. Austin University
Professor and Chair, Department of Urban Forestry

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University of Colorado
Professor and Chair, Department of History

Hamid Majlesein, D.E.
Louisiana Tech University
Professor and Associate Dean, Department of Electrical Engineering

Albert Samuels, Ph.D.
Louisiana State University
Professor, Department of Political Science

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Professor, Graduate Nursing Program

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Tulane University
Associate Professor, Department of Chemistry

Ashagre Yigletu, Ph.D.
University of Belgrade
Professor and Director, Department of Master of Business Administration

University **Academic** Calendar

2010-2012

2010 – 2012 University **Academic** Calender

FALL TERM 2010

All Students report for on Campus Housing — Aug. 11 (W)

Book Vouchers — Aug. 3-27 (T-F)

Faculty Report — Aug. 16 (M)

Faculty and Staff Convocation — Aug. 16 (M)

On-site Registration for All Students — Aug. 11-13 (W-F)

Classes Purged for non payment — Aug. 13 (F)

Classes Begin — Aug. 17 (T)

Late Payment Registration and late fee begins ($100) — Aug. 17 (T)

Attendance Verification — Aug. 17-31 (M-T)

Deadline for Adding Classes for Credit — Aug. 25 (W)

Deadline for Paying Fees (including the late fee) — Aug. 27 (F)

Deadline to Withdraw from Class without a "W" — Sept. 2 (Th)

Freshmen Convocation — Sept. 2 (Th)

Labor Day Holiday — Sept. 6 (M)

Classes Resume: 8 A.M. — Sept. 7 (T)

Deadline for Receiving Applications for Graduation by the Registrar for Spring 2011 Commencement — Sept. 7 (T)

First Quarter Grades due by 7 P.M. — Sept. 17 (F)

Career Week — Sept. 13-17 (M-F)

Career Fair — Sept. 15 (W)

Mid-Semester Examination Period — Sept. 27 - Oct. 1 (M-F)

Mid-Semester Grades due by 7 P.M. — Oct. 6 (W)

Fall Break — Oct. 11-12 (M-T)

Classes Resume — Oct. 13 (W)

Online Registration for Spring 2011 Semester — Oct. 25 (M)

Deadline for Withdrawing from Classes or from the University — Nov. 5 (F)

Last Day of Classes — Nov. 24 (W)

Thanksgiving Holidays — Nov. 25-26 (Th-F)

Concentrated study period-no meetings, social activities, athletic events, or other extracurricular activities requiring student participation will be scheduled; no major examinations will be given in academic courses other than labs — Nov. 29-30 (M-T)

Final Examination Period — Dec. 1-6 (W-M)

Final Grades Posted on the Web Graduating Seniors due by 7 P.M. — Dec. 5 (Sun)

Final Grades due by 7 P.M. — Dec. 7 (T)

Campus Housing and Dining Close — Dec. 8 (W)

Fall Commencement — Dec. 10 (F)

SPRING TERM 2011

All Students Report for Campus Housing — Jan. 9 (Sun.)

Registration for All Students — Jan. 10-12 (M-W)

Classes Purged — Jan. 12 (W)

Faculty Report — Jan. 10 (M)

Classes Begin/Late Registration and Late Fee Begin — Jan. 12 (W)

Attendance Reporting — Jan. 12-27 (Th-Th)

Martin Luther King's Birthday Celebration — Jan. 17 (M)

Classes Resume — Jan. 18 (T)

Deadline for Adding Classes — Jan. 24 (M)

Deadline for Paying Fees (including the late fee) — Jan. 28 (F)

Financial Aid Awareness Month — Feb. 1-28

Deadline for Receiving Applications for Graduation by the Registrar for Summer 2011 Commencement — Feb. 8 (T)

Career Week — Feb. 7-11 (M-F)

First Quarter Grades due by 7 P.M. — Feb. 9 (W)

Career Fair — Feb. 9 (W)

Mardi Gras Holidays — Mar. 7-8 (M-T)

Classes Resume: 8 A.M. — Mar. 9 (W)

Founders' Day — Mar. 9 (W)

Mid-Semester Examination Period — Mar. 10-16 (Th-W)

Mid-Semester Grades due by 7 P.M. — Mar. 18 (F)

Deadline for Receiving Applications for Graduation by the Registrar for Fall 2011 Commencement — Mar. 24 (Th)

Spring Break — Mar. 28- Apr. 1 (M-F)

Preferred Filing Deadline for FAFSA Application — Mar. 31 (Th)

Classes Resume: 8 A.M. — Apr. 4 (M)

Online Registration for Summer and Fall 2011 — Apr. 4-8 (M-F)

Deadline for Withdrawing from Classes or from the University — Apr. 12 (T)

Easter Holiday — Apr. 22 (F)

Classes Resume: 8 A.M. — Apr. 25 (M)

Last Day of Classes — Apr. 27 (W)

Concentrated study period-no meetings, social activities, athletic events, or other extracurricular activities requiring

2010 – 2012 University **Academic** Calender

student participation will be scheduled; no major examinations will be given in academic courses other than labs
Apr. 28-29 (Th-F)

Final Examination Period May 2-6 (M-F)

Final Grades posted on the Web for Graduating Seniors due by 7 P.M. May 6 (F)

Campus Housing and Dining Close May 9 (M)

Final Grades posted on the Web for All Students due by 7 P.M. May 9 (M)

Spring Commencement May 13 (F)

SUMMER TERM 2011

All Students Report for Campus Housing June 2 (Th)

Registration for All Students
June 2-3 (Th-F)

Registration (additional registration period for 2nd 4-week session)
June 28 (Th)

Campus Housing and Dining Close July 29 (F)

Summer Commencement July 29 (F)

FIRST **4–WEEK** SESSION

Book Vouchers June 1-10 (W-F)

On-site Registration for All Students June 2-3 (Th-F)

Classes Purged due to non payment June 3 (F)

Classes Begin June 6 (M)

Attendance Reporting June 6-10 (M-F)

Deadline for Receiving Applications for Graduation by the Registrar for Fall 2011 Commencement
June 15 (W)

Deadline for Withdrawing from Classes or from the University
June 22 (W)

Last Day of Classes June 28 (T)

Final Examination Period June 29 (W)

Final Grades posted on the Web for All Students due by 7 P.M.
July 1 (F)

SECOND **4–WEEK** SESSION

Registration (additional registration period for 2nd 4-week session)
June 28 (Th)

Classes Purged for non payment July 1 (F)

Independence Day Holiday July 4 (M)

Classes Begin July 5 (T)

Deadline for Adding Classes and Paying Fees (including the late fee) July 7 (Th)

Deadline for Withdrawing from Classes or from the University
July 22 (F)

Last Day of Classes July 27 (W)

Final Examination Period July 28 (Th)

Final Grades posted on the Web for All Students due by 7 P.M.
July 29 (F)

SUMMER TERM 2011

8–WEEK SESSION

Book Vouchers June 1-10 (W-F)

Students Report for Campus Housing June 2 (Th)

Registration for All Students
June 2-3 (Th-F)

Classes Purged June 3 (F)

Classes Begin June 6 (M)

Attendance Reporting June 6-10 (M-F)

Late Registration and Late Fee Begin June 6 (M)

Deadline for Adding Classes and Paying Fees (including the late fee)
June 8 (W)

Deadline for Receiving Applications for Graduation by the Registrar for Fall 2011 Commencement
June 15 (W)

Online Registration for Fall 2011 Semester July 1-8 (F-F)

Independence Day Holiday July 4 (M)

Classes Resume: 8 A.M. July 5 (T)

Deadline for Withdrawing from Classes or from the University
July 13 (W)

Last Day of Classes July 20 (W)

Final Examination Period
July 21-22 (Th-F)

Final Grades posted on the Web for All Students due by 7 P.M.
July 24 (Sun)

Campus Housing and Dining Close July 29 (F)

Summer Commencement July 29 (F)

FALL TERM 2011

All Students report for on Campus Housing Aug. 11 (W)

Book Vouchers Aug. 2-26 (T-F)

Faculty Report Aug. 15 (M)

Faculty and Staff Convocation Aug. 15 (M)

On-site Registration for All Students Aug. 10-12 (W-F)

Classes Purged for non payment Aug. 12 (F)

Classes Begin Aug. 16 (T)

Late Payment Registration and late fee begins ($100) Aug. 17 (T)

Attendance Verification Aug. 16-30 (T-T)

The **Graduate** School

Deadline for Adding Classes for Credit and Paying Fees (including the late fee) Aug. 26 (F)

Deadline to Withdraw from Class without a "W" Sept. 1 (Th)

Labor Day Holiday Sept. 5 (M)

Classes Resume: 8 A.M. Sept. 6 (T)

Deadline for Receiving Applications for Graduation by the Registrar for Spring 2011 Commencement Sept. 6 (T)

Freshmen Convocation Sept. 8 (Th)

First Quarter Grades due by 7 P.M. Sept. 16 (F)

Career Week Sept. 12-16 (M-F)

Career Fair Sept. 14 (W)

Mid-Semester Examination Period Sept. 28 - Oct. 4 (W-T)

Mid-Semester Grades due by 7 P.M. Oct. 5 (W)

Fall Break Oct. 10-11 (M-T)

Online Registration begins for Spring 2011 Semester Oct. 24 (M)

Deadline for Withdrawing from Classes or from the University Nov. 4 (F)

Last Day of Classes Nov. 23 (W)

Thanksgiving Holidays Nov. 24-25 (Th-F)

Concentrated study period-no meetings, social activities, athletic events, or other extracurricular activities requiring student participation will be scheduled; no major examinations will be given in academic courses other than labs Nov. 28-30 (M-T)

Final Examination Period Nov. 30 - Dec. 5 (W-M)

Final Grades Posted on the Web Graduating Seniors due by 7 P.M. Dec. 2 (F)

Final Grades due by 7 P.M. Dec. 6 (T)

Campus Housing and Dining Close Dec. 7 (W)

Fall Commencement Dec. 9 (F)

SPRING TERM 2012

Book Vouchers Jan. 5-25 (Th-W)

All Students Report for Campus Housing Jan. 8 (Sun.)

Faculty Report Jan. 9 (M)

Registration for All Students Jan. 9-10 (M-T)

Classes Purged for non payment Jan. 10 (T)

Classes Begin/Late Registration and Late Fee Begin Jan. 11 (W)

Faculty Convocation Jan. 12 (Th)

Attendance Reporting Jan. 11-25 (W-W)

Martin Luther King's Birthday Celebration Jan. 16 (M)

Classes Resume Jan. 17 (T)

Deadline for Adding Classes Jan. 23 (M)

Deadline for Paying Fees (including the late fee) Jan. 27 (F)

Deadline to Withdraw from Class without a "W" Jan. 31 (T)

Financial Aid Awareness Month Feb. 1-29

Deadline for Receiving Applications for Graduation by the Registrar for Summer 2011 Commencement Feb. 7 (T)

Career Week Feb. 6-10 (M-F)

First Quarter Grades due by 7 P.M. Feb. 8 (W)

Career Fair Feb. 8 (W)

Mardi Gras Holidays Mar. 5-6 (M-T)

Classes Resume: 8 A.M. Mar. 7 (W)

Founders' Day Mar. 9 (W)

Mid-Semester Examination Period Mar. 12-15 (M-Th)

Mid-Semester Grades due by 7 P.M. Mar. 19 (M)

Deadline for Receiving Applications for Graduation by the Registrar for Fall 2011 Commencement Mar. 22 (Th)

Preferred Filing Deadline for FAFSA Application Mar. 30 (F)

Spring Break Apr. 2-6 (M-F)

Classes Resume: 8 A.M. Apr. 9 (M)

Online Registration for Summer and Fall 2012 Apr. 9 (M)

Deadline for Withdrawing from Classes or from the University Apr. 12 (Th)

Last Day of Classes Apr. 27 (F)

Concentrated study period-no meetings, social activities, athletic events, or other extracurricular activities requiring student participation will be scheduled; no major examinations will be given in academic courses other than labs Apr. 30 - May 1 (M-T)

Final Examination Period May 2-7 (W-M)

Final Grades posted on the Web for Graduating Seniors due by 7 P.M. May 4 (F)

Campus Housing and Dining Close May 9 (M)

Final Grades posted on the Web for All Students due by 7 P.M. May 7 (M)

Spring Commencement May 11 (F)

SUMMER TERM 2011

The following dates apply to summer sessions, if offered.

All Students Report for Campus Housing May 31 (Th)

The **Graduate** School

Registration for All Students
May 31 - June 1 (Th-F)

Registration (additional registration period for 2nd 4-week session)
June 26 (Th)

Final Examination Period
July 19-20 (Th-F)

Posting of Grades due by 7 P.M. July 23 (M)

Campus Housing and Dining Close July 27 (F)

Summer Commencement July 27 (F)

FIRST **4–WEEK** SESSION

Book Vouchers
May 30 - June 8 (W-F)

Registration for All Students
May 31 - June 1 (Th-F)

Classes Purged due to non payment June 1 (F)

Classes Begin June 4 (M)

Attendance Reporting June 4-8 (M-F)

Deadline for Receiving Applications for Graduation by the Registrar for Fall 2011 Commencement
June 6 (W)

Attendance Reporting June 4-8 (M-F)

Deadline for dropping Classes Without a "W" June 7 (Th)

Deadline for Receiving Application for Graduation by the Registrar for Fall 2011 Commencement
June 13 (W)

Deadline for Withdrawing from Classes or from the University
June 20 (W)

Last Day of Classes June 26 (T)

Final Examination Period June 27 (W)

Final Grades posted on the Web for All Students due by 7 P.M.
July 2 (M)

SECOND **4–WEEK** SESSION

No Book Vouchers

Registration (additional registration period for 2nd 4-week session)
June 28 (Th)

Classes Purged for non payment June 29 (F)

Classes Begin July 2 (M)

Independence Day Holiday July 4 (W)

Deadline for Adding Classes and Paying Fees (including the late fee) July 6 (F)

Deadline for Withdrawing from Classes or from the University
July 20 (F)

Last Day of Classes July 25 (W)

Final Examination Period July 26 (Th)

Final Grades posted on the Web for All Students due by 7 P.M.
July 27 (F)

SUMMER TERM 2011

8–WEEK SESSION

Book Vouchers
May 30 - June 8 (W-F)

All Students Report for Campus Housing May 31 (Th)

Registration for All Students
May 31 - June 1 (Th-F)

Classes Purged June 1 (F)

Classes Begin June 4 (M)

Late Registration and Late Fee Begin June 4 (M)

Deadline for Adding Classes and Paying Fees (including the late fee)
June 6 (W)

Deadline for Receiving Applications for Graduation by the Registrar for Fall 2011 Commencement
June 13 (W)

Independence Day Holiday July 4 (W)

Classes Resume: 8 A.M. July 5 (Th)

Deadline for Withdrawing from Classes or from the University
July 11 (W)

Last Day of Classes July 18 (W)

Final Examination Period
July 19-20 (Th-F)

Final Grades posted on the Web for All Students due by 7 P.M.
July 23 (M)

Campus Housing and Dining Close July 27 (F)

Summer Commencement July 27 (F)

NOTES:

General Information

The Southern University System is composed of the system office and five campuses located in Baton Rouge, Shreveport, and New Orleans, Louisiana. The governing body of the Southern University System is the Southern University Board of Supervisors. The Chief Administrative Officer of Southern University Baton Rouge is the Chancellor. Directly reporting to the Chancellor are the Vice Chancellor for Academic Affairs, Vice Chancellor for Student Affairs, Vice Chancellor for Research, Vice Chancellor for Finance and Administration, and the Director of Athletics.

The Baton Rouge campus is located on beautiful Scott's Bluff, overlooking the Mississippi River, in the northern part of the city, and encompasses 512 acres of land with an additional 372-acre experimental station located five miles north of the campus. The University is a publicly supported, land-grant, comprehensive institution that is focused on research, teaching, and service to the community.

Baton Rouge is the capital of the State of Louisiana and serves as an important cultural, political, educational, and industrial center for a thriving city of more than 400,000 residents.

HISTORY

Our history embodies a proud tradition of providing quality education to students from around the globe. Southern was chartered in April of 1880, and recognized as a land-grant college in 1890. In 1914, the University was re-located from New Orleans. Today, Southern University-Baton Rouge is part of the only historically black Land-Grant university system in the United States, with two other campuses located in New Orleans and Shreveport. The Southern University Law School was established in 1948 and has the nation's most racially diverse student enrollment. Southern University-Baton Rouge is poised to provide quality graduate education in a number of degree programs, thereby opening new opportunities to pursue advanced degrees in a multicultural environment.

SOUTHERN UNIVERSITY AND A&M COLLEGE BATON ROUGE

Physical Facilities

Southern University-Baton Rouge has one of the most beautiful campuses in the country. Lake Kernan flows through the center of the campus and the Mississippi River forms its western boundary. New buildings with more than 200,000 square feet of floor area have been constructed in the last 30 years. These include the following:

The Smith-Brown Memorial Student Union is known as the campus "living room" and serves as a major center for extracurricular activities. The Union features a food court with popular food vendors; barber and beauty shops; television rooms; a 12-lane bowling alley; a game room for billiards; video games; an art gallery; a browsing room; a ballroom; meeting and conference rooms; and a branch of the United States Post Office.

The Felton G. Clark Activity Center has facilities for theater, athletic events, conferences, convocations and recreational activities. The building houses the Athletic Department.

The John B. Cade Library's collection totals more than one million volumes. Special Collections include the Camille Shade African-American Collection, archives, music, art, and architecture. The Library is a partial depository for Louisiana and U. S. Government documents.

Statement of Purpose

Southern University and A&M College, a publicly supported, coeducational, land-grant, historically black, comprehensive institution, prepares students to compete globally in their respective professions, and to engage in advanced study in graduate and professional schools. The University provides a core of liberal arts courses as well as quality academic programs and support services to meet the diverse needs and abilities of all qualified students.

The University's admissions policy is grounded in the belief that opportunity and quality can coexist in a diverse educational environment. To this end, the University offers a wide range of learning opportunities designed to allow students of different abilities to obtain an education that will withstand rigorous scrutiny.

The University offers programs of study ranging from bachelor's degrees to doctoral and professional degrees. Educational opportunities are provided for traditional and nontraditional students offering scholarly interaction among diverse people. The University is committed to a broad program of research, both basic and applied, and creative work to stimulate the faculty and students in a quest for knowledge and to aid society in resolving its scientific, technological, socioeconomic and cultural problems.

Southern University renders service to the community through urban/rural programs and makes available educational, cultural, and developmental resources to enhance the quality of life. Adhering to the spirit of its function as an 1890 Land-Grant

The **Graduate** School

institution, the University's public service programs have assumed a prominent posture throughout the State of Louisiana, nationally and internationally.

Southern University views diversity as vital to the health of any educational enterprise. To support this philosophy, the University takes affirmative steps to maintain a multicultural faculty, staff and student body. The diversity is achieved principally through assertive recruitment efforts and through multifaceted international programs.

The University seeks to recruit and maintain a faculty which, through its preparation and scholarly activities, exerts a profound effect on various institutions in the state, region, nation, and world. Beyond their traditional roles, faculty members perform distinguished services that complement and enhance both teaching and research initiatives and provide an additional mechanism for Southern University to have an impact on the community at large.

The University develops and maintains a physical environment that is safe and conducive to intellectual growth and development while operating in accordance with the highest standards of fiscal and administrative management. This environment is enhanced through the use of the most recent information technology, which offers the University community access to resources from throughout the world.

ORGANIZATION

The Graduate School is housed in the Office of Graduate Studies which consists of a dean, a director of admissions, admissions counselors, an executive assistant, an administrative assistant, and an administrative coordinator. The Dean of the Graduate School reports to the Executive Vice Chancellor and Provost.

The Office of Graduate Studies is responsible for enforcing minimum general standards of graduate work at Southern University-Baton Rouge and for the coordination of graduate degree programs in the various schools and colleges. General policies and standards of the Graduate School are established by the Graduate Council. The responsibility for the detailed, day-to-day operations of graduate programs lies with the individual departments, schools, and colleges.

The Office of Graduate Studies currently serves 24 academic units offering 25 Master's and six Doctoral degrees. The Ph.D. program in Science/Mathematics Education is housed in the Graduate School.

The Office of Graduate Studies processes approximately 2,000 applications and serves more than 1,000 enrolled students each year. This includes the receipt and processing of all Graduate School admission applications; registration of graduate and post-baccalaureate students; and the processing and clearing of graduation applications for all graduate students.

History of the Graduate School

On April 28, 1956, the State Board of Education requested officials of Southern University to establish a graduate school. In the spring semester of 1957, Southern University admitted its first students into the Graduate School. On August 8, 1958, at the end of the summer session, Southern University conferred its first master's degrees on eight candidates.

In the relatively brief period since 1958, graduate education at Southern University has grown steadily. Master's programs in biology, chemistry, and mathematics were added in the 1960s, and in 1983, master's programs in accountancy, computer science, public administration and special education were implemented. In January of 1986, the Graduate School, in conjunction with the Institute for the Study and Rehabilitation of Exceptional Children and Youth, initiated Southern University's first doctoral programs—The Doctor of Philosophy degree in Special Education (Ph.D.) and the Doctor of Education in Special Education (Ed.D.). Since that time, more than eighteen Master's programs and five Ph.D. programs have been added.

To meet the challenges of the next millennium, Southern University and A&M College at Baton Rouge is rapidly moving toward becoming a Doctoral research institution. Graduate studies have gained momentum because of new and redesigned graduate degrees, and a dedicated graduate faculty—a committed group that includes Fulbright Scholars, distinguished researchers, and mentors.

Opportunities exist in a number of academic disciplines, including Ph.D. programs in public policy, science/mathematics education, nursing, environmental toxicology, special education, and urban forestry.

Today, numerous research centers, computer and learning laboratories, facilities for distance learning and multi-media instruction, and a library with more than one million volumes are among the wide range of resources. Graduate fellowships and assistantships are available to qualified students.

Admission Requirements

Mission

The mission of the Graduate School at Southern University Baton Rouge is to serve the University, its faculty and students, the nation, and the world by producing intellectually stimulated individuals who possess advanced knowledge in their fields and are prepared to excel in their future careers. To achieve its mission, the Graduate School at Southern University Baton Rouge will:

- Seek, attract and maintain Graduate faculty of the highest caliber
- Attract and retain a highly qualified and culturally diversified graduate student population
- Enhance and maintain the highest standards of excellence in all graduate programs, scholarly activities (teaching, research publications) and professional practice
- Develop and strengthen the use of technology in graduate education
- Stimulate faculty development and research
- Maximize resources to their fullest potential to meet current and future needs of students and graduate faculty more effectively
- Enhance sensitivity to ethical issues and promote an atmosphere of the highest ethical standards

Vision

The vision of the Graduate School for Southern University Baton Rouge is to become nationally and internationally recognized for the high quality of its graduate programs, graduate faculty and scholarly achievement, while producing competitive and intellectually stimulated individuals who can provide bold leadership in new directions and excel in their respective future careers. We believe that:

Graduate education is an integral component of any research university and has an impact on education at all levels.

The Graduate School represents Southern University's best expression of its major purposes of existence—teaching, research, and public service,—and, therefore, must be a prime center of excellence.

The Graduate School has the responsibility of ensuring that faculty, students, and programs leading to graduate degrees are of the highest caliber and quality.

The Graduate School should assume an effective leadership role in the University's current initiative to transform itself from a comprehensive teaching institution to a Doctoral Research University.

OBJECTIVES

The objectives of the Office of Graduate Studies are to:

- Enforce the policies and standards of the Graduate School
- Maintain graduate student records
- Represent the interests of graduate students and graduate faculty
- Develop, publish, and disseminate publications pertaining to graduate degree programs, and Graduate Sc policies and standards
- Formulate general academic policies, standards, and procedures pertaining to graduate education
- Provide appropriate support in the implementation of new graduate degree programs
- Encourage and support research activities as a component of gradua education
- Maintain standards of academic quality in all graduate programs
- Facilitate the Graduate School admission and registration process for students
- Serve graduate students, the faculty University, and the public in a prom efficient, and courteous manner.

Admission Requirements

GRADUATE DEGREE PROGRAMS

Graduate education at Southern University-Baton Rouge has gained momentum on the strengths of well-established undergraduate and professional programs. Current degree programs include the following:

Doctoral Programs

- Ph.D. in Environmental Toxicology
- Ph.D. in Nursing
- Ph.D. in Public Policy
- Ph.D. in Science/Mathematics Education
- Ph.D. in Special Education
- Ph.D. in Urban Forestry

Master's Programs

MASTER OF ARTS

- Counselor Education
- Mass Communications
- Mental Health Counseling
- Social Sciences
  - History
  - Political Science
  - Sociology

MASTER OF BUSINESS ADMINISTRATION

MASTER OF SCIENCE

- Biology
- Chemistry-Environmental
- Chemistry-Traditional
- Computer Science
- Criminal Justice
- Mathematics
- Physics
- Rehabilitation Counseling
- Speech-Language Pathology
- Therapeutic Recreation
- Urban Forestry

MASTER OF EDUCATION

- Educational Leadership
- Elementary Education
- Secondary Education

MASTER OF ENGINEERING

MASTER OF PUBLIC ADMINISTRATION

- Joint Degree M.P.A./J.D.

MASTER OF SCIENCE IN NURSING

- Family Nurse
- Gerontology

ADMISSION TO THE GRADUATE SCHOOL

Admission to the Graduate School is dependent upon the presentation of a baccalaureate degree from an accredited college or university, as well as other required documents. Undergraduate transcripts must accompany all applications. No application will be considered unless the complete official transcripts of the applicant's entire undergraduate (and graduate if any) work are in the possession of the Graduate School. Also, 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 any work completed after application for admission has been submitted.

The prospective student must satisfy the requirements of the department, as well as those of the Graduate School, to be admitted to graduate study in a given department. The resources available may limit admission to some programs.

The Graduate School requires a cumulative minimum grade point average of 2.70 for all undergraduate work as well as acceptable scores on the verbal, quantitative, and analytical sections of the Graduate Record Examination (GRE) General Test, or the GMAT if applying to the College of Business. Although the Graduate School publishes no specific GRE scores, some departments may require certain minimum scores on the Graduate Record Examination, GMAT or similar tests as well as grade point average above those stated for the Graduate School. Inquiries about specific requirements should be addressed to the department of interest. Deviations from the above requirements are made only when these and other criteria, including letters of recommendation and statements of purpose, are reviewed by the department, recommended by the department, and approved by the Dean of the Graduate School.

GRE GRADUATE REQUIREMENTS FOR STUDENTS SEEKING SECOND GRADUATE DEGREE

Students admitted into the Graduate School for the purpose of seeking a second graduate degree are not required to retake the GRE test if the scores are within seven years of age upon the time of admission into the program. However, it should be noted that some departments require a certain score to be made on the test for admission into their program.

Admission Requirements

GENERAL ADMISSION REQUIREMENTS

Minimum requirements for admission to the Graduate School at Southern University include the following:

- For doctoral students, official transcripts showing all graduate work pursued. If you are applying to a doctoral program that accepts students with a bachelor's degree, then you must provide official transcripts of all undergraduate work
- For master's students, official transcripts showing all undergraduate work (and graduate work pursued, if any). APPLICATIONS WILL NOT BE PROCESSED WITHOUT TRANSCRIPTS
- For international students, credential evaluation statement.
- Acceptable scores on the general test of the Graduate Record Examination (GRE).
- Three letters of recommendation sent directly to the Director of Admissions
- A Statement of Purpose
- For international students, a minimum score of 525 (computer based) or 77 (Internet based) on the Test of English as a Foreign language (TOEFL) as evidence of proficiency in English and an Affidavit of Support (U.S. Department of Justice form I-134)

With the exception of international students, applicants who do not meet all the criteria for admission may be granted admission with conditional or provisional status, upon the recommendation of the appropriate academic department. International applicants are not eligible for conditional or provisional admission status. The circumstances under which applicants may be considered for conditional or provisional admission are described below.

CONDITIONAL ADMISSION

Applicants who do not meet all admission criteria, may be admitted for up to one academic year on a conditional basis, upon recommendation of the applicant's department of interest, provided additional evidence of capacity to do satisfactory work is presented.

By the end of one academic year of such conditional admission, the department must evaluate the student's performance and notify the graduate school and the student of the final action to be taken on the student's admission status as either fully accepting the student or recommending the student be dropped from degree-seeking status.

PROVISIONAL ADMISSION

Students who have applied for admission to the Graduate School, but whose credentials were not completed by the admissions deadline, may be admitted provisionally, for one semester, upon recommendation of the department to which they have applied. Final action on such applications will be reserved until all credentials and any required documents have been received and evaluated by the academic department selected by the student. One semester only is allowed for students who are admitted provisionally to have their credentials completed. Provisional admission has a limitation of one semester, therefore it cannot be extended or granted for the second time to the same student.

Application for Admission

Admission forms and information concerning admission procedures should be obtained from the Graduate School. Prospective students are urged to apply for admission as early as possible. Applications, which meet minimum standards, are referred to the graduate selection committees of the department of interest for approval or disapproval.

ADMISSION APPLICATIONS DEADLINES

Fall Semester	May 1
Spring Semester	November 1
Summer Semester	April 1

ADMISSION TO A DOCTORAL PROGRAM

You must:

- Hold a baccalaureate degree granted by a regionally
- accredited institution (or a recognized university, if you are an international student)
- Hold a master's degree (unless you are applying to a program that accepts students without a master's degree)
- Have earned a cumulative grade point average (GPA) of at least 3.0 in all graduate work completed. (Please note that if your GPA is less than 3.0, you may still be considered for conditional admission at the discretion and upon the recommendation of your chosen program of interest
- Submit acceptable scores in the General Test of the Graduate Record Examination
- Satisfy any additional requirement of the academic department in which the chosen degree program is housed

Admission Requirements

ADMISSION TO A MASTER'S PROGRAM

You must:

- Hold a baccalaureate degree granted by a regionally accredited institution (or a recognized university, if you are an international student)
- Have earned a cumulative grade point average (GPA) of at least 2.7 in all undergraduate work pursued and at least 3.0 on all graduate work completed. (Please note that if your GPA is less than 2.7 but at least 2.5, you may still be considered for conditional admission at the discretion and upon the recommendation of your chosen program of interest)
- Submit acceptable scores in the General Test of the Graduate Record Examination
- Satisfy any additional requirements of the academic department in which the chosen degree program is housed

ADMISSION OF TRANSFER STUDENTS

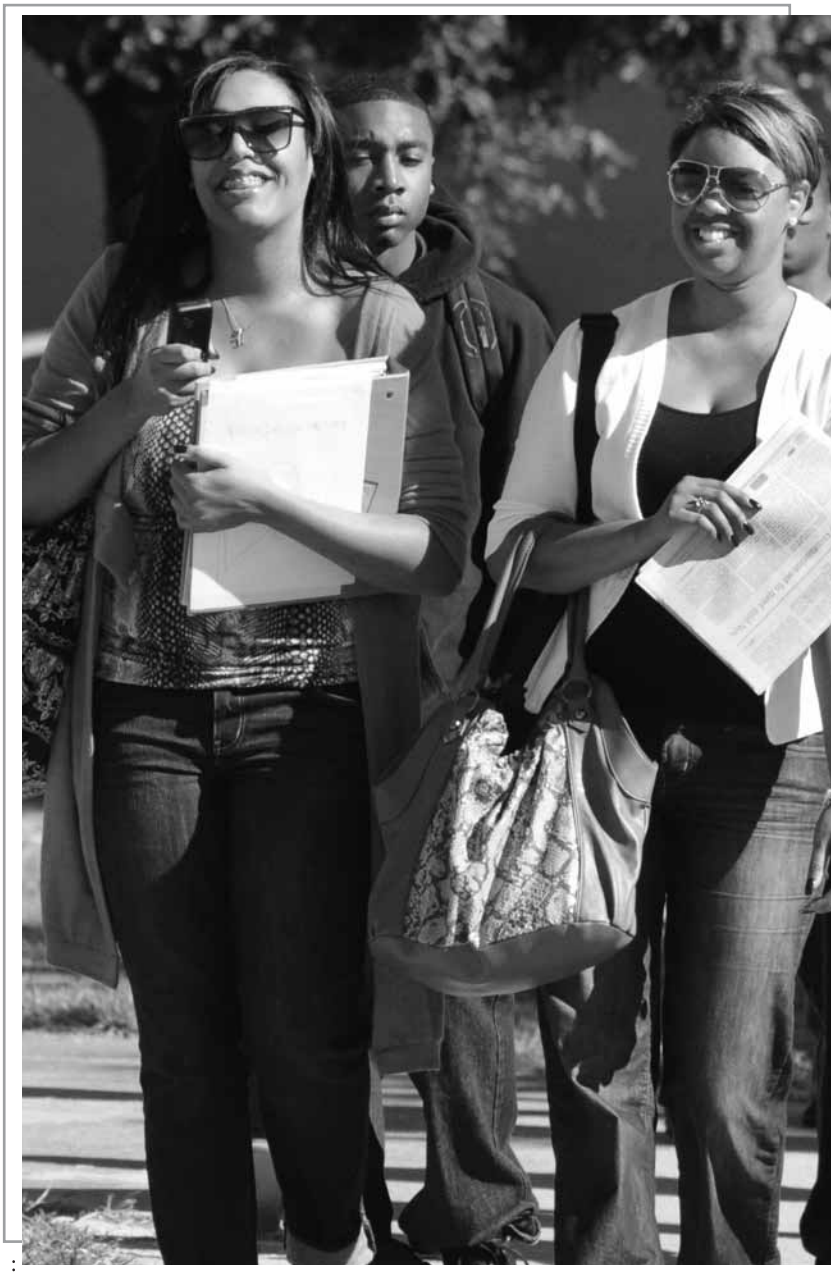
Students who have attended another regionally accredited graduate school should be eligible for readmission at the college or university from which they transfer in order to be admitted to SUBR Graduate School. Students applying to transfer from other graduate schools should have their institutions submit transcripts and evidence of eligibility for readmission as part of their application to the Southern University Graduate Office. Failure to provide the above credentials will delay the admissions process.

INTERNATIONAL STUDENT ADMISSION

An international applicant who has completed undergraduate degree requirements at any accredited United States institution must follow the admission procedures previously described. An applicant who has not completed undergraduate degree requirements at an accredited United States institution must present the following:

Complete an accurate chronological outline of all previous college-level education;

- International credential evaluation statements
- The Graduate School requires a general evaluation report from either Educational Credential Evaluators Inc. (ECE) or World Education Services (WES) or a basic statement of comparability report from the American Association of Collegiate Registrars & Admissions Officers (AACRAO).



All evaluations must be submitted in original form directly to the Graduate School from one of the approved agencies Bachelor's degree or its equivalent from a recognized institution, with a satisfactory grade point average

- Certifications of the availability of sufficient funds to meet all costs while studying at Southern University
- Scores on the Test of English as a Foreign Language (TOEFL) for international applicants whose native language is not English

TOEFL is an essential part of the student's application. The student must pass the test to be considered eligible for admission to Graduate School.

An international student also must provide an Affidavit of Support before admission can be granted and a Form I-20 issued, even if

Admission Requirements

the student completed undergraduate degree requirements in the United States.

The Graduate School will not consider for admission any person who has entered the United States on an I-20 issued by another institution unless that person has been previously enrolled at the institution issuing the I-20.

INTERNATIONAL STUDENT OFFICE

The International Student Office is established to:

- Assist international students with the services required to facilitate their matriculation at the University
- Assist international students in meeting various Bureau of Citizenship and Immigration Services (BCIS) requirements throughout the study period
- Provide information designed to facilitate the adjustment of international students to life in the United States and at Southern University

INTERNATIONAL STUDENTS OFFICE

The office is located in Smith-Brown Memorial Student Union, second floor, Suite 203. The International Student Advisor may be reached at (225) 771-2940. The Facsimile (FAX) number is (225) 771-2202.

Regulations of the United States Department of Homeland Security, Bureau of Citizenship and Immigration Services, governing nonimmigrant F-1 students, require international students in this category to pursue a full course of study while maintaining nonimmigrant student status.

Under this regulation, a graduate student will be required to register for a minimum of nine semester hours of course work in a degree program. Any modification of these requirements resulting in nondegree study or a course load less than the above minimum requirements must be authorized by the International Student Advisor in consultation with the Department Chair, advisor and the Dean of Graduate Studies.

Students who fail to observe the above requirements will not be eligible to receive a Certificate of Eligibility (Form I-20) and other letters of certification in support of their continuation in the nonimmigrant F-1 student status. Students in the Exchange Visitor Visa (J-1) category requesting transfer to the University's Private Exchange Visitor program from another program must obtain approval from the International Student advisor before admission to the University becomes valid. Questions concerning United States Bureau of Citizenship and Immigration Services (BCIS) regulations should be directed to the International Student Advisor.

ADMISSION OF SPECIAL NEEDS STUDENTS

Southern University does not discriminate on the basis of disability in the recruitment and admission of students, in the recruitment and employment of faculty and staff, or in the operation of any of its programs and activities, as specified by federal laws and regulations. The designated coordinator for compliance with Section 504 of the Rehabilitation Act of 1973, as amended, is the Coordinator of Student Services, 246 Augustus C. Blanks Hall, (225) 771-3950.

Students who have been officially admitted into a graduate program of study who have special needs which qualify for accommodations under the Rehabilitation Act of 1973, particularly Section 504 and the Americans with Disabilities Act, must report their disability to the Office for Services to Students with Disabilities located in Augustus C. Blanks Hall, Room 246. Information on making a request for services and accommodations on how to report a disability can be secured by writing to:

Southern University and A&M College
Office for Services to Students with Disabilities
246 Augustus C. Blanks Hall
Southern University
Baton Rouge, LA 703

READMISSION

Any student previously enrolled in graduate study at Southern University with regular status, who has not been in attendance for two consecutive semesters should apply for readmission to the Graduate School at least four weeks prior to the first day of registration for the term in which the student expects to resume studies. Admission forms may be obtained from the Graduate Office and returned to that office when completed. They should be returned 30 days prior to the beginning of the semester or term that the student wishes to re-enter.

UNDERGRADUATE (PRIVILEGED SENIORS)

REGISTRATION IN GRADUATE COURSES

A graduating senior at Southern University who has earned a "B" average on all work pursued and who lacks no more than seven semester hours (four in the Summer session) for the completion of his/her baccalaureate degree may enroll in graduate courses for graduate credit. Prior approval of the Dean of the Graduate School, the student's undergraduate department chair and the course instructor is required. A maximum of six semester

General Regulations

hours of advanced standing from the graduate credits may be accumulated while the student is enrolled as an undergraduate. After a student has enrolled in the Graduate School, these six credit hours of graduate-level courses earned with a grade of A or B and taken under this provision may be applied toward a graduate degree at Southern University provided that:

- Credits for the courses have not been used for an undergraduate degree
- Transfer is approved by the student's chosen department
- Transfer is made as soon as the student is admitted into a graduate program

It should be noted that this provision is only a permission for a superior graduating senior to take graduate courses and should not be construed as admission to Graduate School.

CONCURRENT GRADUATE DEGREE PROGRAMS

A graduate student who wishes to pursue degrees in two programs concurrently must have the written approval of the chairperson of each department involved and the Dean of the Graduate School. Any student interested in pursuing concurrent degrees should discuss the proposed study with the Graduate School's Admissions Office staff prior to applying for the programs. If the request is approved, the student must be officially admitted to both programs through regular procedures. If the student is approved to pursue two master's programs, no more than six hours of course work from one-degree program may be applied toward meeting the requirements for the second master's degree. These six hours must be petitioned by submitting a request to the Dean of the Graduate School.

NONDEGREE APPLICANTS

Graduates of accredited colleges and universities who wish to enroll in selected courses, but not pursue a formal degree program at the undergraduate or graduate level, may be considered for admission as nondegree students in the Graduate School. Applicants who seek nondegree status are required to submit an official transcript and a completed admission application with an application fee. The nondegree status is intended to provide an applicant permission to take courses. Therefore, applicants who are granted non-degree status should note that acceptance as a nondegree student does not in any way imply and/or guarantee subsequent change to regular admission status. Such applicants must also note the following policies of the Graduate School concerning the nondegree status.

- Nondegree students who wish to change their status to regular admission and/or seek admission to a regular degree program must submit all the credentials and documentation (including applicable test scores, etc.) required by the Graduate School and the specific graduate program selected by the student
- Nondegree students are permitted to take a maximum of six credit hours per semester (Fall and Spring) and three credit hours during the Summer term. Exceptions to the rule must receive prior approval from the dean of the graduate school. A maximum of twelve semester credit hours taken as a nondegree student may be applied toward a graduate degree, if the student is admitted into a graduate program at a later date, provided that:
  - Those twelve credit hours consist of graduate level courses (500 level and above or equivalent)
  - Those twelve credit hours are part of the Plan of Study for the specific selected degree program and are accepted by the selected department
  - An advisor, the department chairperson, and the academic dean of the graduate school have approved those courses Southern University encourages applications from qualified applicants of both sexes from all cultural, racial, religious, and ethnic groups. The University does not discriminate on the basis of race, religious belief, national origin, disability or age in admission or access to its programs and activities.

GENERAL REGULATIONS

It is the responsibility of the graduate student to be informed of and to observe all regulations and procedures required by the Graduate School as well as the program the student is pursuing. The student must be familiar with those sections of the Graduate Catalog that outline general policies, regulations and requirements, specific degree program and department requirements, and the requirements of the Graduate School. Lack of knowledge of a rule does not constitute a basis for waiving that rule. Any exception to the policies stated in the Graduate Catalog requires the approval of the Dean of the Graduate School.

After admission to the Graduate School, but before the first registration, a student should consult the faculty advisor and/or the graduate coordinator in the major department concerning course transfers, degree requirements, and special regulations of the department. All plans of study, courses, and class

General Regulations

schedules require the approval of the Chair or a designated advisor in the chosen degree program.

STUDENT CONDUCT

Graduate students are subject to the same rules of behavior that govern undergraduates. Administrative regulations governing the conduct of students enrolled at Southern University are contained in the Code of Student Conduct. Included in that publication are rules and regulations governing student rights and responsibilities, the University Judicial System, disciplinary sanctions, penalties, violations, and types of offenses.

A copy of the Code of Student Conduct may be obtained from the Office for Students Affairs.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

In accordance with the Family Educational Rights and Privacy Act of 1974 (P.L. 93-380, Section 513, amending the General Education Provisions Act, Section 438) students enrolled at Southern University are hereby informed of their right of access to their official records as described in the Act. For additional information, contact the Office of the Registrar.

The Family Educational Rights and Privacy Act defines the term "directory information" as 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, and the most recent previous educational institution attended. The University will make public information about each student limited to these categories in ways such as those described above. Information from all these categories, however, is not made public in every listing.

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 in a signed and dated statement specifying the information that they do not wish to be published. The notice must be received by the Office of the Registrar by the end of the registration period of the semester or summer term of first enrollments, or after an absence and re-enrollment, and by the end of each fall registration period thereafter.

RECORDS OF STUDENTS

Final grades for each semester are officially recorded and filed in the Office of the Registrar. Grade reports are submitted to students. 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.

Transcripts cannot be released until all debts to the University are paid in full.

REGULATIONS GOVERNING STUDENT RECORDS

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 Southern University personnel who have legitimate educational interest 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 Act

To agencies and offices 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 names of persons to whom records should be released.

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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 while enrolled in graduate school with no more than two grades below "B" applied to the plan of study used to meet degree requirements.

Any graduate student may be denied further registration in a graduate program in which the student's scholastic performance or progress toward completion of the planned program become unsatisfactory to the department, college, or Dean of the Graduate School. Failure to maintain a "B" average in all work attempted is, by definition, unsatisfactory scholarship. Disciplinary actions will be taken against students with unsatisfactory scholarship. Such actions can include probation or suspension. The following are the conditions for the respective disciplinary actions:

Probation

A student whose cumulative GPA, in either graduate or undergraduate course work while enrolled in Graduate School, falls below 3.0 for the first time.

Suspension

A student who is placed on probation for two consecutive periods, will be suspended if a GPA of 3.0 is not achieved at the end of the second probationary period.

A student who is placed on suspension must remain out of school (and not 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, unless he/she has extenuating reasons or circumstances and:

(a) The student submits a written appeal to Graduate School's Appeals Committee by certified mail

(b) The student is successful with such appeal and the suspension is removed by the Office of Academic Affairs

Expulsion

A student who fails to earn a cumulative 3.0 GPA after one semester following a suspension will be expelled from the Graduate School. The student may submit an appeal to the Office of Academic Affairs, if they have compelling reasons or documentation to support extenuating circumstances that affected their academic performance.

A student who is expelled from school is ineligible for re-admission to the program from which they were expelled, and will not be allowed to register or be readmitted to that program unless there are extenuating circumstances and:

(a) A written appeal is submitted to the Graduate School's Appeals Committee by certified mail.

(b) Such appeal is successful and the Office of Academic Affairs permits the student to be readmitted

ACADEMIC APPEALS

A student may appeal a suspension only if it is the first one for the student and the student is able to provide strong supporting documentation as well as compelling reasons for reconsideration.

All appeals should be directed to the Graduate School's Appeal Committee and submitted to the Graduate School by certified mail.. The hearing schedule will be determined by Graduate School's Appeals Committee.

CHANGE OF MAJOR OR PROGRAM

A graduate student who wishes to change his/her major or program must submit a formal application through the Office of Graduate Studies and receive approval of the appropriate department chairpersons (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 program toward a graduate degree. *However, students who change program/major should note the following:*

Requests for all changes (including curriculum, program, degree, etc.) must be submitted to the dean of the Graduate School at least one semeste prior to the date of graduation

A maximum of six credit hours of course work 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 major/program, will be evaluated using the Graduate School Bulletin and University policies and regulations that are in force at the time of the change

General Regulations

COMMENCEMENT

Candidates who are eligible to receive graduate degrees are required to participate in commencement in order to accept personally the honor indicated by the appropriate hood. Students are responsible and must arrange through the University Bookstore for the proper academic attire to be worn at commencement.

Candidates are required to participate in commencement exercises unless excused by the Dean of the Graduate School. Students who wish to graduate in absentia and have verifiable legitimate reasons must submit a written request to the Dean of the Graduate School for approval prior to the day of commencement. A mailing fee will be assessed for mailing the diploma within and outside the continental United States for students who are excused from commencement by the university.

COURSE AUDITING

A student who wishes to audit a course must first obtain permission from the instructor, the chairperson of the department in which the course is taught, and the Dean of the Graduate School.

The student must also be eligible to enter the University as a regular, visiting or special student in order to be eligible to audit a course. Students who sign up to audit courses will be permitted to register only during the restricted registration period (after the registration periods designated for degree-seeking and non–degree seeking graduate students). Students who wish to audit courses must be aware of the following:

- No credit can be earned for audited courses.
- No examination for credits at a later date will be permitted for audited courses
- No more than two courses may be audited by a student during a given semester/term
- Regular tuition fees must be paid for all audited courses
- Courses audited will be included in the computation of a student's course load
- The instructor for each audited course must record a grade of "Aud."

COURSE LOADS

Southern University operates on a semester system consisting of two 16-week periods. In addition, Southern offers two four-week summer terms, and a concurrent eight-week summer term. One credit under the semester system is equal to 1.5-quarter credits.

Minimum registration for full-time graduate students is nine credits during the fall and spring semester. The minimum for the summer semester is six credits.

On a case by case basis, the Graduate School may allow up to the maximum of twelve (12) hours for the Spring and Fall Semesters and nine (9) hours for the summer semester when

General Regulations

evidence of extenuating circumstances is provided (e.g., courses not being taught the previous or following semester in order to meet requirements for the respective degree. A recommendation should come forward from the departmental chair to the Dean of the Graduate School for review and approval.

COURSE NUMBERING SYSTEM

Undergraduate courses numbered 100–399 may not be used as any part of the graduate degree requirements, including the requirement for a period of concentrated study. A maximum of two undergraduate courses (400–499) may be used for graduate credit when taken as part of an approved graduate program, provided:

The student advises the instructor, prior to taking the course, that it is being taken for graduate credit

The instructor assigns the student additional work (over and above the work of an undergraduate student).

Courses numbered 500 and above are limited to graduate students, with the exception of the policy described under Undergraduate Student Registration (privileged seniors) in Graduate Courses.

A complete list of approved graduate courses appears in the section of this catalog entitled Fields of Instruction. Departments reserve the right to decide which of these graduate courses will be offered in a given semester and the departments should be consulted concerning available courses.

COURSE REPETITION

A student may repeat a graduate course only once for credit and it must be a repeat and delete of the same course enrolled in at the university. When a course is repeated at Southern University or at another college or university, hours pursued, hours earned, and quality points of previous attempts are excluded from the calculation of cumulative averages. When a student repeats a course for credit, the last grade earned is the official grade. Both grades will appear on the transcript. Students repeating courses must identify such courses on their registration forms or on the program change forms. However, courses designated as variable credits (e.g. 1–15 credit hours) may be repeated for credit up to the maximum number of credit hours indicated for those respective courses. Variable credits are primarily courses such as research, thesis, dissertation, clinical, practicum, etc.

This policy does not provide a provision for students who fail graduate courses at the university and wish to enroll in a similar course at another university for a repeat/delete. The Graduate School does not have policy agreements with other universitites and colleges regarding repeat/delete of graduate courses taken at Southern University-Baton Rouge.

COURSE SUBSTITUTIONS

Substitutions of courses in a student's approved Plan of Study may be permitted upon the written approval of the student's advisor, the department chair, the dean of his/her college and the Dean of the Graduate School. The dean of the Graduate School will make the final decision on course substitutions. A request for course substitutions must be submitted on forms designated for this purpose and available in the Graduate School.

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 department chairperson and the dean of the student's college, must sign all copies before being submitted to the Graduate School
- 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 400 level courses involved graduate level content (limited to a maximum of two courses) and were taken for graduate credit
- The content of the substitution course must be similar or comparable to the required course being substituted. 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 of 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 course cannot be substituted for a three credit course)
- Requests for substitution must be submitted for approval prior to the substitution course(s) 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
- Master's degree substitutions are limited to a maximum of twelve credit hours, including credits transferred from other institutions. For doctoral degrees, a maximum of six semester credit hours may be substituted as indicated under the requirements for Ph. D. degrees

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PLEASE PLAN AHEAD. 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 policies and procedures of the Graduate School.

GRADING SYSTEM

The Graduate School adheres to the quality point system of four points per semester hour for an "A," three points for a "B" two points for a "C", one point for a "D" and 0 point for "F". For example, 3.0 indicates a "B".

The only grades accepted for graduate credits are "A," "B," "C", and "P". A grade of "D" will not be accepted for graduate credit.

A grade of "P" is usually awarded only in the following courses: Supervised Research, Supervised Clinical or Practicum, Master's Research, Special Project, Advanced Research, Doctoral Research Thesis and Dissertation.

Additional courses for which a grade of "P" may apply are noted in the departmental listings. No other courses—graduate or undergraduate— may be taken for a "P" grade. Grade points are not designated for "P" grades; "P" grades are not used in calculating the grade-point average.

GRADE OF N/C (NO CREDIT)

Students enrolled in thesis, dissertation, research, or special project who failed to complete or make satisfactory progress within a given semester or term should receive a grade of N/C (non-credit). Since these courses are designated as having variable credits (e.g., 1-15 credit hours), they may be repeated up to the maximum number of credit hours required for the respective disciplines. If a student receives a grade of N/C, action cannot be reversed by a grade change. The student must register again for the required credit hours and receive a passing grade in order to receive academic credit.

Students registering for thesis, dissertation and research project hours must be registered in class sections assigned to the chair or supervisor of their thesis/dissertation/research committee. The chair/supervisor of the research committee is responsible for determining the grade earned and must have the responsibility, as the instructor of record, of assigning the grade.

NONTRADITIONAL/ABBREVIATED GRADUATE COURSES

A faculty member who proposes to teach a course using a non-traditional/abbreviated schedule must present the appropriate documents to the departmental chairperson, who authorizes approval if the course meets the departmental guidelines and policies. Examinations must be similar to those of regular classes and should be given and graded according to the established course syllabus. Students are required to complete all the requirements including projects and assignments as delineated in the course syllabus. Although the function of such courses is abbreviated, the actual contact hours should be equivalent to those of traditional courses. Abbreviated courses are usually designed to fulfill the needs of nontraditional students and people in the community.

INCOMPLETE GRADES

Work that is of passing quality but, because of extenuating circumstances, is not completed by a student in a given semester or term may be given an "I" (incomplete) grade. Students must initiate an incomplete grade request through the course instructor and obtain approval of the department head and the Dean of the Graduate School.The instructor must submit the "Incomplete Grade Report" and file the form with the Office of the Registrar by the deadline for submitting grades to the Registrar.

If a request is not received from the student prior to the issuing of a final grade, the instructor should consider the delinquent work to be of failing quality and the student should be given a failing ("F") grade and not an "I" grade.

A grade of "I" received during a semester or term should be removed as soon as possible, but **no later than the end of the semester/term following the one in which such grade was received** (excluding Maymester and Summer Sessions).

Incomplete grades are removed only by completion of the course work, not by repeating the course. A grade of "I" becomes a grade of "F" if not removed by the end of the semester/term following the semester/term in which the "I" grade was received. A grade of "I" carries no quality points and lowers the overall grade-point average. All grades of "I" must be removed prior to the submitting an application for graduation and receiving a graduate degree.

CHANGE OF GRADES

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 previous 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. Materials submitted by a student after the official completion of a course by means of the final examination or otherwise may not be used

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as a means of continuing the course and thus changing a previously submitted grade.

A change of grade must be approved by the department head and the Dean of the Graduate School 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 term, the changes are due in the Office of the Registrar no later than 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 60 calendar days following the beginning of classes in the next semester in which the student is enrolled.

PREPARATION FOR GRADUATION

By the completion of the semester immediately preceding the final semester of study, students must apply for graduation within the guidelines established by the Graduate School. **It is the student's responsibility to ensure that all requirements have been met and that every deadline is observed.** The Graduate School, college, school, or department sets forth in the University Calendar all deadline dates. Students should obtain copies of Thesis/Dissertation Guidelines from the Graduate School and review them carefully prior to putting the thesis/dissertation 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 Graduate School during the semester preceding the semeter in which graduation is anticipated, within the deadline established by the Graduate School.
- The Candidate's graduation application form must be signed by the advisor and chairperson of the department and accompanied by a completed and approved "Plan of Studys".
- Candidates whose applications are approved must officially "check out" of the University, i.e., satisfy all financial responsibilities and obtain clearance from the appropriate offices/divisions on campus.
- Students who have completed all required courses and satisfied all departmental requirements may register for "Graduation Only" during the semester they intend to graduate.
- Candidates must pay a nonrefundable graduation fee. During the term in which the degree is to be received, a student must be registered unless the only remaining requirement is the final comprehensive examination.
- Candidates who apply but fail to graduate must reapply and reregister for graduation during a subsequent semester or Summer, after correcting any and all deficiencies

RESIDENCY (ON-CAMPUS) REQUIREMENTS

DOCTORAL DEGREE PROGRAM

A student enrolled in a Doctoral program must complete at least a full year of residency as a full-time student on the Southern University-Baton Rouge campus. A student may satisfy the residency requirement by continuous enrollment for a total of 18 semester hours in one academic year, including Maymester and Summer terms.

MASTER'S DEGREE PROGRAM

To satisfy residence requirements for a master's degree program, a student must complete a minimum of 18 semester hours of degree program credit in residence on the Southern University-Baton Rouge campus or one of the approved remote sites. Students who take courses toward graduate degrees at the remote sites operated by Southern University must register through the Graduate School.

SENIOR CITIZENS (55 AND ABOVE) PROGRAM

Any person over the age of 55 years and over who registers for one or more courses of instruction at a public college or university in this state and who is a resident of this state shall be exempt from the payment of tuition and other registration fees. Such students will also receive a reduction in textbook cost for any required course in which they are enrolled. To receive a reduction in textbook costs, the student must purchase the textbooks from a public college or university-operated bookstore.

The tuition exemption and reduction in textbook costs provided in this Section (R.S. 17:180) shall be limited to the extent that there are sufficient funds appropriated by the Louisiana Legislature to reimburse the public college or university granting them.

STATUTE OF LIMITATIONS (TIME LIMITATIONS)

DOCTORAL DEGREE PROGRAMS

Requirements for a doctoral degree must be completed within eight calendar years from the initial date of registration in

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graduate school. All work for the doctoral degree must be completed within five calendar years after the qualifying examination, or the examination must be repeated.

MASTER'S DEGREE PROGRAMS

Requirements for a master's degree must be completed with credits and transcripts (including the allowable 12 transfer credit hours) that are no more than seven years old.

STUDENT ADVISING AND MENTORING

An integral part of graduate education is the advisement and mentoring of students. Therefore, each student must be assigned an advisor by the department chair. This advisor will be a mentor to the student during his/her entire program of study. However, each student is personally responsible for knowing all requirements established for his/her degree and for adhering to all published regulations of the University. It is the student's responsibility to be aware of and adhere to these regulations and to satisfy his/her degree requirements. A student's advisor or counselor may not assume that responsibility. Any substitution, waiver, or exemption from any established departmental or college requirement or academic standard may be accomplished only with the recommendation of the Dean of the Graduate School and approval of the Vice Chancellor for Academic Affairs.

Advisement procedures and responsibilities are as follows:

- Every graduate student must be assigned an advisor in his/her academic department. At the time of admission, the student, in consultation with the department chairperson and the graduate coordinator, will select an advisor
- A Plan of Study is to be formulated at the beginning of the first semester in Graduate School by the advisor and student, signed by the advisor, and submitted for review to the Graduate School. The signed original will be filed with the student's graduate records. The department shall maintain appropriate records, which indicate the progress of the student in fulfilling the requirements of the graduate degree. The advisor, through appropriate department channels, will process applications for candidates for graduation and submit them to the Graduate School
- Students who wish to take graduate courses under a non-degree (non-matriculated) status, must seek permission from the academic department offering those courses
- Even though advisors are appointed to assist graduate students in every practicable way, it is the personal responsibility of each graduate student to know the rules, standards, and requirements as stated in the current University catalog and to observe all regulations, and meet all requirements of the Graduate School, the respective academic program, and Southern University.

RESPONSIBILITIES OF THE REGISTRAR

- Assists colleges and departments by providing access to copies of official student academic records
- Exercises final authority for certifying that all requirements for graduation have been met and forwards recommendations for graduation to the Academic Council

RESPONSIBILITIES OF THE DEPARTMENT CHAIR

- Convenes departmental admission committee and submits admission recommendation to the dean of the Graduate School.
- Ensures that requirements for department majors are kept current by timely notifying students and faculty of changes.
- Maintains central records file for all majors, including student advisement records.
- Forwards all graduation applications to the dean of the Graduate School before the established deadline. Upon receipt of an application for graduation, completed and signed by the advisor and the student, conducts an independent review of the student's application to ensure compliance with all University and state requirements.
- Notifies, in writing, the advisor and the student of any discrepancies noted. Such discrepancies are to be resolved before the forwarding of the application to the dean.

RESPONSIBILITIES OF STUDENT

- Submits completed admission application with all relevant documents and meets the published deadline.
- Knows rules and regulations of the University, college, and department and satisfies all degree requirements, including meeting all deadlines.
- Initiates regular meetings with the assigned advisor each academic term, over the course of the program of study at the University. It is also the responsibility of the student to bring any concerns or problems encountered first to the attention of the advisor.

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- Follows course sequences and prerequisites, as listed in approved department and college curriculum plans, and meets all departmental, Graduate School, and University published guidelines.
- Files a properly completed and signed graduation application, in the major department, in the term prior to the term of expected graduation. The application must bear the signatures of the student and his/her assigned advisor.
- Ensures that an official record of all transfer credits has been submitted to the Office of the Registrar. All transfer credits are to be submitted to the Office of the Registrar no later than 45 days after the beginning of the term following that in which the credits were earned.

STUDENT ACADEMIC GRIEVANCES

If a student or faculty member has a grievance which cannot be settled in the ordinary course of immediate post-class discussion, the following procedure is strongly suggested:

- A special conference between the faculty member involved and the student, should be arranged under optimum conditions, within ten working days of the occurrence of the alleged problem.
- If the matter remains unresolved, it should be brought before the faculty member's chair, with a summary of the faculty member's and the student's positions and a decision should be rendered. The chair should then appoint a departmental grievance committee to review and resolve the matter within ten working days.
- If no resolution is possible at this level, the matter should be brought to the Graduate Dean with a summary of the decision rendered by the departmental committee and the chair and dean's recommendations. The dean will refer it to the Graduate Council.
- As a final academic review, the matter may be brought to the Office of Academic Affairs, if it cannot be resolved by the Graduate Council. It must, however, be accompanied by the Graduate Dean and/or council's recommendation.
- The college dean will refer the matter to the Graduate Dean and/or Graduate Council for review and solution.

It is suggested that this procedure be used sparingly. When it is necessary to invoke this remedy, every effort should be made to arrive at a mutually acceptable solution and/ or settlement.

TRANSFER OF CREDIT

The Graduate School has no articulation agreements for courses at the graduate level with other Universities in the State of Louisiana.

TRANSFER OF GRADUATE CREDIT FROM OTHER INSTITUTIONS TOWARD A MASTER'S DEGREE

1. Graduate credits may be transferred only from a regionally accredited university or college (a recognized university, if international) and in a course where a student has earned a grade of "B" or better. Transfer credits must not be more than seven years old at the time of graduation (date on which degree is awarded).
2. Graduate credits may be transferred only when they can be reconciled with the requirements of the student's chosen degree program.
3. A maximum of 12 semester hours of courses whose age will not exceed seven years at the time of graduation may be transferred.
4. Only graduate level courses (500 level and above) may be transferred.
5. Credits that were previously used toward a degree cannot be applied toward another degree.
6. A transfer of credit application form, with approvals by a departmental advisor and chairperson, official transcripts, and a plan of study must be submitted to the Graduate School for approval not later than the end of the first semester of enrollment in a graduate degree program.

TRANSFER OF GRADUATE CREDIT FROM OTHER INSTITUTIONS TOWARD A DOCTORAL DEGREE

1. Graduate credits may be transferred only from a regionally accredited university or college (a recognized university, if international) and in courses where a student has earned a grade of "B" or better.
2. Graduate credits may be transferred only when they can be reconciled with the requirements of the student's chosen degree program.
3. For those programs that do not require the master's degree as a pre-requisite for admission into the doctoral program, a maximum of twenty-seven (27) semester hours may be transferred to substitute for those programs not requiring a master's degree. The 27 semester hours will not result in a master's degree being awarded by this institution and cannot be used as substitute courses in doctoral programs.

General Regulations

4. A maximum of six (6) hours of doctoral level courses taken at a doctoral degree granting institution may be transferred provided that:

- those six credit hours are comparable to courses listed on the student's plan of study
- those six credit hours are at an age that will render them not more than five years old at the time of initial enrollment in a doctoral program at Southern University

5. Only graduate level courses (500 level and above) may be transferred.

6. Credits that were previously used toward a degree (other than the 27 credits described in item "3" above) cannot be applied toward another degree.

7. A transfer of credit application form with approvals by a department advisor and chairperson, official transcripts and a plan of study must be submitted to the Graduate School for approval no later than the end of the first semester of enrollment in a graduate degree program.

TRANSFER OF GRADUATE CREDIT TAKEN AS A NON-DEGREE STUDENT TOWARD A GRADUATE DEGREE

1. Graduate credits may be transferred from a non-degree status at the university and regionally accredited university or college (a recognized university, if international) and in courses where a student has earned a grade of "B" or better. Those credits must be at an age that will not render them to be more than seven years at the time of graduation.

2. Graduate credits may be transferred only when they can be reconciled with the requirements of the student's chosen degree program.

3. A maximum of 12 semester hours of courses, taken while enrolled as a nondegree student may be transferred toward a degree provided that the ages of the courses being transferred will not exceed seven years at the time of graduation.

4. Only graduate level courses (500 level and above) may be transferred.

5. Credits that were previously used toward a degree (with the exception of the 27 credits permitted for doctoral students to meet the requirement of completing a master's degree) cannot be applied toward a second degree.

6. A transfer of credit application form with approvals by a departmental advisor, chairperson, official transcripts and a plan of study must be submitted to the Graduate School for approval no later than the end of the first semester of enrollment in a graduate degree program.

Master **Degree** Requirements

Please Note:

Extension courses taken at Southern University and/or other institutions may not be transferred as graduate credits or used toward a graduate degree.

Graduate credits will not be officially transferred without a fully executed application form, appropriate supporting documents and the required approvals as outlined in this policy.

WITHDRAWAL FROM COURSE(S)/UNIVERSITY

- Students who must discontinue enrollment prior to the end of a semester or Summer term, must complete and submit a withdrawal form obtained from the Office of the Registrar within the published deadlines. All University accounts must be cleared prior to withdrawal.
- Students who withdraw on or before the 14th class day of any semester, or on or before the 7th class day during a Summer session, will receive a "W."
- Students may not withdraw less than two calendar weeks prior to the first day of the final examination period. In a Summer term, students may not withdraw from the University less than one calendar week prior to the first day of final examinations.
- Students who fail to officially withdraw or satisfactorily complete courses in which they are enrolled or students who withdraw but fail to settle pending university accounts will receive "F" grades in all courses in which they were enrolled. Furthermore, students who fail to settle outstanding university accounts after withdrawal will forfeit all rights to a Statement of Honorable Dismissal and jeopardize their readmission to the University or their transfer to another accredited institution.

ACADEMIC REQUIREMENTS FOR A DEGREE

To receive a graduate degree, the Graduate School requires the student to have a minimum grade point average of 3.0 on all graduate course work, and all course work applied specifically to the degree. A grade of D or F in any course work may not be used to satisfy degree requirements. A maximum of two grades below B are acceptable for credit toward graduate degrees.

Requirements for Master's Degrees

The Master of Arts degree usually is awarded to qualified candidates in the humanities, the social sciences, education and all nonscientific fields except public administration, some programs in education and other specialized fields. The Master of Science degree is awarded to candidates in the natural, physical, mathematical, and agricultural sciences and in nursing.

The following regulations represent the minimum and general requirements of the Graduate School. Colleges and departments may have additional regulations beyond those stated below. Therefore, satisfaction of the minimum requirements of the Graduate School, 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 Southern University.

Course Requirements

The programs of course work for a master's degree must be approved by the student's advisor, supervisory committee and the chairperson of the department. No more than six 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 dean of the Graduate School and the graduate faculty and chairperson of the second (new) department.

Degree Requirements

Unless otherwise specified, for any master's degree, the student must:

- Successfully complete a minimum of 30 semester credit hours of graduate work, 24 hours of which must be in course work, if the thesis option is chosen. For programs not requiring a thesis and a student's electing to do a research project (nonthesis) in lieu of a thesis, the minimum requirement is 30 semester credit hours of course work (excluding credit hours for special projects).
- Include in his/her degree program a minimum of 18 semester credit hours in the field of study. A maximum of six credit hours of thesis may be counted as part of these 18 semester hours. A maximum of two 400-level undergraduate courses may be utilized to meet the 30 semester credit hours requirement provided these two courses meet the conditions set forth in the course numbering section of this catalog.
- Earn a minimum cumulative Grade Point Average of 3.0 on all graduate course work, and all course work applied specifically to the degree.
- Earn no more than two grades below "B" on course work applied specifically to the degree.

Master **Degree** Requirements

Supervisory Committee

The student's supervisory committee should be appointed as soon as possible after the student has been admitted to the Graduate School but in no case later than the second semester of graduate study.

Supervisory committees for graduate degree programs are chosen by the student in consultation with the department chairperson, approved by the graduate faculty of the department, and appointed by the dean of the Graduate School. Only members of the graduate faculty may be appointed to supervisory committees. The chairperson must be from the major department. The dean of the Graduate School is an ex-officio member of all supervisory committees.

The supervisory committee for a master's degree with a thesis must consist of at least two members selected from the Graduate Faculty. It is recommended that the third member be selected from a field external to the student's department. The supervisory committee for a master's degree without a thesis may consist of one member of the Graduate Faculty who advises the student and oversees the program. The duties of the supervisory committee are to advise the student, to check on the student's qualifications and progress, to supervise the preparation of the thesis, and to conduct the final examination.

Examination

The candidate must pass a final comprehensive examination. This examination, held on campus with all participants present, will cover at least the candidate's field of concentration, and in no case may it be scheduled earlier than the term preceding the semester in which the degree is to be conferred.

Thesis

Candidates for the master's degree with thesis must prepare and present a thesis (or the equivalent in creative work) acceptable to the supervisory committee and the Graduate School. If human subjects or animals are involved in a project, approval must be sought from the University's Institutional Review Board. The candidate should consult the "Thesis Guidelines" published by the Graduate School for instructions concerning the form of the thesis. The University Calendar specifies final dates for submitting the original and or copy of the thesis to the Graduate School. After the thesis is accepted by the Graduate School. After the thesis has received final approval and accepted by the Graduate School, the student will submit the final copy on CD in PDF format to the University Library for processing.

Thesis/NonThesis Options

Master's degree programs may include both a "thesis option" and a "nonthesis option," provided that each has been set forth in writing, and approved by the Graduate School. The overall level of achievement for a master's degree should be the same, whether the option chosen requires completion of a thesis or not.

The thesis option is recommended for those students wishing to conduct basic research and perhaps pursue a doctoral degree at another institution in the future. Under a thesis program, a minimum of 30 or more semester credits (a minimum of 24 course credits and 6 credits of thesis) must be completed. The nonthesis option is intended for students and/or working professionals who may wish to do a final capstone project or report in lieu of conducting basic research. Under a nonthesis program, a minimum of 36 semester credit hours of course work are required (a minimum of 30 credit hours of course work and 6 credits for a project/ report). The final capstone project or report should be the result of an in-depth independent investigation. 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.

Final Comprehensive Examination

The student who elects the nonthesis option must pass a comprehensive examination on the major field of study. This comprehensive examination must be taken within six months of the date the degree is to be awarded.

When the faculty in an academic unit currently offering a master's program which includes a thesis requirement wishes to add a nonthesis option, a statement should be transmitted to the Graduate School, for approval, describing in some detail the reason for requesting the nonthesis 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 nonthesis master's program wishes to offer a thesis option, similar information should be transmitted.

Change from Thesis to NonThesis Option

A student who wishes to change from the thesis to the nonthesis option for the master's degree must obtain the permission of the supervisory committee to make such a change. This permission must be forwarded to the Graduate School for approval at least one full semester prior to the intended date of graduation. The candidate must meet all the requirements of the nonthesis option as specified above. A maximum of three credits for a master's thesis can be counted toward the degree requirements with a nonthesis option only if converted

Ph.D. **Degree** Requirements

to credit as "A" or "B" in individual work. In addition, the supervising committee must certify that the work (the three credits of thesis) was productive in and of itself and warrants credit as a capstone project or final report.

Time Limitation

(Statute of Limitations for Masters' Degrees) All work, including transferred credit, counted toward the master's degree must be completed during the seven years immediately preceding the date on which the degree is awarded.

REQUIREMENTS FOR THE PH.D. DEGREE

The Doctor of Philosophy is the highest degree offered by Southern University. Award of the degree testifies to independent mastery of an established subject area, successful acquisition of acceptable research skills, and a concentration of knowledge in a specific field. Consequently, doctoral programs are more flexible and varied than those leading to master's degrees. The Graduate School does not specify what courses will be required for the Ph.D. degree. The general requirement is that the program should be unified in relation to a clear objective, that it should have the considered approval of the student's entire supervisory committee, and that it should include an appropriate number of credit hours of doctoral research.

Course Requirements

The Doctoral program requires a minimum of 60 semester hours of course work beyond the bachelor's degree, exclusive of the doctoral dissertation, thesis, and research, and/or a minimum of 33 semester hours of course work beyond the master's degree, exclusive of the thesis, doctoral dissertation, and research.

Course Substitution

A maximum of six doctoral level semester credit hours may be substituted for comparable courses in a student's doctoral plan of study, with departmental approval, toward the minimum requirement of 33 semester credit hours. However, those six credits must be no more than five years old at the time of initial enrollment in a doctoral program and must be doctoral level courses, taken at a doctoral degree-granting institution.

Major

A student working for the Ph.D. must elect to do the major work in a department or interdisciplinary unit specifically approved for the offering of doctoral courses and the supervision of dissertations. These departments are listed under Graduate Programs.

Minor

A student may select a minor field of study with the approval of the student's doctoral advisor and doctoral committee. A representative from the student's minor field must serve on the student's doctoral committee and may serve on the dissertation committee. The minor field must be registered with the Dean of the Graduate School and a minimum of 12 semester hours of course work must be approved by the student's doctoral committee. The course requirements for doctoral degrees vary from field to field and from student to student. The student's supervisory committee has the responsibility for recommending individual courses of study for each doctoral student.

Supervisory Committee

Supervisory committees are nominated by the department chairperson and appointed by the dean of the Graduate School. The supervisory committee for a candidate for the doctoral degree shall consist of no fewer than four members selected from the Graduate Faculty. At least two members, including the chairperson, will be from the department recommending the degree, and at least one member will be drawn from a different educational discipline.

The committee should be appointed as soon as possible after the student has begun doctoral work and in general no later than the end of the second semester of equivalent full-time study. The dean of the Graduate School is an ex-officio member of all supervisory committees.

Duties of the supervisory committee are as follows:

- To inform the student of all regulations governing the degree sought. It should be noted, however, that this does not absolve the student from the responsibility of informing himself/herself concerning these regulations.
- To meet immediately after appointment to review the qualifications of the student and to discuss and approve a program of study.
- To meet to discuss and approve the proposed dissertation project and the plans for carrying it out.
- To give the student a yearly letter of evaluation in addition to the Southern University grades awarded for the research.
- The chair should write this letter after consultation with the supervisory committee.
- To conduct the qualifying examination or, in those cases where the examination is administered by the department, to take part in it. In either event, no fewer than five

Ph.D. **Degree** Requirements

faculty members shall be present with the student for the oral portion of the examination. This examination must be given on campus.

- To meet when the work on the dissertation is at least one-half completed to review procedures, progress, and expected results and to make suggestions for completion To meet on campus when the dissertation is completed and conduct the final oral examination (defense) to assure that the dissertation is a piece of original research and a contribution to knowledge. No fewer than five faculty members, including all members of the supervisory committee shall be present with the candidate for this examination. However, only members of the official supervisory committee may sign the dissertation and they must approve the dissertation unanimously.

The Graduate School desires each supervisory committee to function as a University committee, as contrasted with a departmental committee, in order to bring University-wide standards to bear upon the various doctoral degrees.

A co-chairperson may be appointed to serve on a student committee and to serve as a chair in the absence of the chairperson.

Foreign Language Requirement

A student pursuing a doctoral degree may be required to demonstrate a reading knowledge of at least one foreign language in which there exists a significant body of literature relevant to the major field of study. The student's doctoral committee will determine the specific language required. In lieu of a foreign language, the student's doctoral committee may substitute six semester hours of course work in any one of the following areas: computer science, statistics, or sign language, depending on the discipline. Any foreign language requirement, or a substitute thereof, for the Ph.D. is established by the major department with approval of the college. The student should check with the graduate coordinator of the appropriate department for specific information. The ability to use the English language correctly and effectively, as judged by the supervisory committee, is required of all candidates.

Period of Continuous** (Concentrated Study) **Registration

A student enrolled in the doctoral program must complete a minimum of a full year of residency as a full-time student on the Baton Rouge campus of Southern University. A student may satisfy the residency requirement by continuous enrollment for a total of 18 semester credit hours, during one academic year (including enrollment in the "Maymester" intersession and Summer sessions).

Qualifying Examination

A qualifying examination is required of all candidates for the degree of Doctor of Philosophy. Some departments may administer a preliminary examination to all students enrolled in their programs. The purpose of a preliminary examination shall be to make an assessment of the student's progress to date and to provide a basis for advising the student relative to the cessation or continuation of his/her course of study. It is important, therefore, that such decisions be made as early as possible.

The final qualifying examination may be taken anytime after the third semester of doctoral study. There must be a minimum of two semesters between the oral portion of the qualifying examination and the date of the degree.

The primary purpose of the qualifying doctoral examination is to assess the student's understanding of the broad body of knowledge in a field of study. This examination also affords the student's doctoral committee an opportunity to review the student's proposed or ongoing research and his/her understanding of research methodology and literature in the field of study. If the examination results indicate the existence of deficiencies in any of these areas, the student's doctoral committee may prescribe course work, re-examination or the discontinuation of doctoral study. The student must be registered in school in the term in which the qualifying examination is given.

The examination, prepared and evaluated by the full supervisory committee of the major and minor departments (if a minor is chosen), should be both written and oral and should cover the major subjects (and minor subjects where applicable). At least five faculty members, including the supervisory committee, must be present with the student at the oral portion. If a student fails the qualifying examination, the Graduate School must be notified immediately. The supervisory committee has the responsibility at this time of deciding whether the student is qualified to continue work toward a Ph.D. degree. A re-examination may be requested, but it must be recommended by the supervisory committee and approved by the dean of the Graduate School. At least one semester of additional preparation is considered essential before re-examination. A student may request a maximum of two re-examinations. Successful completion of the general examination is required before a student becomes a candidate for the degree. After candidacy has been achieved a student has five calendar years to

Ph.D. **Degree** Requirements

complete all requirements for the doctoral degree.
After the examination, the major advisor shall communicate the results to the candidate as soon as a final decision can be made and immediately send the official report on the examination bearing the signature of each member of the advisory committee to the Graduate School.

Admission to Candidacy

A graduate student does not become a candidate for the Ph.D. degree until granted formal admission to candidacy. Such admission requires the approval of the student's supervisory committee, the department chairperson, the college dean, and the dean of the Graduate School. The approval must be based on (1) the academic record of the student, (2) the opinion of the supervisory committee concerning overall fitness for candidacy, (3) an approved dissertation topic, and (4) passing a qualifying examination as described above. Application for admission to candidacy should be made as soon as the qualifying examination has been passed and the student's supervisory committee has approved a dissertation topic. A student may register for Research for Dissertation in the term when he or she is admitted to candidacy for a doctoral degree.

Dissertation

Every candidate for a doctoral degree is required to prepare and present a dissertation that shows independent investigation and is acceptable in form and content to the supervisory committee and to the Graduate School. The dissertation must be written in English.

Before preparation of the dissertation is well underway, the student shall file a dissertation proposal of the proposed research, using the special form obtained from the Graduate School and follow the guidelines. Failure to file the proposal early may result in wasted effort on a dissertation if changes are required in the project. If human or animal subjects are involved in the proposed research, the major advisor certifies by signing the dissertation proposal form that all required institutional (and external approvals where appropriate), have already been obtained and that documentary evidence of these approvals can be produced by the major advisor upon request. When the dissertation proposal has been completed and signed by the student, the members of the supervisory committee must also approve it. The proposal then is submitted to the head of the department or program to which the student was admitted who then submits it to the Graduate School for approval. Since doctoral dissertations may be published by microfilm, it is necessary that the work be of publishable quality and that it be in a form suitable for publication. The dissertation proposal must be approved at least one semester prior to the dissertation defense.

The original copy of the dissertation must be presented to the dean of the Graduate School on or before the date specified in the University Calendar or Graduate School Calendar. It must contain an abstract and be accompanied by a letter of transmittal from the supervisory chairperson and all doctoral forms. After corrections have been made, and no later than the specified formal submission date, the fully signed copy of the dissertation, together with the signed Final Examination Report and four copies of the abstract, should be returned to the Graduate School. One original copy of the dissertation is delivered to the library for binding. The supervisory chairperson and the candidate will each need a copy and, if required, another should also be provided for the departmental library.

Dissertation Defense

Permission for holding the dissertation defense will be granted by the dean of the Graduate School upon recommendation of the student's advisor and doctoral committee.

The defense shall be oral and under the jurisdiction of the advisory committee. It shall deal mainly with the subject matter of the dissertation. The defense shall be held within the time period designated by the Graduate School.

An invitation to participate in the examination is issued by the advisory committee, although members of the faculty may attend. No fewer than five members of the faculty, including all members of the candidate's advisory committee, shall participate in the final examination unless written approval for a lesser number has been secured in advance from the dean of the Graduate School.

It is required that notification of the time and place of the examination be sent to the Graduate School no later than seven days prior to the examination.

The decision as to whether a student is successful or fails the defense rests solely with the supervising committee. Satisfactory performance on this examination and adherence to all Graduate School regulations outlined above complete the requirements for the degree.

Immediately following the examination, the major advisor shall communicate the results to the student and send the official report on the examination to the Graduate School. While the Graduate School sets minimum requirements, it is important for

Ph.D. **Degree** Requirements

students to realize that work toward this degree is not merely a matter of accumulating course credits or of satisfying other requirements. The degree will be conferred only after the supervisory committee and the Graduate Faculty are convinced that the student has developed independence of judgment and mature scholarship in the chosen field. An individual may not earn more than one Ph.D. degree in a single field of study at this institution.

Time Limitations

(Statute of Limitations for Doctoral Degrees)

All work for a doctoral degree must be completed within five calendar years after the qualifying examination, or this examination must be repeated. However, all doctoral work must be completed and the degree must be earned in no more than eight years from the time of initial enrollment in a doctoral program, regardless of the time of completion of the qualifying examination.

Application for Graduation

Formal application for graduation must be filed on the official form at the Graduate School. If filing is not timely, degree conferral is delayed to the next conferral period, even though all other degree requirements may have been on time.

LOUISIANA RESIDENCY CRITERIA FOR ESTABLISHING RESIDENT STATUS AND ELIGIBILITY FOR NONRESIDENT FEE EXEMPTIONS

Introduction

As a public institution of the state of Louisiana, Southern University provides educational services to both resident and nonresident students. Students who meet certain criteria during the application and/or admission process, may be eligible for designation as a resident of the state of Louisiana or for the exemption of all or a portion of the nonresident fees that are assessed students enrolling at the University. Following are the guidelines and criteria for determining the eligibility of persons seeking such designation.

Guidelines for Establishing Resident Status

For purposes of assigning tuition and fees at institutions in the Southern University System, a resident student shall be defined as an individual who has abandoned all prior domiciles, established a domicile of his/her own in the state of Louisiana and who has been domiciled in the state of Louisiana continuously for a period (herein called the "domiciliary period") of at least one full calendar year immediately preceding the first day of classes for which resident classification is sought. The individual's physical presence within this state solely for education purposes will not be sufficient for resident classification, regardless of the length of time he/she has been present in the state.

Definition of a Louisiana Resident

A person herein termed as a bona fide Louisiana resident is an individual who qualified as a resident in accordance with the regulations prescribed in this section. An individual who is certified under one of the mandated criteria as a resident student by any one of the Southern University System's institutions shall be so recognized by every institution within the system, provided the individual's certifying category does not change.

An applicant for certification at any campus in the Southern University System as a resident student must provide the documentation that meets the criteria of at least one of the following categories:

- Spouse of a Louisiana resident
- Louisiana resident by virtue of full-time employment
- Military personnel stationed in Louisiana, their spouses and dependents

The following criteria will determine the eligibility of an applicant for resident status. Persons applying for certification of resident status under this part must submit the documents for the applicable eligibility category to the office of the designated certifying officer for the campus, on or before the deadline for receipt of the certification application for the semester that he/she intends to enroll.

Certification as a resident student that is established following the beginning of the semester and/or after the payment of fees shall be applicable for the next semester.

In addition to other documentation indicated herein, the following facts or circumstances, while not necessarily conclusive, may support the eligibility claim of an applicant seeking certification under these provisions:

- The applicant's or spouse's possession of a valid Louisiana voter registration card and record of voting in Louisiana for at least one year
- The applicant's or spouse's school and employment records which designates Louisiana as his or her permanent address

Louisiana **Residency** Criteria

- The applicant's or spouse's possession of a valid Louisiana driver's license (if applicable) for at least one year
- Continuous presence in Louisiana during periods when not enrolled as a student
- Commitments indicating an intent to stay in Louisiana permanently
- Establishing an abode where one's permanent belongings are kept in Louisiana Licensing for professional practice (if applicable) in Louisiana
- The absence of these indicia in other states during any period for which domicile in Louisiana is asserted

Criteria for Establishing Resident Status

An individual applying for "resident" designation must provide to the Graduate School, all of the documentation required for establishing his/her eligibility for certification in at least one of the following categories on or before the published deadline date for the semester in which he/she intends to enroll.

Spouse of Louisiana Resident

The spouse of a natural Louisiana resident must submit the following to the office of the campus' certifying officer on or before the deadline indicated herein:

- Copy of marriage certificate
- Copy of spouse's Louisiana birth certificate
- Copy of spouse's Louisiana high school diploma
- Copy of spouse's Louisiana tax forms for past year(s)
- Copy of spouse's 1040 Federal tax forms for past year(s)
- Copy of spouse's W-2 form
- Certified copy of employment verification form for spouse Sufficient documentation to reflect that at the time of submission of the request for certification, the applicant's spouse has continuously resided in the state for the calendar-year period (at least 12 months) immediately preceding the date of application.

If the applicant is a resident alien and legally married to a natural Louisiana resident, he or she must also present his/her permanent resident alien **(green)** card from the United States Immigration Service to the Director of Graduate Admission or his/her designee, along with the certification application and the documentation required in Section A of this part.

Louisiana **Residency** Criteria

If the applicant is a Resident Alien who is legally married to an individual who is a domiciliary of the state of Louisiana and is seeking resident student status by virtue of his or her spouse's employment, he or she must also submit the documentation required in Section A of this part and present his or her permanent resident alien **(green)** card from the United States Immigration Service to the office of the campus' certifying officer.

Louisiana Resident by Virtue of Employment within the State

A person is a minor who is less than 24 years of age and dependent upon his/her parent(s) and whose parent(s) has/have been residing in Louisiana and working full-time for the continuous 12-month period (the calendar year) or longer immediately preceding the date of application. He or she must submit the following to the office of the certifying officer on or before the deadline indicated herein:

- Copy of Louisiana tax form of parent(s)
- Copy of 1040 federal tax form of parent(s)
- Copy of W-2 form of parent(s)
- Copy of applicant's birth certificate or copy of court papers verifying adoption
- Certified copy of employment verification form for parent(s)
- Any other documentation requested by the campus' certifying officer or his/her designee

A person who has been residing in Louisiana and working full-time (40-hours a week) for a full calendar year (a continuous 12-month period) prior to the submission of his/her application, and who enrolled in a maximum of six credit hours at any post secondary institution during the 12-month period immediately preceding the application deadline for the semester for which he/she is requesting resident designation is eligible to apply for resident status. An applicant for resident status must submit the following to the office of the Director of Graduate Admissions on or before the deadline indicated herein:

- Copy of Louisiana tax form for the applicant/applicant's spouse
- Copy of 1040 federal tax form for the applicant/applicant's spouse
- Copy of W-2 form(s) for the applicant/applicant's spouse; certified copy of employment-verification form for applicant
- Any other documentation requested by the campus' certifying officer or his designee

Military personnel stationed in Louisiana and their dependents

In accordance with Louisiana Revised Statute 17.2137, an active duty or honorably discharged member of any branch of the United States Armed Forces, who was permanently stationed in Louisiana, their spouse or dependents shall qualify for resident status, if they can meet one of the following criteria:

A member of the armed forces of the United States who is permanently stationed in Louisiana on active duty or his/her child or spouse shall be entitled to resident classification for tuition purposes at Southern University without regard to length of time of residency in the state.

A child or spouse of a member of the armed forces of the United States who has been assigned to duty elsewhere immediately following permanent service on active duty while stationed in Louisiana, shall be entitled to resident classification for tuition purposes at Southern University for as long as the child or spouse continuously resides in Louisiana after the duty assignment in the state of the military parent or spouse ends

Any member of the military, as well as his/her spouse and dependents, who are permanently stationed in Louisiana as a member of any branch of the United States Armed Forces, and who enrolls as a student at Southern University, shall be classified as a resident for tuition purposes and shall qualify for resident tuition fees at Southern University, provided that the individual(s) has/have been continuously residing in Louisiana after being honorably discharged

An applicant seeking classification under any provision in this part shall submit the following to the campus' certifying office on or before the deadline indicated for the period he/she will enroll:

- Copy of the dependent child's birth certificate or court approved adoption papers
- Copy of marriage certificate
- Copy of military personnel's orders reflecting his/her permanent assignment to duty in Louisiana
- Copy of official orders reassigning the military parent or spouse from permanent duty in Louisiana to another duty station

Louisiana **Residency** Criteria

- Any other documentation requested by the campus certifying officer or his/her designee

Consider a student a resident if the deceased parent qualified as a resident of Louisiana at the time of his/her death. An applicant who is 24 years of age, or who has resided and has been employed full time in another state for two years or longer, cannot qualify as a resident under this provision.

The spouse or unmarried dependent of a full-time University employee is eligible for a waiver of the nonresident fees for the first year and will be granted resident status thereafter.

The burden of providing entitlement to the benefits in this section shall be the sole responsibility of the student. Such proof must be received on or before the deadline indicated herein or as set by the certifying office on a case-by-case basis.

Certification Guidelines for NonResident Fee Exemptions

A non-resident student, for tuition purposes, is a student who is not eligible for classification as a resident student under these regulations.

To be eligible for an exemption from payment of any portion of the non-resident fee, an applicant must meet the criteria for at least one the of the following categories:

Criteria for Determining Eligibility for NonResident Fee Exemption

The following criteria will determine the eligibility for non-resident fee exemptions. Persons applying for an exemption under this part must submit the documents for the applicable eligibility category to the campus' certifying officer prior to the beginning of the semester in which he/she intends to enroll. Eligibility for exemptions established following the beginning of the semester shall be applicable for the next semester.

NonResident Athletic Scholarship Recipient Exemption

A student in the Southern University System who is granted an athletic scholarship, and who is not a resident of this state, shall pay the same tuition or fees as a student who is a resident of the state of Louisiana. (See Louisiana Revised Statutes, R.R. 17:1791).

NonResident Participant in the National Student Exchange Program

At Southern University institutions that participate in the National Student Exchange (NSE) program the following provision shall be applicable. An exchange student from a participating out-of-state university who enrolls at a Southern University System NSE institution and who pays in-state tuition at his/her home campus and opts to pay his/her fees at Southern University's NSE institution will be exempt from the payment of nonresident fees for a maximum of two consecutive semesters. Exemption from payment of the nonresident fee for a longer period requires the approval of all appropriate parties to the NSE program agreement and Southern University.

Graduate Students

Graduate Assistant Exemption

A nonresident graduate student who is selected to serve as a graduate assistant at Southern University or receive a tuition scholarship from the University may be eligible for a full or partial exemption of his/her nonresident fees. The dean of the Graduate School or his designee must certify eligibility for exemption.

The following must be submitted by the student:

A letter from the individual's department or college to the dean of the Graduate School, verifying that the student has been awarded a graduate assistantship or tuition scholarship and the source of funds for such assistantship. Any other documentation requested by the dean of the Graduate School or the campus' certifying officer or their designees.

APPEAL OF DENIAL OF RESIDENT OR EXEMPTION CERTIFICATION

If an applicant wishes to appeal a decision of the campus' certifying officer who denied the applicant resident or exemption certification, he/she must submit his/her written appeal to the Office of Academic Affairs no later than 14 calendar days after notice of the decision is mailed or hand-delivered to the student. The appeal must state the ground for the appeal and provide copies of any documentation which the appellant desires to have considered during the appellate review. The failure to lodge an appeal in a timely fashion shall constitute a waiver of all claims of eligibility for certification for the applicable term.

INCORRECT CLASSIFICATION

Any student who is incorrectly classified as a resident student is subject to reclassification and the assessment and payment of all nonresident fees that have not been paid during the period of incorrect classification. If the incorrect classification results from false information provided or facts concealed by the student, the student is also subject to being disciplined by the University.

Louisiana **Residency** Criteria

APPLICATION DEADLINES

A person seeking certification as a resident under any provision in this section shall submit his/her application and all required documentation to the office or person designated on or before the following dates:

May 1 for resident and exemption certification for admission in the Fall Semester

October 1 for resident and exemption certification for admission in the Spring Semester

April 1 for resident and exemption certification for the Summer Session

MISCELLANEOUS PROVISIONS

Students who register for zero to three credit hours are exempted from paying nonresident fees.

CERTIFICATION PROCEDURES

The certification of a student for resident status at any campus in the Southern University System shall only be determined by the officer officially designated by the Chancellor to make such determinations for that Southern University System campus. Certifications shall be in accordance with these provisions. The information provided in the student's applications for admission and certification, and other related documents that are used to certify a student's eligibility under these provisions shall be made a part of and maintained in the student's certification files.

NOTE: CERTIFICATIONS COMPLETED AFTER THE PAYMENT OF FEES AND/OR AFTER THE BEGINNING OF THE SEMESTER WILL BE APPLICABLE FOR THE NEXT ENROLLMENT PERIOD. NONRESIDENT FEES PAID PRIOR TO CERTIFICATION OF RESIDENT OR EXEMPTION STATUS WILL NOT BE REIMBURSED.

ON-CAMPUS HOUSING

Southern University does not have separate housing specifically designated for graduate students. For single graduate students, limited accommodations may be available in several residence halls on campus. However, there is usually a waiting list because of high demand. There are however, several privately owned apartments in close proximity to the campus as well as in the city of Baton Rouge.

In order to reserve campus housing, an application should be submitted to: Southern University Residential Housing Department, P.O. Box 9460, Baton Rouge, LA 70813-2036.

Application Fee

Each application for admission to the Graduate School must be accompanied by an application fee of $25 in the form of a money order or cashier's check made payable to Southern University. Application fees are nonrefundable. Further instructions will be found in the Admissions section of this catalog.

An additional nonrefundable late application fee may be assessed for all applications received by the Graduate School after the application deadline. The late application fee also applies to applications for readmission submitted after the above dates. The University is not responsible for cash sent by mail.

International applicants should consult the section on "Admission of International Students" for additional information.

Assessment of Fees

Fees are assessed on the basis of classification as resident or nonresident. Eligibility to be classified as a resident of Louisiana is determined by the Graduate School, in accordance with University regulations, and is based on evidence provided on the application form and related documents. Regulations relate primarily to establishment of a domicile in the state of Louisiana.

Physical appearance within the state solely for educational purposes, without substantial evidence of intent to remain in Louisiana, will not be sufficient for resident classification, regardless of the length of time within the state. Resident classifications and all fees are audited and adjusted, if necessary, after each registration. Appropriate refunds are made or charges assessed.

An international student on an F-1 visa is classified as a nonresident. Students holding other visas should contact the Graduate School for additional information.

The fee structure for graduate-level courses is subject to adjustments approved by the Southern University Board of Supervisors. Fee structures in effect at the time of registration will be available on line at www.subr.edu/gradschool.

FINANCIAL AID GUIDELINES

Financial assistance is available to graduate students from a large number of sources. These include fellowships, graduate teaching and research assistantships, scholarships, internships, work-study, and loans. The awards are granted through the Graduate School and through various departments and divisions on campus.

Numerous teaching, research, and service assistantships, as well as doctoral fellowships, are awarded each year. These awards are available to only students pursuing either a master's

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or doctoral degree. Unless otherwise specified, applications for these awards should be made to the appropriate department chair or campus divisional office as early as possible, but no later than two weeks after the admissions application deadline for the applicable semester/term. Assistantships, scholarships, and fellowships will be awarded on a rolling basis as applications are received and accepted.

Teaching, research, and service assistantships are awarded on a semester by semester basis in an academic year. Applications and supporting documents should be submitted to the applicant's department in order to be considered. Students who are selected by their chosen academic departments and awarded assistantships will be given assignments in either research, teaching, library or staff service. The criteria for these awards are the individual's academic record and recommendation of the department chairperson in the student's chosen field of study.

The Southern Association of Colleges and Schools (SACS) Criteria for Accreditation mandates that the Graduate School develop policies governing the appointment and evaluation of graduate assistants (GAs) and monitor their implementation by employing units. These policies include setting minimum academic qualifications for holding a GA appointment, establishing appointment and renewal procedures, and setting average workloads, and reviewing stipend levels and ranges. Employing units enter a binding contract when the offer of a graduate assistant ship is tendered. It is imperative that unit administrators adhere to Graduate School guidelines and procedures affecting graduate assistantships which include the following:

QUALIFICATIONS/ELIGIBILITY FOR Assistantships, FELLOWSHIPS AND SCHOLARSHIPS

Only graduate students with acceptable academic records may be appointed to graduate assistantships or awarded fellowships. Before an appointment can be considered in effect, a student must be admitted to the Graduate School and be registered as a full-time graduate student. Full-time constitutes a minimum of nine semester hours in the fall or spring semester (a minimum of six hours for graduate credit) or a minimum of six semester hours in the Maymester and summer sessions (a minimum of three hours for graduate credit). Students admitted on conditional or provisional status may be appointed as GAs only when they have been granted regular admission status.

However, students enrolling in graduate school for the first time, who have been admitted into the Graduate School on provisional or conditional admission status, may be considered for and granted assistantships by a department or division for the initial semester (first semester or first term in graduate school) only, using funding from other sources (non Graduate School funds). All students enrolling with provisional or conditional status who are awarded financial assistance by their departments or divisions, must carry a full-time load and achieve a cumulative GPA of 3.0 in the first semester of enrolling and maintain a GPA of 3.0 in order to be considered for assistance during subsequent enrollment periods. The approved rules and qualification criteria established in the awarding unit and approved by the Graduate School will govern such awards. Information and applications for financial assistance awarded through a department or division may be obtained only from the various departments or divisions.

Students who fail to maintain a full-time course load in any given semester or term will automatically lose their assistantships. Students who receive grades of "I" (incomplete) or N/C (non-credit) in graduate courses counted toward his/her full-time status will automatically forfeit the graduate assistant for the next semester. Department chairs are expected to inform graduate assistants of this policy, monitor the course load of graduate assistants and report any violations of this policy to the Graduate School. Assistantships will be automatically withdrawn from departments and students if the Graduate School determines that GAs who do not maintain a full course load have not been identified and reported. Departments from whom assistantships are withdrawn under these circumstances will be given low priority in assignment of assistantships in subsequent semesters. Students who violate the full-time course load requirement will be disqualified from receiving assistantships in subsequent semesters/terms.

International students must hold and provide evidence of a current and valid Visa in order to be eligible for assistantships, fellowships, or scholarships. International students on assistantship whose native language is not English must meet all current language requirements for international students. GAs assigned to instructional duties (teachers of record) must have earned at least 18 hours of graduate credit in their teaching discipline prior to the appointment. Furthermore, teaching assistants must be directly supervised by an experienced faculty member in their teaching discipline, receive regular in-service training, and be regularly evaluated.

The minimum graduate asistantship award will be no less than one-half of the amounts awarded by the Graduate School at the masters or doctoral assistantship level per semester. Appointments for a single semester, fall or spring, must also be at a minimum of 25% efforts. The calculated minimum graduate assistantship awards will be reviewed periodically.

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CATEGORIES OF ASSISTANTSHIPS

GRADUATE TEACHING ASSISTANT (GTA)

Graduate teaching assistants are assigned to a graduate faculty member in his or her particular area. Assistants are responsible for preparing lesson plans, teaching from specific course outlines, keeping student records, grading, and being available for outside classroom tutoring of students in the particular subject matter. Graduate assistants will be closely supervised and evaluated by the faculty member. Graduate teaching assistants who have primary responsibility for teaching a course for credit and/or for assigning final grades for such courses, and who do not possess a terminal degree in their respective disciplines, must have earned at least 18 graduate semester hours in their teaching discipline and a master's degree; be under the direct supervision of a faculty member experienced in the teaching discipline; receive regular in-service training; and be evaluated regularly.

GRADUATE RESEARCH ASSISTANT (GRA)

Graduate Research Assistants usually work under the supervision of a principal investigator on a funded research project. Assistants are responsible for performing laboratory research techniques, sample collection, and the supervision of undergraduate research students. Stipends are generally paid through a research grant. Graduate assistants will be closely supervised and evaluated by the principal investigator.

GRADUATE ADMINISTRATIVE ASSISTANT (GAA)

Graduate Administrative Assistants are usually assigned to work in the Graduate School or other University business offices. Assistants are responsible for performing clerical duties such as word processing, filing, telephone answering, and laboratory supervision, etc. Assistants may also be requested to perform special in-house duties. They will be monitored closely and evaluated by their immediate supervisor.

GRADUATE LIBRARY ASSISTANT (GLA)

Graduate Library Assistants work under the direct supervision of the Director of Libraries. Their duties include performance of procedures to circulate books, documents, and other instructional materials; operating microfilming equipment; conducting seminars on the use of books; and performing on-line catalog and bibliographic data searches; operating films, film strips, cassette tapes, and recordings. Assistants are closely supervised and evaluated by the Director of Libraries or the director's designee.

AWARDS

All graduate assistantships/fellowship are awarded on a 9-month basis, except in special cases where students are expected to work for more than nine months. In those special cases, such students must be compensated for the additional months proportionately

The maximum time limit (academic year and summer) for doctoral assistantships and fellowships is four academic years. Doctoral assistantship and fellowship amounts may possibly vary in certain disciplines depending on the qualifications of the student, complexity of assignments, etc. In such cases, justification should be provided. Recipients must pay in-state tuition and fees out of the above amounts.

The maximum time limit (academic year and summer) for assistantships at the master's level is two academic years.. In exceptional cases, graduate assistants can be paid more than the above stipulated amount, provided that justification can be provided based on reasons such as the qualifications of a student and the complexity of the assignment. Students are expected to pay in-state tuition and fees out of assistantship amount.

For Tuition Scholarships, full tuition waiver for two academic years for master's students and four academic years for doctoral students.

Support in the form of regular graduate assistantships/ fellowships may be provided, upon petition, for students who are making satisfactory progress toward a graduate degree but whose respective programs extend beyond two academic years or doctoral programs extend beyond four academic years.

NONRESIDENT FEES

Students who are recipients of assistantships, fellowships, and scholarships from the Graduate School, or a department/ division of the University are usually exempted from paying out-of-state fees. Students who are recipients of such awards from departments/divisions of Southern University (other than the Graduate School) must submit a request for out-of-state fee waiver through their department chair to the Graduate School. They must be submitted by the published University deadlines (April 1, for the Summer term; July 1 for the Fall semester; and October 1 for the Spring semester). A full-signed Personnel Action Form (PAF) must accompany the request with the appropriate budget number for the award.

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WORK ASSIGNMENTS/REQUIREMENTS

All students are to report promptly to the Personnel Office for clearance and then to the contact person indicated on the award letter. Students are permitted to work a maximum of 20 hours per week during the regular university period of classes and the weeks of registration and final examination. All work loads must conform with the Minimum Wage Law. A work schedule from the department chairperson is to be submitted to the dean of the Graduate School. A payroll sheet is prepared each month by the Graduate School and each student is required to sign the payroll each time he or she reports for work.

EVALUATION/SUPERVISION

Employing units are responsible for providing each GA with an annual written evaluation. This evaluation must be reviewed by the GA and one copy is to be placed in the student's departmental file. evaluation must consist of a completed evaluation form and a graduate student performance assistant form.

DURATION (TERM LIMITS)

Assistantships for master's degree students will be limited to a maximum duration of two years and assistantships/fellowships for doctoral degree students will be limited to a maximum duration of four years. Department chairs are expected to monitor and enforce these limits. Department chairs who select recommend, or award assistantships, fellowships to students who are in violation of this policy will automatically lose those assistantships/fellowships.

WITHDRAWAL OF ASSISTANTSHIPS, FELLOWSHIPS, OR SCHOLARSHIPS

A graduate assistantship, fellowship or scholarship will be withdrawn from a student at any time, without any warning or notice, if any of the following occurs:

Student fails to maintain a semester and cumulative GPA of 3.0 Student fails to maintain a full-time course load (nine semester hours in the Fall and Spring semesters, and six semester hours if enrolled in the Maymester and/or Summer terms. A student who violates this policy will be disqualified from awards in subsequent semesters

Student does not perform work assignments satisfactorily

Student fails to make satisfactory academic progress toward their chosen graduate degree

FELLOWSHIPS AND TUITION SCHOLARSHIPS

The Graduate School and various academic departments offer a number of fellowships and scholarships for exceptional students. All such assistance is awarded on the basis of the individual's academic achievements. At the master's degree level, preference is usually given to students who are enrolled in research or thesis programs. Academic departments select the recipients of their awards.

BOARD OF REGENTS' GRADUATE FELLOWSHIP PROGRAM

The Louisiana Educational Quality Support Fund provides Board of Regents' Graduate Fellowships for exceptionally qualified master's and doctoral students. Academic departments eligible for these awards vary from year to year. Most major areas—including the humanities, social sciences, basic sciences, education, agriculture, and engineering—are included annually.

Interested students should submit scores on the verbal and quantitative portions of the Graduate Record Examination, official transcripts of all previous college-level work, a one-page narrative of educational goals, and three letters of recommendation. Applications must be submitted through the candidate's department.

TUITION SCHOLARSHIPS FOR PART-TIME STUDENTS

Part-time graduate students who are granted full/regular admission status into a master's or doctoral program may be considered for tuition only scholarships by their respective academic departments, contingent upon the availability of funds and after all eligible full-time students have been considered. However, such tuition scholarships will be on a semester/term-to-semester/term basis and will be limited to the actual amount of tuition based on the actual number of credit hours enrolled in by a recipient each semester/term and in the following order of priority:

1. Full-time students (students enrolled in nine or more semester hours
2. Students enrolled in eight semester hours
3. Students enrolled in seven semester hours
4. Students enrolled in six semester hours

Recipients of part-time tuition scholarships who drop or withdraw from classes after such awards will not receive tuition refunds or credit from the University under any circumstances.

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Part-time students who are enrolled in less than semester hours are not eligible for tuition scholarships.

To be eligible for a tuition-only scholarship a part-time student must meet the following minimum requirements"

1. Must have been admitted into a graduate degree program

2. Must have regular admission status. Students admitted on a conditional or provisional basis are ineligible

3. Must have a cumulative GPA of 3.0

Students with nondegree, nonmatriculating, or certification status are ineligible for tuition scholarships.

INTERNSHIPS AND WORK-STUDY

Internships and work-study assignments are primarily handled at the department and college levels. Interested students should contact the chairperson of the department in which the plan to pursue their degrees. Work-study awards may also be available through the Graduate School.

LOANS

The Office of Student Financial Aid administers work and loan programs to assist students with their expenses. All such funds are subject to policies and regulations authorized by the University's Financial Aid Office. Graduate students may qualify for federal aid offered through the Financial Aid office, including the Federal Direct Stafford/Ford Loans, and Federal Perkins Loans. Awards made by the Financial Aid office to graduate students are based upon demonstrated financial need, satisfactory academic records and progress, and enrollment status. These programs offer long-term, low-interest loans that must be repaid when the borrower graduates, withdraws, or drops to less than half-time enrollment.

In general, students may borrow up to the cost of attendance minus any other financial aid per academic year at competitive interest rates which may vary annually. Some loans are based on financial need; others are not. The actual amount of each loan is based on financial need and/or program limits. Students should not wait until they have been admitted to apply for aid. Although they may apply for Federal Direct Stafford/Ford Loans throughout the year, they must observe the deadlines set each semester for applying for loans for the following semester and should always apply as early as possible. To apply, students should pick up a free application form for federal student aid from the Office of Student Financial Aid.

For information concerning university administered financial aid programs, the student should contact the Office of Student Financial Aid:

The Office of Student Financial Aid
Southern University and A&M College
P.O. Box 9961
Southern Branch Post Office
Baton Rouge, LA 70813
Telephone: (225) 771-2790 or (225) 771-2795

Behavioral Studies

Behavioral Studies

College of Education

Mental Health Counseling

Counselor Education

Chair: **Dr. Harry Albert**

P.O. Box 10683
Baton Rouge, LA 70813
W. W. Stewart Hall – Room 209
Phone: (225) 771-2890
Fax: (225) 771-3840
Contact Person: Dr. Donald Anderson
Email: halbert@subr.edu

FACULTY

Professors:

Albert, Harry

Jacobs, Jacqulin

Toldson, Ivory L.

Associate Professors:

Anderson, Donald

Davidson, Roxanne

O'Rourke, Kenneth R.

DEPARTMENT OF BEHAVIORAL STUDIES

MENTAL HEALTH SCHOOL COUNSELING

PROGRAM OF STUDY

Introduction

The Department of Behavioral Studies administers two master's degree programs; Counselor Education (elementary and secondary) and Mental Health Counseling. In addition, the Department offers courses for students interested in certifying as school counselors who already have earned Master's Degrees in other fields of education. Adjunctive to the teacher preparation program, the department offers undergraduate service courses in the area of psychological foundations of education to pre-service and in-service teachers.

Counseling Programs

Consistent with the purpose of the University, the department seeks to provide maximum opportunity for the advancement of knowledge in Behavioral Studies and Educational Leadership. Consistent with the College's conceptual framework, the department is committed to teaching, research and service, and feels a responsibility to further humanize and liberalize students with whom it has contact, with a view toward advancing best practices in mental health, critical thinking skills, diversity consciousness, and a global perspective. Our primary purpose is to serve the educational needs of a clientele that is ethnically sensitive to the social and economic woes affecting all people, but especially the African-American population. Curricula are developed, continuously evaluated and redesigned to foster concepts and ideas that produce professional counselors who can:

1. Apply knowledge from the study of educational philosophy, ethnic groups, sexism, urban and rural societies, cultural mores, and guidance principles to the practice of counseling;

2. Demonstrate skills in selection and administration of instrument and observational procedures for assisting intelligence, vocational interest and aptitude, achievement, personality, social and personal skills individual and group behavior, study skills, attitudes and values, and interpretation of the results with a view toward making clinical diagnoses consistent with the most current version of the Diagnostic and Statistical Manual;

3. Apply skills in the therapeutic counseling of individuals from diverse socioeconomic, ethnic, and racial groups with varied personal, educational, and vocational needs;

4. Demonstrate skills in facilitating group interaction and communication via group counseling and therapy activities for goal-directed personal, interpersonal educational career development;

5. Demonstrate skills in developing programs of personal, social, and academic growth that are in keeping with theories of human growth and development;

6. Apply skills in developing and maintaining a career educational information center and provide vocational counseling based on vocational and career development theories;

7. Apply skills in conducting and using research;

8. Apply skills utilizing the results of research in developing a comprehensive counseling program; and

9. Explain the goals and objectives of professional organizations, describe codes of ethics, and develop refinement in the role identity of the counselor.

Behavioral Studies

MASTER'S OF ARTS IN MENTAL HEALTH COUNSELING

Mission

The mission of the Southern University Mental Health Counseling Program is to produce highly competent mental health counselors for the 21st century who can effectively assume leadership and advocacy roles to promote optimum development for all clients and families, especially those from low income and culturally diverse populations. The mission is rooted in the belief that people with mental illness need skills and environmental supports to fulfill the role demands of their living, learning, social, and working environments. The basic idea is to imprint mental health counselors with the mind-set that by changing skills and/or supports in their clients' immediate environments, people with mental illness will be more able to perform those activities necessary to function in specific roles of their choice. The program seeks to equip counselor candidates with evidence-based best practices to achieve these ends.

Vision Statement

The faculty believes that mental health counselors play an important role in the creation of a nurturing mental health environment, which fosters good mental health and family development. We are committed to developing highly qualified mental health professionals who are in the unique position to understand the needs of clients and their families and to design and coordinate mental health activities to meet those needs. The Mental Health Counseling Program at Southern University seeks to provide a variety of opportunities in which counselors in preparation will gain knowledge and experience in:

understanding and acquiring skills related to the mental health setting: etiology, diagnosis, assessment, treatment, and prevention of mental and emotional disorders;

effectively working with individuals, small groups and fami lies for prevention as well as intervention;

accepting other people's behaviors/differences and developing sensitivity to a variety of human perspectives;

increasing candidates' knowledge, skills, and awareness to work with individuals, families, and groups from diverse populations;

working in managed care clinical environments; communicating effectively with others and expressing themselves effectively in writing using APA style;

on-going professional and personal development that strongly adhere to ethical standards;

assuming leadership and advocacy roles as mental health counselors; and

becoming academically qualified to become certified, licensed and registered clinical professionals.

Curriculum

The curriculum consists of 60 semester hours of academic credit, including 100 clock hours of practicum and 900 hours of internship experiences in a Mental Health Setting. At least 40 clock hours of the clinical experiences in practicum and 360 in internship must involve direct service to individuals and groups in a mental health setting.

Application

The deadline for application to the program is January 15. Application form and information may be obtained from the Southern University Graduate School, or from http://www.subr.edu.

If more information about the Mental Health Counseling program is desired, contact the program Chairperson, Dr. Harry Albert, Voice (225) 771-2890; Fax (225) 771-3840, or email harry_albert@subr.edu.

MASTER'S OF ARTS IN SCHOOL COUNSELING

Mission Statement

The mission of the Southern University Counselor Education Program is to educate prospective school counselors for the 21st century as advocates and agents of change who are capable of assessing, developing, implementing, and sustaining programs for school counselors that will enable them to help youth become full participants in our diverse society without regard for their distinguishing characteristics.

Vision Statement

The faculty believes that school counselors play an important role in the creation of an educational environment which fosters good behavior and learning opportunities for all children. School counselors are in the unique position to understand the needs of students and their families and to design and coordinate learning experiences to meet those needs. They are accountable for services to students, parents, and teachers and are knowledgeable concerning comprehensive school counseling programs. We are committed to quality educational opportunities that foster high achievement for all. The School Counseling Program at Southern University seeks to provide a variety of opportunities in which school counselor candidates gain knowledge and experience in:

Behavioral Studies

applying an understanding of educational, political, economic, systemic and psychosocial forces in the development of programs to meet the diverse needs of the individual learner, society, and the community, whether in a rural or urban setting;

developing collaborative programs among schools, community, business, industry and government;

applying an understanding of the needs of low-income, culturally diverse, and at-risk students and their families in the development of programs and activities designed to "close the achievement gap;" and,

applying a global perspective to career and life planning needs of all students and their families.

Curriculum

The curriculum consists of 51 semester hours of academic credit, including 100 clock hours of practicum and 600 hours of internship experiences in a School Setting. At least 40 clock hours of the clinical experiences in practicum and 240 in internship must involve direct service to individuals and groups in a school setting.

Application

The deadline for application to the program is January 15. Application form and information may be obtained from the Southern University Graduate School, or from http:/www.subr.edu. If more information about the Mental Health Counseling program is desired, contact the program Chairperson, Dr. Harry Albert, Fax (225) 771-3840, or email harry_albert@subr.edu.

Admissions Requirements

(Application Deadline April 1 for Fall Admissions)
Grade Point Average: To be accepted for the Master of Arts in Mental Health Counseling or the Master of Arts in Elementary or Secondary School Counseling, the prospective student must have completed a baccalaureate degree from an accredited institution with a GPA of 2.7 or better. Applicants who do not meet the required GPA may be admitted conditionally and 12 hours of prerequisite credit will be required in which the student must earn a GPA of 3.0 to obtain full admissions.

GRE Scores: The prospective student must take a combined GRE score (Verbal and Quantitative) of 700-750. Students may be conditionally admitted with scores below the required level, but will be required to take additional courses to strengthen abilities in critical thinking and/or quantitative skills. Letters of Reference: Prospective students must submit three letters of reference, of which two must be from former or current college professors. The letters should address the student's: scholastic aptitude and potential to pursue a research-based program of graduate study; oral and written competencies; emotional maturity; and professional integrity. Performance indicators might be requested by the Admissions Committee, descriptions of which are encouraged in the reference letter.

Personal Statement of Goals: The Admission Committee considers the Personal Statement of Goals to be a major part of the application packet. The Statement should be a concise essay of 3-5 pages, double-spaced, and typewritten. A statement receiving the highest possible credit for structure and content, will be one that is well organized, displaying correct grammar, punctuation, and spelling. It is expected that the statement will convey sensitivity to cultural diversity, relevant personal background characteristics, and identification with the counseling profession.

The following list of questions is to serve as guide in formulating the statement.

Who Am I As a Person?

How do I assess my developmental history up to this point in my life - the high and low points and how they have shaped my character?

What are my five best qualities?

What five areas of my life do I need to improve?

Is my glass of water half full or half empty? Why?

What are the biggest criticisms people have of me?

What are my personal goals and objectives?

Who Am I Becoming As a Professional Counselor?

What are my reasons for wanting to become a professionally trained counselor?

Do I feel my emotional issues will be addressed and resolved by becoming a counselor?
What are my professional strengths and weaknesses?

With what type of clients do I wish to work and why?

Given the demands of graduate education, what plans have I made for managing my financial, employment, family and personal needs?

Behavioral Studies

Personal Interview

1. Upon admissions, a student must maintain an overall 3.0 GPA. Further, a grade of "C" in the student's core requirements cannot be used toward graduation. Any core course in which a grade of "C" is earned, must be repeated until a grade of "B" or above is earned. If the student's overall GPA falls below 3.0, the student is automatically placed on probation. Students will be allowed one academic semester to remove the probationary status.

2. A student must adhere to personal and ethical standards of professional conduct, as articulated in University and departmental policies, and the codes of ethics of applicable professional organizations.

PLAN OF STUDY

MASTER OF ARTS IN MENTAL HEALTH COUNSELING

Core Courses (18 semester hours)

BHVS 584	Foundation of Mental Health Counseling	3
BHVS 552	Theories of Counseling and Psychotherapy	3
BHVS 554	Practicum in Counseling	3
BHVS 556	Group Processes	3
BHVS 574	Internship in Professional Counseling	3
BHVS 557	Analysis of the Individual	3
BHVS 575	Internship in Professional Counseling	3

Area of Concentration (27 semester hours)

BHVS 550	Education Occupational Information	
OR		
BHVS 559	Theories of Vocational Development	3
BHVS 577	Behavioral Assessment Methods and Procedures **or**	
BHVS 561	Clinical Psychodiagnostic Assessment	3
BHVS 572	Cognitive Behavioral Treatment **or**	
BHVS 583	Techniques and Methods of Behavioral Change	3
BHVS 573	Counseling the Culturally Different or	
BHVS 582	Social and Cultural Foundations of Counseling	3
BHVS 576	Marriage and Family Therapy	3
BHVS 579	Personality and Developmental Dynamics **or**	
PSYC 560	Advanced Child Psychology	3
BHVS 563	Substance Abuse, Dynamics and Treatments	3
BHVS 590	Behavioral Medicine and Health Psychology	3

Electives (6 semester hours)

BHVS 562	Advanced Psychopathology and Family System	3
BHVS 571	Bereavement Counseling	3
BHVS 578	Behavioral Science and the Law	3
BHVS 581	Dynamics of Play Therapy	3

Research (9 semester hours)

CRIN 537	Educational Statistics	3
CRIN 590	Techniques of Research	3
SEGN 500	Research Methods	3
SOCL 550	Techniques of Data Collection	3
PADM 511	Statistics	3
BHVS 575	Behavioral Research Methods	3
BHVS 600	Thesis Research	3
BHVS 601	Comprehensive Examination	0

MASTER OF ARTS IN SCHOOL COUNSELING

Core Courses (18 semester hours)

BHVS 504	Introduction to Counseling	3
BHVS 552	Theories of Counseling and Psychotherapy OR	
PSYC 510	Theories in Counseling	3
BHVS 554	Practicum in Counseling	3
BHVS 556	Group Processes	3
BHVS 574	Internship in Professional Counseling	3
BHVS 575	Internship in Professional Counseling	3
BHVS 576	Marriage & Family Therapy	3
BHVS 578	Behavioral Science & the Law	3

Area of concentration (21 semester hours)

BHVS 579	Personality and Development Dynamics	
OR		
PSYC 530	Advanced Child Psychology	3
BHVS 559	Vocational Guidance	
OR		
BHVS 550	Education Occupational Information	3
BHVS 561	Clinical Psychodiagnostic Assessment	3
BHVS 577	Behavioral Assessment Methods and Procedures **or**	
PSYC 560	Psychological Testing	3
BHVS 563	Substance Abuse, Dynamics and Treatments	3
BHVS 573	Counseling the Culturally Different **or**	
BHVS 582	Social and Cultural Foundations of Counseling	3
BHVS 572	Cognitive Behavioral Treatment **or**	

Behavioral Studies

BHVS 583	Techniques and Methods of Behavioral Change	3
PSYC 557	Analysis of the Individual	3

Electives (9 semester hours)

BHVS 571	Bereavement Counseling	3
BHVS 581	Dynamics of Play Therapy	3
BHVS 572	Cognitive Behavior Treatment	3

Research (6 semester hours)

SEGN 500	Research Methods	3
CRIN 537	Educational Statistics	3
BHVS 575	Behavioral Research Methods	3

Comprehensive Examination/Thesis Research (3-0 semester hours)

BHVS 600	Thesis Research/Paper	3
BHVS 601	Comprehensive Examination	0

COURSE DESCRIPTIONS IN MENTAL HEALTH COUNSELING AND SCHOOL COUNSELING

BHVS 504. INTRODUCTION TO COUNSELING AND HELPING SERVICES (Credit, 3 hours). An overview of the philosophical and theoretical dimensions of the counseling process and an examination of the organization and administration of mental health is provided.

BHVS 550. EDUCATIONAL OCCUPATIONAL INFORMATION (Credit, 3 hours). A study of theories of vocational development. The nature, use, sources of educational, occupational, and personal-social information utilized in relationships.

BHVS 551. ORIENTATION OF THE WORLD OF WORK (Credit, 3 hours). A course designed for elementary school counselors with the primary emphasis upon developing methods and techniques most effective in unveiling mankind's role as a worker in our society and the vast variety of directions this role may possibly pursue. Special consideration is given to the teacher-counselor involvement in obtaining desired meaningful results.

BHVS 552. THEORIES OF COUNSELING AND PSYCHOTHERAPY (Credit, 3 hours). Major theories of counseling as they apply to helping situations; supervised experiences in role playing utilizing major approaches to counseling; lectures, discussions, audiovisual aids; practice in case study analysis and interviewing. *(Prerequisite: BHVS 5O4 or BHVS 584)*

BHVS 554. PRACTICUM IN COUNSELING (Credit, 3 hours). Supervised practice in counseling and related functions. Includes actual group counseling experience under the supervision of a certified licensed counselor. Critiques of student leadership styles, facilitative ability, and understanding of group dynamics procedures will be systematically done. *(Prerequisite: Completion of core courses in counseling.)*

BHVS 555. EMPLOYEE ASSISTANCE COUNSELING (Credit, 3 hours). Survey of assistance programs in business and industry and counseling procedures to help troubled employees and their families with problems of alcohol and drug abuse, psychological and emotional problems, financial problems, retirement considerations, and legal problems. *(Prerequisite: Consent of instructor.)*

BHVS 556. GROUP COUNSELING PROCESSES (Credit, 3 hours). Theoretical bases of group behavior, and techniques for facilitating group interactions are among the topics given consideration, along with participatory experiences in interpersonal exploration. *(Prerequisites: BHVS 504 and BHVS 552.)*

BHVS 559. Theories of Vocational Development (Credit, 3 hours). A study of theories of Career and Vocational Development. Emphasis is placed on the value of work, labor trends, vocational decision making skills and vocational counseling strategies and techniques. *(Prerequisite: Consent of instructor.)*

BHVS 561. CLINICAL PSYCHODIAGNOSTIC ASSESSMENT (Credit, 3 hours). Introduction to the broad spectrum of psychological assessment procedures and techniques. The selection, administration, scoring, and interpretation of objective and projective testing instruments. Comprehensive report writing. Discussion of DSM. *(Prerequisites: PADM 511, or CRIN 537, or SOCL 550.)*

BHVS 562. ADVANCED PSYCHOPATHOLOGY AND FAMILY SYSTEMS (Credit, 3 hours). Provides an in-depth exploration of the concepts of psychopathology, emphasizing the role families play in the development of mental health impairments including schizophrenia, depression, anxiety disorders, disruptive behavior disorders, substance abuse disorders, and personality disorders, with associated psychopharmacology. Uses the DSM IV as the organizing format for the class with special attention paid to the role of culture in etiology, diagnosis, and the development of treatment plans. *(Prerequisites: Undergraduate course in Abnormal Psychology, BHVS 583, BHVS 561, and BHVS 576).*

Behavioral Studies

BHVS 563. SUBSTANCE ABUSE, DYNAMICS AND TREATMENT (Credit, 3 hours). This course will provide the information and skills necessary to diagnose, refer, and treat substance abusers and their families. Topics to be covered will include the addiction process, the disease concept of alcoholism, family dynamics, diagnosis, treatment issues and modalities, and special populations. *(Prerequisite: Consent of instructor.)*

BHVS 570. BEHAVIORAL MEDICINE AND HEALTH PSYCHOLOGY (Credit, 3 hours). Examines the development and integration of behavioral and biomedical science knowledge and techniques relevant to health and illness, and the application of this knowledge and these techniques to prevention, diagnosis treatment, and rehabilitation. Special emphasis is placed on identifying behavioral risk factors involved in major health problems. *(Prerequisite: Consent of instructor.)*

BHVS 571. BEREAVEMENT COUNSELING (Credit, 3 hours). Theories and concepts related to the issues of dying and death, and guidelines for dealing with some of the sensitive issues, are examined. Living with loss and guiding children through grief and loss will be given special emphasis. *(Prerequisite: Consent of instructor.)*

BHVS 572. COGNITIVE BEHAVIORAL TREATMENT OF ANXIETY AND PHOBIAS. (Credit, 3 hours). Cognitive and behavioral approaches to the treatment of various anxiety and phobic disorders. Includes assessment and differential diagnosis, treatment planning, and intervention including vivo exposure techniques, cognitive restructuring, assertiveness training, group therapy, and individual behavioral psychotherapy. *(Prerequisites: BHVS 504 and BHVS 552.)*

BHVS 573. COUNSELING THE CULTURALLY DIFFERENT (Credit, 3 hours). Provides an overview of dynamic sociocultural and personality theories for urban populations and the processes of urban social change. The role of the counselor as a change agent will be examined, and techniques of counseling culturally different and disadvantaged groups will be considered. *(Prerequisite: BHVS 504.)*

BHVS 574. INTERNSHIP IN PROFESSIONAL COUNSELING (Credit, 3 hours). Minimum 20 hours per week field placement in an agency setting under the supervision of a qualified mental health provider. Includes one and one-half hours per week of participation in a supervised group of approximately six students. *(Prerequisites: Completion of all major core requirements, specifically BHVS 583 or BHVS 572, and BHVS 554).*

BHVS 575. INTERNSHIP IN PROFESSIONAL COUNSELING (Credit, 3 hours). Minimum 20 hours per week field placement in an agency setting under the supervision of a qualified mental health provider. Includes 90 minutes per week of participation in a supervised group of approximately six students. *(Prerequisites: Completion of all major core requirements, specifically BHVS 574, or BHVS 583, or BHVS 572, and BHVS 554.)*

BHVS 576. MARRIAGE AND FAMILY THERAPY (Credit, 3 hours). Interactions of the family unit from historical, contemporary, society, and small-group perspectives. Psychotherapeutic intervention by means of an extensive analysis of current therapeutic approaches, including communications theory models, systems theory models, and transactional theory models. A mini-practicum format will be utilized. *(Prerequisites: BHVS 552 and BHVS 556.)*

BHVS 577. BEHAVIORAL ASSESSMENT METHODS AND PROCEDURES (Credit, 3 hours). Considers the statistical understanding necessary for the administration, scoring, and interpretation of standardized tests of achievement such as ACT, SAT, and others, as well as those pertaining to group measures of intelligence, aptitude, vocational choice, and personality. *(Prerequisites: CRIN 537, or CRIN 590, or PADM 511, SOCL 550.)*

BHVS 578. BEHAVIORAL SCIENCE AND THE LAW (Credit, 3 hours). Includes legal and ethical considerations, certification, licensing, and legislative advocacy for issues related to mental health. Rights of the individual as participants in research experiments, therapeutic relationships, and consumers of mental health marketing information will also be emphasized. *(Prerequisite: Consent of instructor.)*

BHVS 579. PERSONALITY AND DEVELOPMENTAL DYNAMICS (Credit, 3 hours). Provides a broad understanding of the nature and needs of individuals at all developmental stages, emphasizing psychological, and sociobiological approaches. *(Prerequisite: Consent of instructor.)*

BHVS 580. BUDGET AND FINANCE IN MENTAL HEALTH CARE SYSTEMS (Credit, 3 hours). This course includes studies in fiscal management for quality control and managed mental health care, including the Medicare and Medicaid systems. Risk assessment and adjustments, and medical ethics in a capitated rate payment environment will be comprehensively explored. Students will also be introduced to the administration of health care facilities. *(Prerequisites: Interest in Public Health and Mental Health Administration.)*

Behavioral Studies

BHVS 581. DYNAMICS OF PLAY THERAPY (Credit, 3 hours). Includes a study of cognitive and affective functioning with an emphasis on play and fantasy in child behavior. Therapeutic meaning of symbolic representations in children's play with toys. Playroom acquisitions and management will also be covered. Prepracticum experience required. *(Prerequisites: BHVS 504, BHVS 552, and BHVS 583.)*

BHVS 582. SOCIAL AND CULTURAL FOUNDATIONS OF HUMAN BEHAVIOR (Credit, 3 hours). Includes studies of change, ethnic groups, subculture, changing roles of women, sexism, urban and rural societies, population patterns, cultural mores, and differing life patterns. *(Prerequisite: BHVS 5O4 or BHVS 584)*

BHVS 583. TECHNIQUES AND METHODS OF BEHAVIOR CHANGE (Credit, 3 hours). Includes preparation and laboratory expreienes in the use and application of various change methods corresponding to the major theories of counseling and psychotherapy. *(Prerequisite: BHVS 504 and BHVS 552)*

BHVS 584. FOUNDATIONS OF MENTAL HEALTH COUNSELING (CREDIT, 3 HOURS). This course includes theoretical bases of processes used in the enhancement of the mental health of individuals, families, and groups. Introduction to: 1) history, 2) roles, 3) organizations and standards, 4) professional issues, and 5) ethical, legal and diversity issues will constitute the foundations for mental health program development. Contextual dimensions such as assumptions and roles, and community needs assessment will be comprehensively explored. *(Prerequisite: acceptance to the Mental Health Program)*

BHVS 600. THESIS (Credit, 3 hours). Completion of research project

BHVS 601. COMPREHENSIVE (Credit, 0 hour). Comprehensive Examination

Biology

Biology

College of Sciences

Interim Chair: **Pushpaa Samkutty**
P.O. Box 9310
Baton Rouge, LA 70813
William James Hall – Room 244
Phone: (225) 771-5210
Fax: (225) 771-5386

FACULTY

Professors:

Naqvi, Nusrat
Ph.D., Plant Pathology/Botany
Mississippi State University

Samkutty, Pushpaa
Ph.D., Dairy Microbiology
Louisiana State University

Spencer, Fitzgerald
Ph.D., Reproductive Physiology/Chronobiology
University of Kansas

Unaeze, Nwaeze
Ph.D., Immunology/Microbiology
Howard University

Associate Professors:

D'Auvergne, Oswald
Ph.D., Immunoparasitology
University of Michigan

Jacob, Willis H.
Ph.D., Comparative Biochemistry and Physiology
University of Kansas

Johnson, Alice Ward
Ph.D., Cellular, Molecular, and Developmental Biology
Iowa State University

Ogunkoya, Yetunde
Ph.D., Gastroemterology
Murdoh University, Australia

Assistant Professors:

Atkins-Ball, Deidra
Ph.D., Pharmacology
Meharry Medical College

Martinez-Ceballos, Eduardo
Ph.D., Cell and Molecular Biology
Tulane University

Telles, Caroline
Ph.D., Microbiology
Louisiana State University

DEGREE/GRADUATION REQUIREMENTS

Thesis Option

Completion of a program of 24 hours of course work (16 hours in biology must be at or above the 500 level) and six hours of thesis research

A composite passing score on the departmental Comprehensive Examination

A successful defense of the thesis.

Non-Thesis Option

Completion of a program of 30 hours of course work (24 hours must be at or above the 500 level) and six hours of research.

A composite passing score on the departmental Comprehensive Examination.

A written research project.

MASTER OF SCIENCE IN BIOLOGY

PLAN OF STUDY

First Semester (Fall)

BIOL 501	Graduate Seminar I	1
BIOL 507	Scientific Writing	2
BIOL	Required Electives	6-12

Second Semester (Spring)

BIOL 505	Graduate Seminar II	1
BIOL 598	Supervised Research	1-15
BIOL	Required Electives	8

Biology

Summer#1

BIOL 598	Supervised Research (Non-Thesis option)	1-15
BIOL 600	Thesis	1-15

Third Semester (Fall)

Thesis preparation and defense

BIOL	Required Electives (Non-Thesis option)	6

Electives are to be chosen in consultation with the student's academic advisor. All electives must be approved by the department chair as part of an overall, academically sound plan of study before being submitted to the Graduate School for approval by the Graduate Dean.

Introduction

The Department of Biological Sciences offers a thesis option and a nonthesis option, both of which may lead to the master of science degree.

Objectives

The objectives of the program are as follows:

To provide advanced training in biology for individuals who wish to pursue careers in industry, government, and education

To provide advanced training in biology for individuals who wish to pursue study at the doctoral level

To provide advanced training in biology for individuals who wish to strengthen their background in the life sciences

GRADUATE DEGREE OFFERED:

M.S. Master of Science in Biology

ADMISSION REQUIREMENTS

In addition to meeting the admission requirements of the Southern University Graduate School, all applicants must:

1. Possess a bachelor's degree from an accredited institution.

2. Have a minimum cumulative 2.7 grade point average on a 4.0 scale.

3. Submit three letters of recommendation; one of which must be from a faculty advisor.

4. Submit a brief description of career plans.

5. Have a combined GRE score (General Test) of 1000 or higher, and have a minimum TOEFL score of 525 (International Students).

COURSE DESCRIPTION

BIOL 500. SPECIAL PROBLEMS IN BIOLOGY (Credit, 3 hours). Provides an opportunity for the student to pursue a topic or problem of interest, under the supervision of members of the faculty.

BIOL 501. GRADUATE SEMINAR I (Credit, 1 hour). Discussion of a wide range of topics from the biological sciences.

BIOL 502. GENERAL TOXICOLOGY (Credit, 3 hours). This course is designed to present information relative to a wide variety of pollutants which persist in the environment as a result of modern industry and pest-control management programs. The student will acquire knowledge concerning the modes of action of various chemicals which disrupt the normal physiology of living organisms. Phenomena such as biomagnification, genetic resistance, synergism, antagonism, and the effects of drugs on human behavior will also be studied. *(Prerequisites: Chemistry 220, 221, 230, and 231.)*

BIOL 505. GRADUATE SEMINAR II (Credit, 1 hour). Discussions of a wide range of topics from the biological sciences.

BIOL 506. BIOSTATISTICS: EXPERIMENTAL DESIGN AND ANALYSIS (Credit, 3 hours). This course is designed to acquaint advanced biology students with research designs for biological experimentation. Emphasis is on parametric and nonparametric statistical analysis and their applicability to more advanced experiments.

BIOL 507. SCIENTIFIC WRITING (Credit, 2 hours). This course is designed to teach the writing skills necessary to effectively communicate scientific information in a format that is acceptable to the scientific community. The course will emphasize the development of writing skills needed for proposals and theses.

BIOL 508. ENVIRONMENTAL SCIENCE EDUCATION (Credit, 3 hours). This course is concerned with general ecological principles and basic concepts of environmental science. Topics discussed include characteristics of the biotic and abiotic environment, interactions and interrelationships within and between the various environments, the conserva-

Biology

tion and management of natural resources, and the effect of the environment upon man's physical, economic, and recreational well-being.

BIOL 510. ADVANCED FIELD BOTANY (Credit, 3 hours). This course incorporates the method for the study, preservation, taxonomic treatment, and storage of botanical materials. *(Prerequisites: Biology 310 or consent of the instructor.)*

BIOL 511. PHYSIOLOGY OF PLANTS (Credits, 4 hours). This course is designed to review, understand, and demonstrate some life supporting phenomena that occur in plants. A study of plants' physiological phenomena, such as absorption and movement of water, mineral nutrition, photosynthesis, and growth regulators will be conducted.

BIOL 512. ELECTRON MICROSCOPY TECHNIQUES (Credit, 4 hours). This course is designed to familiarize graduate students in biomedical fields with the basic principles and techniques involved in preparing specimens for the scanning and transmission electron microscopes.

BIOL 520. ECOLOGICAL PRINCIPLES (Credit, 4 hours). This course involves the study of animals, plants, and microorganisms in relation to habitat and the factors which affect them directly or indirectly. The principles of ecology will be discussed in detail.

BIOL 523. ENVIRONMENTAL MICROBIOLOGY (Credit, 4 hours). (Lecture, 2 hrs; Lab., 4 hours per week). This course will involve an advanced study of the practices of biodegradation and bioremediation with emphasis on microbial ecology. Basic concepts of entrophiation, indicator organisms, soil and aquatic microorganisms; assessment of biological treatment practices in water reuse and/or purification. Current practices in biodegradation and bioremediation will be discussed.

BIOL 530. ADVANCED VIROLOGY (Credit, 3 hours). This course will involve the study of the molecular biology and pathogenesis of animal viruses. Recent discoveries and new directions in research will be emphasized. *(Prerequisites: Biology 402 and Chemistry 340 and 342.)*

BIOL 532. IMMUNOBIOLOGY (Credit, 4 hours). A study of cells and cellular events involved in humoral and cell-mediated immune responses. Topics to be covered will include development of the immune system, antigenicity, antigen-antibody reactions, immunoglobulin structure, complement, transplantation immunity, autoimmunity, immune deficiency diseases, and tumor immunity.

BIOL 533. MICROBIAL PHYSIOLOGY (Credit, 3 hours). The principles of functional activities and the intermediary metabolism of microbes. The course will also involve a study of microbial growth and methods used to measure this activity. In addition, cell extract preparation, enzyme activity, and metabolic products will be studied. *(Prerequisites: Biology 232, Chemistry 230, 220, 231, and 221.)*

BIOL 534. CELL PHYSIOLOGY (Credit, 4 hours). (Lecture, 2 hrs; Lab., 4 hours per week). A study of the fundamental cellular functions with emphasis on molecular and biochemical principles, enzyme catalysis, metabolic pathways, the flow of information and energy, and energy transformation and mobilization. *(Prerequisite: Chemistry 230, 220, 231, and 221.)*

BIOL 536. MAMMALIAN PHYSIOLOGY (Credit, 4 hours). (Lecture, 2 hrs; Lab., 4 hours per week). A comprehensive coverage of the mechanisms and functions associated with the maintenance of the overall steady state in the mammalian body. *(Prerequisites: Chemistry 230, 220, 231, and 221.)*

BIOL 540. REPRODUCTIVE PHYSIOLOGY (Credits, 4 hours). This course is designed as a basic, scientific study of reproductive processes in mammals (primarily humans and rats) and as a framework for the proper assessment of current progress and problems related to important aspects of human reproductive biology. (Prerequisites: Biology 442.)

BIOL 543. PARASITOLOGY (Credit, 4 hours). (Lecture, 2 hrs; Lab., 4 hrs per week). This course is designed to provide an in-depth study of the phenomena of parasitism and pathogenicity in vertebrates, including humans. Emphasis will be on the identification, life cycles, physiology, symptoms, diagnosis, epidemiology, causes and treatments of parasitic diseases. The course will include a discussion of host-parasite relationships. The biochemical aspects of parasitology will be stressed.

BIOL 550. MOLECULAR BIOLOGY OF THE CELL (Credits, 3 hours). This course covers topics concerning the molecular organization of cells, genomic organization, and the expression of the genes of prokaryotic and eukaryotic organisms. The application of the biochemical and molecular genetic principles of cell biology, the structural organization of genes, the mechanisms of gene expression, and modern molecular

Biology

biology techniques used for gene manipulation will be discussed. *(Prerequisites: Chemistry 340, 342.)*

BIOL 551. PROKARYOTIC GENETICS (Credits, 4 hours). (Lecture, 2 hrs; Lab., 4 hours per week). This course is designed to familiarize students with topics associated with gene organization, chromosome structure, regulation of gene action, gene mutation, repair and transfer and genetic recombination. Laboratory exercises involve properties and structural study of DNA, analysis of a genome segment, polymerase chain reaction, DNA sequencing, DNA fingerprinting, and cloning of phage DNA in E. coli cells. *(Prerequisites: Chemistry 340, 342.)*

BIOL 552. SELECTED TOPICS IN BIOMEDICAL SCIENCES (Credits, 3 hours). This is a multidisciplinary seminar/laboratory course. Topics will include advances in biomedical sciences relating to human health and disease, with emphasis on nutritional and genetic disorders, diabetes, Alzheimer's disease, AIDS, and cancer. Laboratory demonstrations of methods will be presented.

BIOL 598. Supervised Research (Credit, 1-15 hours).

BIOL 600. THESIS (Credit, 1-15 hours).

Business **Administration** Program

Business **Administration** Program (MBA)

College of Business

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Business **Administration** Program (MBA)

MISSION

The College of Business has been approved to offer a Master of Business Administration (MBA) program. The MBA is designed to implement the College of Business's mission to provide instruction, research and service to the state of Louisiana, the nation, and the world. The mission of the College of Business at Southern University and A&M College in Baton Rouge, Louisiana is "To provide a quality business program that prepares students with diverse backgrounds for global career challenges and makes a positive contribution to the public and private sectors." As a component of a historically black university, the College attracts students from across the United States. However, ethnic diversity is valued, and the College supports University efforts to maintain a multicultural faculty and student body. The College contributes to economic development through relationships with corporations and small and minority businesses as well as through outreach activities which foster motivation for educational achievement. The primary focus of the College of Business has traditionally been, and continues to be, on teaching. In recent years, professional service activities and intellectual contributions have assumed more prominent roles in the College, and they serve to enhance the instructional program. The College supports intellectual growth and encourages scholarly pursuits and participation in professional organizations.

Both the College and the University emphasize student preparation for the work force. As stated in the purpose statement for the University, Southern University "prepares students to compete globally in their respective professions, and to engage in advanced study in graduate and professional schools." The University offers its students a broad education that prepares them to meet the changing demands of a global society. The University provides a core of liberal arts courses, quality academic programs and support services to meet the diverse needs and abilities of all qualified students.

DEGREE OFFERED

The degree offered by this program is a Master of Business Administration (MBA), which requires students to complete a business curriculum composed of core courses and selected electives in the following areas:

Area 1: Electronic Business and Supply Chain Management

Area 2: Small Business Management and Entrepreneurship

Area 3: International Business and Trade.

MBA LEARNING OBJECTIVES

The goal of the MBA program is to produce individuals with the knowledge and ability to fill positions in middle and upper management in the private and public sectors of the economy and to foster entrepreneurial development in a global economy.

Upon completion of the MBA Program:

1. Graduates will possess critical and creative thinking skills to solve problems, identify opportunities and make reliable decisions in routine and unfamiliar or unpredictable domestic and global environments.

2. Graduates will incorporate into their business decisions an appreciation for social responsibility, legal and ethical requirements, and corporate governance.

3. Graduates will use quantitative and qualitative tools to identify business problems and opportunities showing an appreciation for the interrelationships of finance, accounting, management, operations, marketing, and information systems.

4. Graduates will demonstrate effective leadership and col laboration skills for making decisions and accomplishing goals.

5. Graduates will demonstrate appropriate written and oral communication _competencies that support and enhance managerial effectiveness.

6. Graduates will use information technologies to support the structure and processes of the organization.

7. Graduates will have an appreciation for continuous self-improvement through lifelong learning.

The MBA is an applied program with solid grounding in theory and applications. This program will present the knowledge, theories, techniques and tools which tomorrow's managers and small business persons will need to successfully fulfill their duties in the global economy. In addition, faculty research will be conducted to expand the academic knowledge base and provide current information on applied business practices for presentation in the classroom.

Each MBA student will be required to follow a course of study that provides a general business core and electives suited to the student's needs and aims in business. The general business core is designed to provide the student a greater understanding of the functional areas in business, while the

Business **Administration** Program (MBA)

electives are designed to develop their overall management skills in specific business areas. The curriculum consists of 10 required courses and two electives. This is a non-thesis program and will require the student to complete 36 hours of course work and pass a comprehensive exam which is part of MGMT 592 (Business Strategic Decision Making). Students that have not completed an undergraduate business degree will have to complete business foundation courses in preparation for entering the program. Information on the foundation courses is provided below.

THE MBA CORE CURRICULUM

The MBA core curriculum is designed to provide a broad understanding of the different functional areas of business so that students can develop an understanding of how each relates to the firm's overall strategy. In order to be successful in today's technological, entrepreneurial, and global economy, senior managers, business professionals and entrepreneurs must have a working knowledge of all functional business areas and understand how they are integrated in driving successful outcomes.

MBA Core Courses (30 Semester Hours)

ACCT 520	Managerial Accounting, Planning and Control	3
ECON 515	Managerial Economics	3
MBAP 513	Quantitative Analysis for Business Decisions	3
FINC 501	Financial Management	3
MGMT 505	Information Systems Management	3
MGMT 510	Operations Management	3
MGMT 520	Organizational Behavior and Leadership	3
MGMT 580	International Business	3
MKTG 591	Marketing Management	3
MGMT 592	Business Strategic Decision Making	3

All MBA students take ten courses in the core curriculum and two elective courses from specific areas in the program. The total curriculum consists of 36 hours. The goal is to provide students with a broad managerial perspective of the business environment so that they will be more valuable and productive professionals.

MBA Electives Curriculum

Students can select two elective courses from areas that include E-Business and Supply Chain Management, Small Business Management and Entrepreneurship, International Business and Trade. Electives in the area of E-Business and Supply Chain Management are designed to enhance the students understanding of information technology trends, the implementation of information technology and the impact of the digital economy on business in the global economy. The Small Business Management and Entrepreneurship electives are designed for individuals who are preparing to start their own businesses or who are managing the innovation process in established firms. The International Business and Trade electives provide individuals with the knowledge for understanding business concepts and practices from an international perspective. Students that do not have real world work experience will be encouraged to complete a business internship during the summer as part of their program. In addition, a Special Topics in Business elective is provided for the development of new courses in the curriculum. These electives and the core curriculum provide knowledge on helping businesses understand changes and the adjustments that must occur to spur innovation and growth to take advantage of new business opportunities.

MBA Elective Courses (Select 6 Hours)

ACCT 541	Small Business Accounting and Taxation	3
ECON 520	International Trade and Global Competition	3
EBIZ 580	E-Commerce in the Global Economy	3
EBIZ 546	Global Supply Chain Management and ERP	3
EBIZ 582	Logistics and Transportation Management	3
FINC 521	Entrepreneurial Finance	3
MKTG 500	Strategic Sales Management	3
MGMT 547	Entrepreneurship	3
MGMT 585	Human Resources Management	3
MBAP 595	Internship Experience	3
MBAP 596	Special Topics in Business	3

FOUNDATION COURSES (18 HOURS)

Each student entering the MBA Program will be required to have an undergraduate degree from an accredited college or university and will have completed the basic foundation courses in business. The foundation courses or their equivalent are as follows:

		Hours
ACCT 509	Survey of Accounting	3
ECON 205	Principles of Micro and Macro Economics	3
Financial Management		3

Business **Administration** Program (MBA)

Principles of Management..... 3
Principles of Marketing..... 3
Quantitative Methods 3

ADMISSION REQUIREMENTS

Application for admission to the Master of Business Administration (MBA) program has to be made through the Graduate School at Southern University. Admission to the program is based on the general admission requirements of the Graduate School including:

Grade Point Average (All credit hours earned at the undergraduate level or last 60 hours earned including any previous graduate coursework)

Work Experience

Leadership Experience

Written Essay (Not exceeding four pages describing career goals and objectives)

Three Letters of Recommendation

Personal Interview with the MBA Faculty Advisory Committee.

Applicants with degrees in non-business fields will be admitted on a provisional basis but will be required to take business foundation courses. These credits will not be counted toward fulfilling the 36 credit hours required for a Master of Business Administration (MBA).

Graduation Requirements 0

Graduation from the MBA program will require the following:

The student completes all course work with a minimum of a 3.0 grade point average. No more than two "C" grades are allowed.

The student passes a comprehensive examination as part of the capstone course (MGMT 592 Business Strategic Decision Making).

The student completes all graduation requirements of the Graduate School.

The graduate work must be completed within the time period as specified by Graduate School policy.

COURSE DESCRIPTIONS

MBA Core Courses

ACCT 520. MANAGERIAL ACCOUNTING, PLANNING AND CONTROL (Credit 3 hours). This course in management accounting emphasizes the broad process of business planning and control. This course is designed to assist managers and/or business owners in the three areas: plan operation, control activities and make decisions.

ECON 515. MANAGERIAL ECONOMICS (Credit 3 hours). This course is a combination of intermediate microeconomic theory, statistics and econometrics, and some business management. It emphasizes the use of micro-economic analysis as a practical tool for decision making in consumption, management and public policy. The economic behavior of individuals (consumers and producers) in various types of markets as well as market themselves will be studied with intensive use of graphs, computer/statistical applications and algebraic equations.

EBIZ 546. GLOBAL SUPPLY CHAIN MANAGEMENT AND ERP (Credit 3 hours). This course examines contemporary issues in the management and integration of raw material procurement, inventory management, and finished goods delivery. In addition, students will have hands-on experience of using ERP software such as SAP. The topics covered include planning and managing inventories, transportation, network design, and financial factors influencing supply chain decisions.

FINC 501. FINANCIAL MANAGEMENT (Credit 3 hours). Study of the principles, practices and techniques of financial management with emphasis on business enterprises, including: working capital management, financial management, financial analysis, forecasting, planning and control sources of short and long term capital, time value of money, capital budgeting, institutional environment of the firm and other related topics.

MBAP 513 QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS (Credit 3 hours). It is a MBA foundation course providing analytical skills and tools that help business managers interpret and disseminate business information for operational and business decisions. It will cover interdiscipline topics that are fundamentals in quantitative analysis of business decisions with applications being emphasized. Topics will include probability concepts, hypothesis testing, forecasting, and simple and multiple regression, linear programming models, project management, and simulation.

Business **Administration** Program (MBA)

MGMT 505. INFORMATION SYSTEMS MANAGEMENT (Credit 3 hours). This course provides a comprehensive foundation to understand the role of information technology in the corporate world. The topics covered include information systems at different levels of management such as transaction processing systems, decision support systems, and executive information systems.

MGMT 510 OPERATIONS MANAGEMENT (Credit 3 hours). This course focuses on the major managerial issues in manufacturing management and the statistical/analytical tools that can be used to manage them. The major operations management issues are quality management and control, capacity management, plant location, layout and design, production planning and scheduling, inventory management, and related topics. The analytical tools covered include queuing theory, statistical quality control, linear programming, and related topics.

MGMT 520 ORGANIZATIONAL BEHAVIOR AND LEADERSHIP (Credit 3 hours). A course in organization structure management process and technology as they affect human behavior, control processes, communication systems, and other dimensions of the organization. Emphasis is placed on the study of "classic" readings these fields, so that the student can understand both the state of art in theory, research, and practice, as well as gain insight into the historical development of ideas. Organization theory topics covered will be include organization structure, strategy, conflict, politics, culture and design. Organization behavior topics covered will include individual-level phenomena such as employee attitudes, motivation and behaviors, and meso-level phenomena including group and team dynamics.

MGMT 580. INTERNATIONAL BUSINESS (Credit 3 hours). This course is designed to provide students with an advanced overview of the fundamentals of international business management. The course focuses on providing the student with an introduction to important international management issues, including international trade policy, internal functions as they relate to international business activities, and the strategies of international business. Specifically, the course examines management problems and practices of international businesses, including: organizational structure of multinational organizations, production and logistics, human resource management, marketing and financial management; cultural, political, legal, and other environmental constraints.

MKTG 591. MARKETING MANAGEMENT (Credit 3 hours). An advanced applied course in marketing management and decision making. This course focuses on the decisions that managers make and the tools that they use to support an effective marketing strategy. It provides a strategic way to think about the firm's products, services, and markets, including marketing strategy and implementation. Topics include the study of customer/buyer behavior, market segmentation, competitive analysis, product development and positioning, advertising and promotion, and pricing issues.

MGMT 592. BUSINESS STRATEGIC DECISION MAKING (Credit 3 hours). Study of business policies integrating the functions of all fields of business administration with emphasis on a top management viewpoint of the operations of the business enterprise. This capstone course for the graduate business curricula and includes comprehensive examination.

MBA Elective Courses

ACCT 541. Small Business Accounting and Taxation (Credit 3 hours). An in-depth study of accounting and taxation of small business enterprises including other comprehensive bases of accounting (OCBOA) other than generally accepted accounting principles, organization of small businesses, and the taxation of the various forms of business organizations.

ECON 520. International Trade and Global Competition (Credit 3 hours). An introduction to an integrated set of topical issues that provide an overview of global business practice from an economic, management, finance and accounting perspectives. Emphasis is on basic business and economic skills necessary for understanding the global marketplace and the U.S. competitiveness in the world economy.

EBIZ 580. E-Commerce in the Global Economy (Credit 3 hours). This course provides an understanding of how electronic commerce has affected all aspects of the corporate business world. The topics covered include information superhighway, World Wide Web, the Internet, e-business models and security aspects of electronic commerce.

EBIZ 582. Logistics and Transportation Management (Credit 3 hours). This course provides an understanding of the design and management of supply chain operations in selected logistic settings. Particular emphasis is placed upon the areas of traffic management, carrier operations, carrier selection and contract negotiation, and warehousing. Each area is analyzed in terms of organizational differences, operational

Business **Administration** Program (MBA)

processes, variation in information needs, and performance mechanisms.

FINC 521. Entrepreneurial Finance (Credit 3 hours). This course will look at financing of start-ups, seasonal businesses, acquisitions, public offerings, etc. It will evaluate the various financial techniques, "deal" terms, and determine evaluation. It will analyze the implications of strategic decisions of financing. It will also look at legal documents so the student will have practical experience with them. Furthermore, the student will engage in negotiation sessions to improve the techniques in this critical area of financing.

MKTG 500. Strategic Sales Management (Credit 3 hours). This course is designed to provide a solid foundation for understanding how companies can create value for customers in the highly competitive market place. Emphasis is placed on managerial decision making, how the sales function is aligned to the strategic direction of the firm, the role of technology in sales force design and management, why the sales force is critical to adjusting to rapidly changing environments, how to apply problem-solving models, how to recruit, select, higher and retain the best sales people, what is required to forecast sales and profits, how to map and measure sales results to increase productivity, what variable drives sales success, as well as what sales incentives and compensations systems require to line the sales organization to the strategy of the firm.

MGMT 547. Entrepreneurship (Credit 3 hours). This course covers the entrepreneurial process from conception to birth of the new venture. It looks at both process and people involved in assessing ideas, exploiting opportunities, gathering resources and converting concepts into businesses. It explores the practical tools which students can use to further their careers in business, both in entrepreneurship and in more "traditional" corporate environments. A key aspect of the course is working in teams to write business plan for a new or dramatically expanded venture.

MGMT 585 Human Resources Management (Credit 3 hours). It explores the various HR strategies developed for attracting, selecting and retaining key talent. The course is intended to provide the student with cutting edge thinking on a variety of human resources management topics. Students will learn about the most current methods for measuring employee performance using an HR Scorecard that focuses on specific talents and abilities, as well as effective interventional approaches for improving employee performance.

MBAP 595. INTERNSHIP EXPERIENCE (Credit 3 hours). It provides the student with a work experience which gives him/her a realistic exposure to the business environment. This will develop the student's awareness of the business organization and the relationship among the employees, administrators and clientele. The College of Business encourages participating business enterprises to expose the students to many aspects of the business environme.

MBAP 596. SPECIAL TOPICS IN BUSINESS (Credit 3 hours). Current and important topics in business are discussed in this course in a seminar format. The course includes lectures/discussions by entrepreneurs and distinguished scholars. Furthermore, there will be case work presentations that analyze timely issues that face business enterprises.

Chemistry

Chemistry

College of Sciences

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PROGRAM OF STUDY

Introduction:

The overall purpose of the department is to produce chemistry students who are nationally competitive in professional and graduate schools and in the marketplace. The specific objectives of the graduate program in chemistry are:

To prepare students to go directly into the marketplace as research chemists.

To act as a bridge between undergraduate school and doctoral programs by providing students with the technical knowledge, professional skills, and self confidence necessary for academic success.

GRADUATE DEGREES OFFERED:

The department offers two graduate degrees: (1) Master of Science in Chemistry with a concentration in one of the traditional chemistry disciplines (analytical, inorganic, organic, physical, or biochemistry), and (2) Master of Science in Environmental Chemistry.

MASTER OF SCIENCE IN CHEMISTRY

The objectives of the Master of Science Degree Program in Chemistry are to prepare students for study at the doctoral level; prepare students to enter industry, government or private research at a more advanced level; to extend the training in chemistry of high school teachers; and provide advanced training in chemistry for students in related fields.

The environmental chemistry concentration is structured in response to the immediate and future needs for education and research in environmental issues and problems confronting the biosphere. The major goal of this concentration is to prepare graduate students to perform specialized professional services in private consulting, research, and planning firms; industries and businesses involved with environmental issues; public agencies at the city, parish, state, federal, and international levels; and educational institutions. Additionally, students concentrating in environmental chemistry program will have the technical background to pursue the doctoral degree in environmental chemistry or related areas.

Chemistry

ADMISSION REQUIREMENTS:

Master of Science in Chemistry

To be admitted to the Master of Science Program in Chemistry, the prospective student must:

Meet the general admission requirements of the Graduate School.

Have a Bachelor of Science degree from a recognized institution and must have completed a minimum of 32 semester hours of chemistry consisting of general chemistry (8 hours), organic chemistry (8 hours), analytical chemistry (4 hours), physical chemistry (8 hours) and biochemistry (4 hours). The Physical Chemistry requirement is only for the M.S. chemistry program and is not required for Environmental Chemistry.

Have a minimum undergraduate GPA of 2.8/4.0 with a minimum grade of "C" in all chemistry courses taken. In addition, for regular admission, a minimum GRE Score of 1000 is required.

Make up any deficiencies before pursuing graduate courses.

A student not qualified for regular admission may be granted conditional admission by the Graduate Committee.

DEGREE/GRADUATE REQUIREMENTS

Master of Science in Chemistry

A student enrolled in the graduate chemistry program may concentrate in any of the six areas of chemistry: analytical, inorganic, organic, physical, biochemistry, or environmental. To meet the requirements for the Master of Science Degree in Chemistry, the following conditions must be fulfilled.

The candidate must complete a minimum of 33 semester hours of graduate course work and thesis research. The environmental concentration requires 36 semester hours. Students concentrating in biochemistry must take at least one, three-hour course in each of the five basic areas of chemistry (organic, inorganic, analytical, physical, and biochemistry). Other students must take at least one, three-hour course in each of four basic areas (organic, inorganic, analytical and physical chemistry). The student may take a maximum of six (6) departmentally approved semester hours in a related field outside the department. Normally all courses taken must be 500-level. A 400-level course may be approved for graduate credit only if it has a special graduate component in its course content, and is approved by the Department and the Graduate School.

The student must write a master's thesis on his research and orally defend his thesis.

The student must maintain an overall "B" average in all graduate course work pursued, with no more than two Cs in all courses credited toward the degree.

The student must take and pass a written graduate comprehensive examination in chemistry.

In satisfying the above requirements, the student must spend a minimum of one academic year in residence at Southern University, must complete the above requirements for the Master of Science degree within six years after admission, and may not transfer more than twelve hours of graduate credit from another institution to the degree program at Southern University. Any student whose average falls below "B" for any one semester will be referred to the Graduate Committee of the Department of Chemistry for appropriate action.

The structure of the curriculum with the minimum number of hours for the M.S. in chemistry consists of the following parts:

Core courses (9 semester hours)
Required chemistry courses (9 semester hours)
Approved elective courses (6 semester hours)
Graduate research (6 semester hours)
Thesis (3 semester hours)

The following is an example of a plan of study for a master's student enrolled in chemistry with a concentration in biochemistry.

PLAN OF STUDY

Master of Science in Chemistry (with a Concentration in Biochemistry)

Core Courses (9 semester hours)

CHEM 521	Advanced Analytical Chemistry	3 credits
CHEM 523	Advanced Organic Chemistry	3 credits
CHEM 526	Special Topics in Inorganic Chemistry	3 credits

Area of Concentration (9 semester hours)

CHEM 531	Nucleic Acids	3 credits
CHEM 532	Carbohydrates and Lipids	3 credits
CHEM 533	Enzymes and Proteins	3 credits

Chemistry

Electives (6 semester hours)

CHEM 529	Topics in Organic Chemistry	3 credits
CHEM 517	Advanced Physical Chemistry	3 credits

Research (6 semester hours minimum)

CHEM 598	Graduate Chemical Research	3-15 credits

Thesis (3 semester hours minimum)

CHEM 600	Research for Master's Thesis	3-15 credits

Core courses and electives in a plan of study will vary with the specific area of concentration.

The structure of the curriculum with the minimum number of hours for the environmental concentration consists of the following parts:

Core courses (9 semester hours)
Required environmental chemistry electives (12 semester hours)
Approved elective courses (6 semester hours)
Graduate research (6 semester hours)
Thesis (3 semester hours)

The following is an example of a plan of study for a master's student concentrating in environmental chemistry.

PLAN OF STUDY

Master of Science in Environmental Chemistry

Core Courses (9 semester hours)

CHEM 521	Advanced Analytical Chemistry	3 credits
CHEM 523	Advanced Organic Chemistry	3 credits
CHEM 526	Special Topics in Inorganic Chemistry	3 credits

Required Environmental Chemistry Electives (12 semester hours)

CHEM 544	Air Pollutants and Health	3 credits
CHEM 546	Water Pollutants in the Environment	3 credits
CHEM 560	Toxic Substances, Effects and Control	3 credits
CHEM 590	Environmental Seminar	1 credit
CHEM 540	Environmental Issues in Chemical and Biological Perspective	2 credits

Approved Electives (6 semester hours)

CHEM 542	Environmental Regulations	3 credits
BIOL 502	General Toxicology	3 credits

Research (6 semester hours minimum)

CHEM 598	Graduate Chemical Research	3-15 credits

Thesis (3 semester hours minimum)

CHEM 600	Research for Master's Thesis	3-15 credits

The core courses and the required environmental chemistry elective courses (given in the above plan of study) are the same for all environmental chemistry students. The difference in various plans of study is in the approved electives. Approved electives are:

CHEM 542	Environmental Regulations	3 credits
BIOL 502	General Toxicology	3 credits
BIOL 506	Biostatistics and Experimental Design	3 credits

Certain 500-level courses in Chemistry, Biology, Civil Engineering, Public Policy or Urban Forestry may be used as electives (with the prior approval of the Department of Chemistry)

COURSE DESCRIPTIONS

CHEM 438. ENVIRONMENTAL CHEMISTRY (Credit, 3 hours)(Lecture, 3 hours). Designed for those persons who desire a basic understanding of the problems of air, water, and land pollution and chemical approaches to the solutions to these problems. Prerequisite: Permission of Department.

CHEM 516. CHEMICAL KINETICS (Credit, 3 hours)(Lecture, 3 hours). Fundamentals of the theoretical, mathematical, and experimental aspects of chemical kinetics. Emphasis is placed on the relationship between kinetics and reaction mechanisms. Prerequisite: Chemistry 312-313.

CHEM 517. ADVANCED PHYSICAL CHEMISTRY (Credit, 3 hours)(Lecture, 3 hours). A course designed to introduce students to the basic ideas and methods of quantum mechanics and statistical mechanics, with particular emphasis on the application of these theories to the investigation of atomic and molecular structure. Prerequisite: Chemistry 312-313.

CHEM 518. THERMODYNAMICS (Credit, 3 hours)(Lecture, 3 hours). The fundamental laws of thermodynamics and their applications to chemical systems. An introduction to statistical thermodynamics is included. Prerequisite: 312-313.

CHEM 521. ADVANCED ANALYTICAL CHEMISTRY (Credit, 3 hours)(Lecture, 3 hours). A brief review of some analytical chemistry concepts, a detailed study of equilibrium and

Chemistry

activity, acid-base and complexation equilibria. The solubility, formation, contamination, and properties of precipitates. Some attention is given to oxidation-reduction reactions and statistics.

CHEM 523. ADVANCED ORGANIC CHEMISTRY I (Credit, 3 hours)(Lecture, 3 hours). Theoretical interpretations of structure and bonding, reaction mechanisms, and acid-base equilibria of organic compounds. Prerequisite: Chemistry 425 or equivalent.

CHEM 524. ADVANCED ORGANIC CHEMISTRY II (Credit, 3 hours)(Lecture, 3 hours). An intensive, advanced treatment of certain reactions of organic chemistry with emphasis on their scope and limitations, recent developments, and mechanisms. Prerequisite: Chemistry 425 or equivalent. Suggested that the course be taken sequentially with Chemistry 523.

CHEM 526. SPECIAL TOPICS IN INORGANIC CHEMISTRY (Credit, 3 hours)(Lecture, 3 hours). Discussion of specialized inorganic topics of current interest in research and industry. Prerequisite: Chemistry 313.

CHEM 527. SELECTED TOPICS IN PHYSICAL CHEMISTRY (Credit, 3 hours)(Lecture, 3 hours). A series of specialized topics in physical chemistry, such as crystal structure, molecular and atomic spectroscopy, etc. Prerequisite: Chemistry 312-313.

CHEM 528. SPECIAL TOPICS IN ANALYTICAL CHEMISTRY (Credit, 3 hours)(Lecture, 3 hours). A series of topics of current interest and importance in analytical chemistry, such as atomic absorption, organic complexing reagents, chronopotentiometry methods of trace element analysis, etc. Prerequisites: Chemistry 242, 315, 313.

CHEM 529. TOPICS IN ORGANIC CHEMISTRY (Credit, 3 hours). Selected topics in advanced organic chemistry. Prerequisite: Chemistry 425.

CHEM 530. LABORATORY TECHNIQUES IN ORGANIC CHEMISTRY (Credit, 4 hours). Experiments selected to acquaint the student with the more important advanced techniques of synthetic organic chemistry and organic research.

CHEM 531. NUCLEIC ACIDS (Credit, 3 hours)(Lecture, 3 hours). A study of the structure and function of nucleic acids with emphasis on their role in biochemical genetics. The importance of nucleotides in biological systems is also treated. Prerequisite: Chemistry 341.

CHEM 532. CARBOHYDRATES AND LIPIDS (Credit, 3 hours)(Lecture, 3 hours). The structure, properties and metabolism of carbohydrates and lipids. Prerequisite: Chemistry 341, 437, and 531.

CHEM 533. (FORMERLY 513) ENZYMES AND PROTEINS (Credit, 3 hours)(Lecture, 3 hours). Stresses the structural properties and metabolism of proteins. A study of the kinetics and mechanisms of enzymatic reactions. Prerequisite: Chemistry 341.

CHEM 535. ADVANCED INORGANIC CHEMISTRY (Credit, 3 hours)(Lecture, 3 hours). Quantum mechanics, electronic structure of atoms, molecular orbital theory, coordination complexes, ligand field theory, and ionic bonding are stressed. Prerequisite: Chemistry 313 and Math 470.

CHEM 540. ENVIRONMENTAL ISSUES IN CHEMICAL AND BIOLOGICAL PERSPECTIVE (Credit, 2 hours)(Lecture, 2 hours). A study of the potentially deleterious conditions and toxic chemicals to which man is exposed in the environment. Methods of predicting, evaluating, and controlling these exposures, and of understanding the sources and modes of transport of these materials.

CHEM 542. ENVIRONMENTAL REGULATIONS (Credit, 3 hours)(Lecture, 3 hours). A survey of the principle regulations which govern the use and control of environmental contaminants. Salient features of the laws and regulations, methods of implementation and selected case studies involving them.

CHEM 544. AIR POLLUTANTS AND HEALTH (Credit, 3 hours)(Lecture, 3 hours). The science and technology of air pollution and its control, effects of air pollutants on plant and animal life and on inanimate objects and materials, and means of detecting and measuring air pollutants and their effects.

CHEM 546. WATER POLLUTANTS IN THE ENVIRONMENT (Credit, 3 hours)(Lecture, 3 hours). A study of the various types of water pollutants and their occurrence in the environment. Focus on water quality standards, water pollution control regulations, methodologies and techniques used to monitor and measure various water pollutants, and removal and treatment technologies.

Chemistry

CHEM 548. WATER CHEMISTRY (Credit, 3 hours)(Lecture, 2 hours; Laboratory, 3 hours). A study of basic chemical phenomena that are commonly encountered in a natural water system. A brief discussion of water quality criteria, sampling procedures, chemical analysis, data reporting, basic thermodynamics, acid-base reactions, redox reactions, complexation, nutrients and trace metal transportation in natural water systems. Focus on what must be done to maintain a healthful and desirable environment.

CHEM 550. WATER AND WASTEWATER ANALYSIS (Credit, 2 hours)(Lecture, 1 hour; Laboratory, 3 hours). A study of various test methods used to evaluate water quality. A variety of methods dealing with physical, chemical and biological testing covered. Prerequisite: Organic Chemistry and a course in Instrumental Analysis.

CHEM 560. TOXIC SUBSTANCES, EFFECTS AND CONTROL (Credit, 3 hours)(Lecture, 3 hours). A study of toxic substances in the environment, their hazards or risks, and their disposition. Use of toxicological information in regulatory decisions and other perspectives as research and training and present state-of-the-art information.

CHEM 590. ENVIRONMENTAL SEMINAR (Credit, 1 hour).

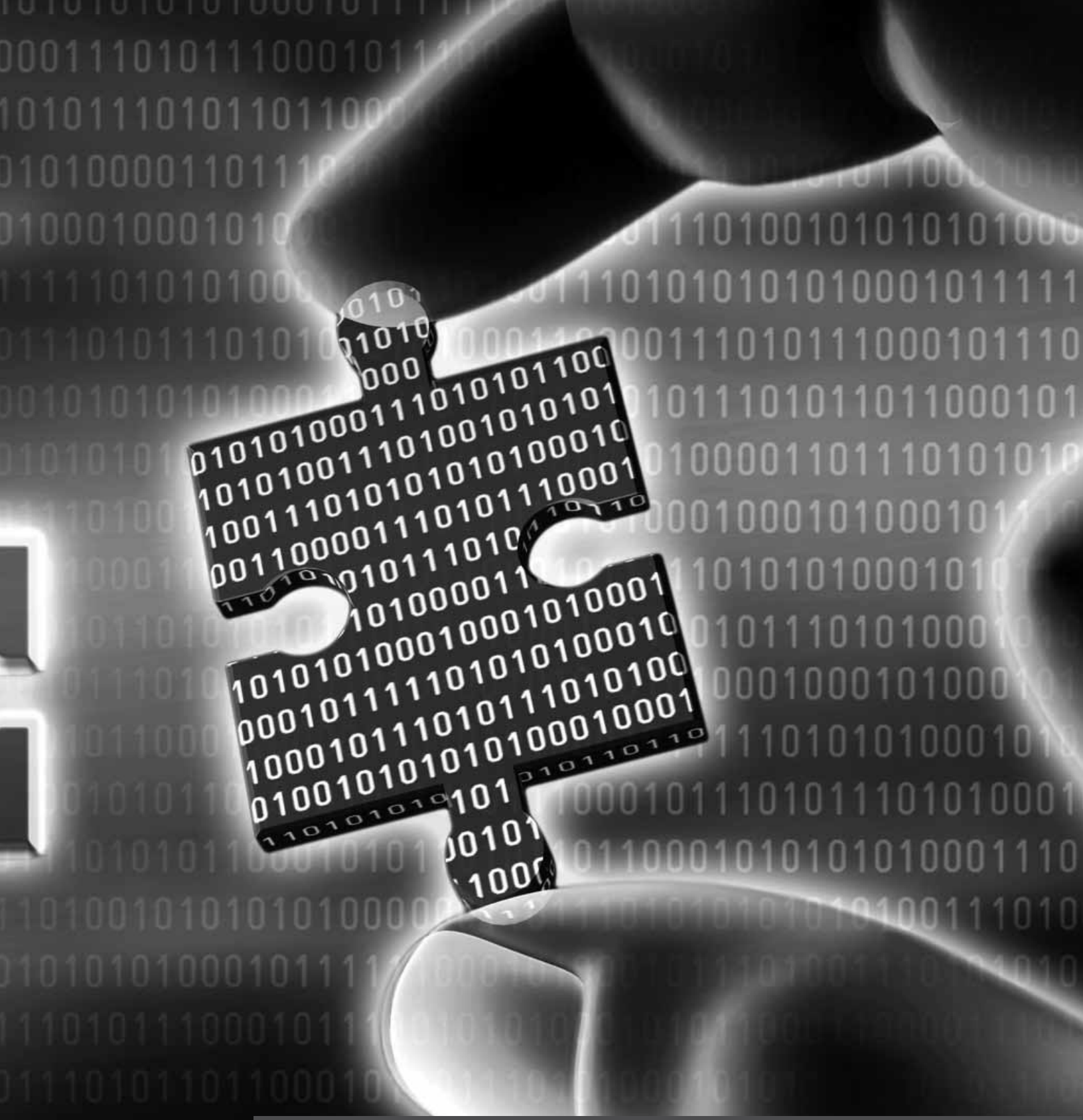
CHEM 597. SEMINAR (Credit, 1 hour). For chemistry graduate students.

CHEM 598. SUPERVISED RESEARCH (Credit, 3-15 hours) (Grade, S/U). Research, under the guidance of a graduate faculty member; for master's students before registration of a thesis proposal and/or registration for master's thesis. Designed for students who have been accepted into the master's program in chemistry and have successfully completed at least 9 semester hours of graduate course work in chemistry. Not open to students who have not been accepted into the graduate degree program in chemistry.

CHEM 599. SPECIAL PROJECT/CAPSTONE PROJECT (Credit, 3-5 hours) (Grade, S/U). Graduate level research, under the direction of a graduate faculty member, for students working on special projects or working on the final stages of their research requirements for a master's thesis.

CHEM 600. RESEARCH FOR MASTER'S THESIS (Credit, 3-15 hours) (Grade, S/U).

CHEM 425. INTERMEDIATE ORGANIC CHEMISTRY (Credit, 3 hours, Lecture). Fundamental principles and theories of organic chemistry as exemplified by different classes of carbon compounds. For beginning graduate students. Prerequisite: CHEM 230 and CHEM 231 or equivalent, and permission of instructor.



Computer Science

Computer Science

College of Sciences

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FACULTY

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Louisiana State University

Trivedi, Sudhir
Ph.D., Mathematics
Ph.D., Computer Science
Louisiana State University

Associate Professor:

Bai, Shuju
Ph.D., Computer Science
Louisiana State University
Ph.D., Forestry and Natural Resources
Purdue University

Salam, Md Abdus
Ph.D., System Design Engineering
Fukui University, Japan

Assistant Professor:

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Ph.D., Musicology
Louisiana State University

Kandara, Osman
Ph.D., Computer Science
Louisiana State University

Kourouma, Mathieu
Ph.D., Computer Engineering
University of Louisiana at Lafayette

Moreman, Douglas
Ph.D., Mathematics
Auburn University

Vincent-Finley, Rachel
Ph.D., Computational and Applied Mathematics
Rice University

Yang, Shizhong
Ph.D., Computational Physics & Electrical Computer Engineering
University of Missouri

PROGRAM OF STUDY

MASTER OF SCIENCE IN COMPUTER SCIENCE

Objectives

The main objective of this graduate program is to foster students' independent study and research capabilities so that graduates from this program could be inspired to pursue a doctoral degree in computer science or related fields; or pursue careers in business, industry, or government.

ADMISSIONS REQUIREMENTS

Applicant must meet all entrance requirements of Graduate School

Applicant must have a bachelor's degree in Computer Science. Special admission will be considered for applicants with B.S. degrees from related fields, where appropriate.

2.7 overall GPA.

GRE scores

TOEFL scores for International students

DEGREE/GRADUATION REQUIREMENTS

Master of Science in Computer Science

Students pursuing Master of Science degree may concentrate their studies in any one of the following areas of emphasis:
(i) Programming Languages and Software engineering;
(ii) Operating Systems and Architecture;
(iii) Algorithms and Theory of Computing;
(iv) Digital Data Communications; and
(v) Database Management and Data Mining.

Thesis and special project options are available. Students must complete and successfully defend the thesis or the special project. For students who have demonstrated research capability through previous experience, a course-work option is available.

Computer Science

Comprehensive examination will be determined from the contents of core courses only. It is recommended that all core courses be taken prior to taking this examination. The examination is given once per semester and a student must be successful in two consecutive semesters. The entire examination will be administered on the second attempt. Students with special project option must pass the departmental Graduate Comprehensive Examination in order to graduate.

In order to be eligible as a candidate for the M.S. degree, a student must successfully complete the core courses with a grade of at least "B" in each course.

Core Courses

CMPS 500	Operating Systems
CMPS 501	Programming Languages
CMPS 502	Computer Organization
CMPS 512	Theory of Computing

The two options for degree requirements available are:

Thesis Option (24 hours coursework plus 6 hours Thesis research)
(24 hours coursework plus 6 hours Thesis research)

Core Courses	12 credits
Area of Emphasis	9 credits
Research Techniques	3 credits
Thesis	6 credits (minimum)
TOTAL	30 credits (minimum)

Special Project Option (30 hours coursework plus 6 hours project design)

Core Courses	12 credits
Area of Emphasis	12 credits
Research Techniques	3 credits
Electives	3 credits
Special Project	6 credits (minimum)
TOTAL	36 credits (minimum)

***Electives:** Student may select elective courses from any areas of emphasis other than his/her own area of emphasis.

AREAS OF EMPHASIS

I. OPERATING SYSTEMS AND ARCHITECTURE

CMPS 511	Design & Analysis of Algorithms
CMPS 514	Compiler Theory
CMPS 532	Distributed Processing
CMPS 535	Neural Networks
CMPS 537	Autonomous Robotics
CMPS 580	Artificial Intelligence
CMPS 587	Object Oriented Design Patterns
CMPS 592	Adv. Topics in Computer Science

II. ALGORITHMS AND THEORY OF COMPUTING

CMPS 507	Scientific Computing
CMPS 511	Design & Analysis of Algorithms
CMPS 514	Compiler Theory
CMPS 516	Graph Theory and Networks
CMPS 535	Neural Networks
CMPS 536	Information and Coding Theory
CMPS 580	Artificial Intelligence
CMPS 592	Adv. Topics in Computer Science

III. PROGRAMMING LANGUAGES AND SOFTWARE ENGINEERING

CMPS 511	Design & Analysis of Algorithms
CMPS 525	Software Engineering: Development
CMPS 526	Software Engineering: Control
CMPS 527	Software Engineering: Management
CMPS 555	Introduction to Data Mining
CMPS 587	Object Oriented Design Patterns
CMPS 592	Advanced Topics in Computer Science

IV. DIGITAL DATA COMMUNICATIONS

CMPS 516	Graph Theory and Networks
CMPS 532	Distributed Processing
CMPS 533	Telecommunications
CMPS 534	Digital Data Networks
CMPS 535	Neural Networks
CMPS 536	Information and Coding Theory
CMPS 592	Advanced Topics in Computer Science

V. DATABASE MANAGEMENT AND DATA MINING

CMPS 511	Design and Analysis of Algorithms
CMPS 520	Database Management Systems
CMPS 525	Software Engineering: Development
CMPS 532	Distributed Processing
CMPS 535	Neural Networks
CMPS 555	Introduction to Data Mining

Computer Science

CMPS 587	Object Oriented Design Pattern
CMPS 592	Advanced Topics in Computer Science

Course Descriptions

CMPS-501 PROGRAMMING LANGUAGES (Credit, 3 hours). Study of various programming languages from conceptual standpoint; topics will include formal language definition, data storage techniques, grammars. Both numeric and string processing languages will be covered. Prerequisite: Consent of instructor.

CMPS-502 COMPUTER ORGANIZATION (Credit, 3 hours). Study of the organization of various modern digital computers including both hardware and software requirements; topics in Boolean algebra, switching circuit design, and total system design will be included. Prerequisite: Knowledge of Discrete Structures and Computer Organization or Computer Architecture.

CMPS-507 SCIENTIFIC COMPUTING (Credit, 3 hours). This course is designed to explore the effectiveness of various advanced techniques and algorithms for the solution of mathematical problems in science and engineering involving the computer. Topics covered will be computational algorithms, error analysis, roots of equations, approximation theory, interpolation and numerical differentiation, numerical integration, solution of system of linear equation, spline functions, numerical solution of ordinary and partial differential equations, method of least squares and smoothing of data, boundary value problems, partial differential equations, minimization of multivariate functions.

CMPS-511 DESIGN AND ANALYSIS OF ALGORITHMS (Credit, 3 hours). This course will cover the design, implementation and analysis of advanced computer algorithms. sets and graphs, sorting, searching, graph theoretic algorithms, matrix multiplication, dynamic programming, NP hard and NP complete problems. Prerequisite: Basic understanding of programming, data structure and discrete structure concepts or consent of the instructor.

CMPS-512 THEORY OF COMPUTING (Credit, 3 hours). The course covers theoretical topics including Turing Machines, algorithmic languages and recursive functions. Coding schemes are used for universal machines and programs, and to show that some problems, including the Halting problem, are unsolvable. Polynomial and exponential time algorithms are discussed. Prerequisite: Knowledge of Discrete Structures

CMPS-514 COMPILER THEORY (Credit, 3 hours). Time-sharing, real time and virtual systems, review of Backus Normal Form language descriptions and basic parsing concepts, Polish and matrix notation as intermediate forms, and target code representation: topics to be covered include a study of techniques for semantic and syntactic analysis, and allocation of storage areas. Prerequisite: CMPS 500 and CMPS 501.

CMPS-516 GRAPH THEORY AND NETWORKS (Credit, 3 hours). This course will develop basic results about graphs, as well as efficient algorithms associated with the solution of many important problems involving graphs in communication systems. Topics to be studied include spanning trees, algorithms, network immunity, heuristic network design algorithms, routing, Warshall's algorithm flows in networks (Ford-Fulkerson Algorithm), capacity assignment in centralized and distributed networks, matrices associated with a graph, planar and non-planar graphs. Prerequisite: Consent of instructor.

CMPS-520 DATABASE MANAGEMENT SYSTEMS (Credit, 3 hours). This course will discuss data modeling, SQL, database application development, indexing, query optimization, transaction management and database design. Concepts of parallel databases, data warehousing and data mining will be covered. Prerequisite: CMPS 420.

CMPS-525 SOFTWARE ENGINEERING: DEVELOPMENT (Credit, 3 hours). Introduces the concept of software life-cycle, looks at a number of life-cycle models, then considers in depth the requirements analysis and design phases. Topics covered include systems engineering, Structured Analysis, Warnier-Orr Methodology, Jackson Methodology, object-oriented design, real-time design, and implementation. Prerequisite: Consent of instructor.

CMPS-526 SOFTWARE ENGINEERING: CONTROL (Credit, 3 hours). Non-trivial software systems must be developed using formal methods of control to ensure a correct and quality product. Topics covered include quality assurance, software testing, independent validation and verification, and configuration management. Prerequisite: CMPS 525.

CMPS-527 SOFTWARE ENGINEERING: MANAGEMENT (Credit, 3 hours). Good management is vital to the development of all non-trivial software systems. This course covers the management aspect of planning, organizing, staffing, directing and controlling a software development project. Prerequisite: CMPS 525.

Computer Science

CMPS-532 DISTRIBUTED PROCESSING (Credit, 3 hours). Distribution of data, computation and control in distributed processing systems will be discussed. This course will cover study of a distributed programming language such as ADA. Selected topics include networking, inter-networking, data communication principles, inter-process communication in UNIX, distributed coordination, distributed databases, distributed deadlock detection, recovery, fault tolerance and security issues. Prerequisite: CMPS 500 or permission of the instructor.

CMPS-533 TELECOMMUNICATIONS (Credit, 3 hours). Basic concepts in telecommunications are covered with emphasis on the types of communication links, data transmission, noise and distortion, data errors, and message switching. Selected topics in data communication will be surveyed. Prerequisite: CMPS 500.

CMPS-534 DIGITAL DATA NETWORKS (Credit, 3 hours). An in-depth presentation of the technology and architecture of local, metropolitan and wide area networks. Covers OSI model and related protocols, FDDI, Frame Relay/SMDS/ATM Switching, SONET, and the newer technologies including Broadband ISDN. Prerequisite: CMPS 500.

CMPS-535 NEURAL NETWORKS (Credit, 3 hours). This course will consider design, architecture and implementation of neural networks. Neural networks are becoming increasingly versatile due to their ability to solve difficult nonlinear problems that are not solvable using traditional methods. Inherently parallel design and ability to interact with the environment make neural networks ideal for large applications. Topics include neural networks as emerging technology, perceptions, associative memory networks, radial-basis networks, spline networks, recurrent networks, neural learning, gradient descent method and back-propagation. Issues related to neuro-computing hardware and neuro-VLSI implementation will be discussed. Neural networks will be examined as problem solving tools as compared with the fuzzy systems and expert systems. Prerequisite: Consent of instructor.

CMPS-536 INFORMATION AND CODING THEORY (Credit, 3 hours). This course is a study of the underlying concepts in digital communications systems. Topics covered are representation of signals and systems, limits in information theory, complete random processes, time-frequency analysis, error-control coding, group codes, burst-error-detecting codes, convolution coding and the Viterbi algorithm, trellis coding, turbo codes, sequential and majority logic decoding, automatic repeat-request strategies, advanced systems. Prerequisite: Consent of instructor.

CMPS-537 AUTONOMOUS ROBOTICS (Credit, 3 hours). Practice in designing robotic systems that, with no human aid, sense and act upon complex environments. Topics include behaviors, deciding what to do next, perception via programmed concepts and via neural nets, social behavior, language emerging from shared concepts and an architecture of nodes.

CMPS-555 INTRODUCTION TO DATA MINING (Credit, 3 hours). The course will cover an introduction of the fundamental concepts of data mining, key data mining techniques such as association rules, neural networks, genetic algorithms, and statistical based mining techniques, efficient high performance mining algorithms, and exposure to applications of data mining in various areas.

CMPS-574 RESEARCH TECHNIQUES (Credit, 3 hours). Students will learn how to conduct literature reviews of articles, journals, white papers using Internet, computerized databases and library resources. Students will learn to develop research questions, hypotheses, research topics, research designs and write research papers in standard format.

CMPS-580 ARTIFICIAL INTELLIGENCE (Credit, 3 hours). Review of attempts to initiate human and animal intelligence and of commercial spin-offs there from. Topics come from such diverse areas as machine perception, game-playing, autonomous robotics and knowledge engineering.

CMPS-583 INDEPENDENT RESEARCH (Credit, 3 hours). A three hour course in which the graduate student conducts research on a project with a research advisor or works in industry with supervisors acting as research advisor. Prerequisite: Consent of Advisor. (Not for degree credit).

CMPS-586 INDEPENDENT RESEARCH (Credit, 6 hours). A six hour course in which the graduate student conducts research on a project with a research advisor or works in industry with supervisors acting as research advisor. Prerequisite: Consent of Advisor. (Not for degree credit).

CMPS-587 OBJECT ORIENTED DESIGN PATTERN (Credit, 3 hours). The concepts behind the patterns approach will be studied, followed by a detailed examination of a selection of the various patterns. Gamma et al. have categorized these

Computer Science

patterns under Creational, Structural, and Behavioral. In this introductory course to design patterns, the following patterns will be studied and applied: Creational Patterns: Abstract Factory, Builder, Factory Method, and Singleton; Structural Patterns: Adapter, Composite, Decorator, and Proxy; Behavioral Patterns: Iterator, State, Strategy, and Template Method. Projects consist of software problems whose design and maintenance call for the application of these patterns.

CMPS-592 ADVANCED TOPICS IN COMPUTER SCIENCE (Credit, 3 hours). Current topics in computer science research. Prerequisites: CMPS 525 and/or consent of instructor.

CMPS-598 SUPERVISED RESEARCH (Credit, 3-6 hours). Student selects a chair and research advisors to serve on committee for thesis or special project. Student presents research initiative to the committee for approval prior to midterm. Weekly meetings with chair and monthly meetings with full committee are required. A final grade other than "I" (Incomplete) will be given. Prerequisite: CMPS 574.

CMPS-599 SPECIAL PROJECT (Credit, 3-15 hours). Continuation of research on Special Project. Satisfactory oral defense of topic is required for graduation. (Prerequisite: CMPS 598).

CMPS-600 THESIS (Credit, 3 hours). Continuation of research on Thesis. Satisfactory oral defense of topic is required for graduation. (Prerequisite: CMPS 598.)

CMPS-610 GRADUATE COMPREHENSIVE. (Credit, 0 hrs. with grade of P/F). Prerequisite: Student must have completed all Computer Science core courses.

Master of Science in **Criminal** Justice

Master of Science in **Criminal** Justice

Nelson Mandela School of Public Policy and Urban Affairs

Director: **Allison Anadi, Ph.D.**
Criminal Justice Masters Program
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Baton Rouge, LA 70813
Tel.: (225) 771 0033
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FACULTY

Professors:

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Ph.D. Criminal Justice and Criminology
Michigan State University

Hughley, Eugene
Psy.D.
Illinois School of Professional Psychology

Jones, Chanika
Ph.D. Sociology/Criminology
Louisiana State University

PROGRAM PURPOSE

The Criminal Justice Master's Program at SUBR offers a Master's degree in Criminal Justice. The Master's Degree is a two-year program designed to develop, enhance and advance professionals and scholars in the Criminal Justice field. The Program targets students interested in the criminal justice system who have a committed interest in enhancing their professional and management skills as well as in advancing their education.

The program is designed to serve the following students:

Those who want to enter into the criminal justice professions.

Those employed in the criminal justice agency who wish to broaden their perspective as well as to advance in the system.

Those who would like to teach at the college level.
Those who would like to continue their education in a doctoral program in criminal justice or related field.
Those who wish to use the degree as further preparation to entering Law School.

PROGRAM OBJECTIVES

The Criminal Justice Master's Program is designed: (a) to provide students with advanced knowledge, research, and analytical skills that should contribute to their educational and professional development and (b) to provide the students the theoretical knowledge, professional, leadership, and management skills that should enable them to function effectively in the criminal justice agencies, such as the police, prisons, juvenile justice, probation, private security, etc.

PROGRAM REQUIREMENTS

Students must take the required core courses (18 hours), the concentration courses (12 hours) and elective courses (6 hours) or Thesis (6 hours). A total of thirty-six (36) credit hours of graduate work are required for graduation. Students who choose the Non-Thesis Option must also complete a Capstone Project.

REQUIREMENTS FOR ADMISSION

To be considered for admission into the Criminal Justice Master's Program, applicants must meet the following criteria:

1. Admission into Graduate School;

2. Baccalaureate degree from an accredited institution of higher learning;

3. Minimum G.P.A. of 2.70;

4. GRE score (within the last 5 years);

5. Three letters of recommendation from academic sources (professors, deans, etc.);

6. A typed double spaced personal essay not more than 1,000 words, and

7. A TOEFL score for international students.

MASTER OF SCIENCE DEGREE IN CRIMINAL JUSTICE

The Criminal Justice Master's Degree Program has two tracks; (a) The Thesis Option and (b) The Non-Thesis Option. Thesis option students are required to complete 18 hours core, 12 hours concentration and 6 hours thesis. Non-Thesis option students are required to complete 18 hours core, 12 hours concentration, 6 hours of electives and a Capstone Project.

Master of Science in **Criminal** Justice

PROGRAM CURRICULUM

Core Courses (18 semester hours)

CRJU 510	Criminal Justice Systems	3 hours
CRJU 511	Criminal Justice Theory, Policy & Practice	3 hours
CRJU 512	Criminology	3 hours
CRJU 513	Legal & Ethical Issues in Criminal Justice	3 hours
PADM 511	Basic Statistics	3 hours
PADM 512	Research Methods (Applied Statistics)	3 hours

Concentration Options

Students will choose one of the following concentrations:

Criminal Investigation Concentration (12 semester hours)

CRJU 520	Advance Crime Scene Investigation	3 hours
CRJU 521	Advance Interviews & Interrogation	3 hours
CRJU 522	Crime Scene Analysis & Reconstruction	3 hours
CRJU 523	Case Preparation & Testifying	3 hours

Law Enforcement Concentration (12 semester hours)

CRJU 530	Advance Police Administration	3 hours
CRJU 531	Community Policing	3 hours
CRJU 543	Human Resource Management in Corrections and Law Enforcement	3 hours
CRJU 533	Constitutional & Criminal Law	3 hours

Corrections Concentration (12 semester hours)

CRJU 540	Advance Seminar in Correction	3 hours
CRJU 541	Community-Based Corrections: Probation, Parole, etc.	3 hours
CRJU 542	Correctional Administration	3 hours
CRJU 543	Human Resource Management in Corrections and Law Enforcement	3 hours

Public Policy Concentration (12 semester hours)

PADM 515	Public Policy in Criminal Justice Organizations	3 hours
PADM 540	Methods of Public Policy Analysis	3 hours
PADM 541	Management Decision Models	3 hours
PADM 544	Program Evaluation	3 hours
CRJU 598	Capstone Project	0 hours
CRJU 600	Thesis	6 hours

Electives (6 hours)
Or
Thesis (6 hours)

GRADUATION REQUIREMENTS

The M.S. Degree in Criminal Justice is awarded upon completion of 36 hours of study as stipulated in the coursework plan. Students must maintain a 3.0 G.P.A. during their program participation. In addition, the students must meet the following criteria:

1. Admission to a regular status;
2. All deficiencies removed;
3. Have earned at least a 3.00 overall G.P.A. on courses applied toward the degree with no more than two C grades;
4. Have an approved program of study on file and completed all core, concentration and elective classes on their program of study;
5. Complete an approved/signed thesis or capstone project.

GRADUATE ASSISTANTSHIPS

The Department offers graduate assistantships for eligible students who show outstanding potential. These working assistantships are competitively awarded typically for an academic year and is based on availability of funds.

COURSE DESCRIPTIONS IN CRIMINAL JUSTICE

CRJU 510. CRIMINAL JUSTICE SYSTEMS. This course is designed to provide a foundation and overview of the criminal justice system and processes. It will focus on critical decisions with emphasis on contemporary issues, trends and controversies that pertain to policing, sentencing, and corrections.

Course Emphasis:

This course will examine the meaning of crime and criminal behavior, and the administration of justice. Emphasis is on police and police operations, prosecuting attorneys, defense attorneys, and judges. The pre-trial processes, the Court, trial and post-trial processes, sentencing, corrections and juvenile justice issues will also be examined.

CRJU 511. C.J. ADMINISTRAION: THEORY, POLICY & PRACTICE (3 credit hours). An advanced course in justice administration designed to provide an overview of the problems faced by managers of justice-related agencies, including the principles of police, courts, and corrections management.

Course Emphasis:

This is an advance course in justice administration designed to examine all the administrative problems and factors that span the entire criminal justice system, primarily police, court,

Master of Science in **Criminal** Justice

and correctional agencies. This is a course that emphasizes, among other things, organizing (for technological innovation), staffing (personnel administration, the constitutional rights and responsibilities of employees), and budgeting (actually the broader area of financial administration).

CRJU 512. CRIMINOLOGY (3 credit hours). This course involves an advance study of the nature and scope of delinquency and crime problems, surveys the available theoretical formulations concerning the causes of criminal behavior, and the policy implications for the Criminal Justice System. Students will also be exposed to the myths relating to crime and Criminal Justice. A special emphasis will be placed on the role of race, class, culture, and gender differences, as they relate to the Criminal Justice System's response to crime in the community.

CRJU 513. LEGAL & ETHICAL ISSUES IN CRIMINAL JUSTICE (3 credit hours). This course is designed to examine the basic legal, moral, and ethical issues in policing, prosecution, sentencing, and corrections. Students also will have the opportunity to examine the legal and ethical issues involved in criminal justice research.

Course Emphasis:
This course aims to provide genuine understanding of course content, the development of key concepts and the ability of the students to think critically about the legal and ethical issues, problems, and concerns that face the criminal justice agencies-police, courts, corrections, and criminal justice researchers.

CRJU 520. ADVANCE CRIME SCENE INVESTIGATION (3 credit hours). The course will focus on the in-depth study of crime scene procedures including recognition, protection, documentation, and collection of physical evidence, scene documentation, scene search procedures, and reconstruction from evidence and scene patterns.

Course Emphasis:
This is a didactic (classroom lecture) and experiential (outdoors) course on the fundamental and advanced features of investigation, duties and responsibilities of the detective, interviewing, interrogation, and information-gathering skills, crime scene analysis, collection, preservation, and testing of evidence. surveillance and undercover work, raid and sting operations, modus operandi, use of technology, types of evidence, and the science of criminalistics. Emphasis is placed on the interdisciplinary and forensic use of knowledge from the natural and social sciences, as applied to prevalent crimes such as homicide, burglary, arson, and sex offenses, but there is also some emphasis upon emerging forms of criminality such as computer crime and terrorism. There are a small number of lectures, and some instruction involves video, practical demonstrations, role-playing, laboratory experiments, and simulated crime scene analysis.

CRJU 521. ADVANCED INTERVIEWS AND INTERROGATION (3 credit hours). This course is designed to equip students with knowledge to expand their ability not only on how to extract accurate information from witnesses and victims, but also or discern the innocent from the guilty. This course will place emphasis on utilizing specific interrogation methods to establish rapport, improve feedback and encourage greater discernment through efficient listening.

CRJU 522. CRIME SCENE ANALYSIS AND CONSTRUCTION (3 credit hours). This course is designed to develop a foundation in crime scene analysis and reconstruction. Reconstruction from evidence and crime scene patterns. This course will place emphasis on utilizing scientific methods, physical evidence and deductive reasoning to show how to accurately reconstruct a crime scene and determine the series of events surrounding the crime.

Course Emphasis:
Emphasis will be on the classical and contemporary theories of definitions, correlates, and causes of crime, and the relationship of criminological theory to the Criminal Justice System policy. This course aims to further genuine understanding of the course content, the development of key concepts, and the ability to think critically about issues, problems, and concerns addressed by the theoretical explanation of crime and criminal behavior.

CRJU 523. Case Preparation and TesTIFYING (3 credit hours). This course is designed to develop a foundation in case preparation and courtroom testimony. Case preparation, court deposition, trial, rules, etc. will be reviewed.

Course Emphasis:
This course will place emphasis on the functions of law enforcement officers as expert witness in court. Students will be presented with various sources of information and techniques in case preparation, demonstration of evidence, deposition, trial, guide to the law and the court, and the challenges to the expert. Students will participate in hands on exercises

Master of Science in **Criminal** Justice

designed to strengthen their knowledge and skills in case preparation and courtroom testimony.

CRJU 530. ADVANCE POLICE ADMINISTRATION (3 credit hours). This course examines basic management theories and procedures, and applies them to the administration of law enforcement agencies. It examines the functions of the police in the Criminal Justice System, the concepts and principles of police organizational structure, the base of law enforcement authority, and the concepts and principles of administration and management, with emphasis on the environment, change, conflict, strategy, and evolution.

Course Emphasis:
The course is an in depth examination of modern police administration, management, and operations. While the focus is on current issues, the historical context of police culture is examined. Particular emphasis is placed on organization administration issues, police operations, police leadership, patrol operations and community policing, ethical issues in policing, auxiliary functions, human resources management, police training, proactive policing, and the future of various police management issues. A special focus will be placed on ethical issues and on police drug enforcement.

Course Emphasis:
The course is an examination of modern police human resource management. Particular emphasis is placed on human resource management theories, supervision of employees, employee motivation, professional development, and management of difficult employees. A special focus will also be placed on employee stress, wellness, and assistance programs.

CRJU 533. CONSTITUTIONAL AND CRIMINAL LAW (3 CREDIT HOURS). This course is designed to examine the constitutional and criminal laws. It examines the functions of the courts in the interpretation and application of constitutional and criminal laws.

Course Emphasis:
The course is an in-depth examination of the constitution and the guarantees secured to citizens. A special focus will be on citizens' civil rights and civil liberties. There will be a review of the constitutional amendments that impact the criminal justice system.

CRJU 534. HOMELAND SECURITY (3 credit hours). This course is designed to develop foundation and knowledge in homeland security. It will provide insight on the homeland security and emergency management.

Course Emphasis:
This course will place emphasis on the major tactical strategies, planning and emergency management in homeland security. Students will be provided the opportunity to understand the history of terrorism, terrorist organizations, and planned response to terrorism.

CRJU 540. ADVANCE SEMINAR IN CORRECTIONS (3 credit hours). This course will examine the purpose, theories and practice of corrections. Topical issues will include: traditional and contemporary correctional practices, security operations, treatment issues, classification and assessment. In addition, social. political, economic, organizational and environmental issues that affect correctional administration and performance, will be examined.

Course Emphasis:
This course will emphasize correctional goals and objectives. The custody and treatment issues will be addressed, as well as the special issues like – aids in prison, special population, shock incarceration, after care program, and juvenile corrections.

CRJU 541. COMMUNITY BASED CORRECTION (3 credit hours). This course will examine the philosophy, concept, goals and objectives of community-based corrections. Emphasis will be placed on probation, parole, halfway houses, house arrest and other community–based programs. An overview of treatment and rehabilitative practices of community correction programs and the impact of technology on community corrections will also be examined.

Course Emphasis:
This course will examine the types, goals, and functions of community-based corrections. Both diversion and pre-trial release programs will be discussed. Other areas to be covered include probation and parole history, functions, supervision, programs and revocation. Economic sanctions such as fines, fees, restitution and community service also will be examined, in addition to theories of offender treatment and juvenile programs.

Master of Science in **Criminal** Justice

CRJU 542. CORRECTIONAL ADMINISTRATION (3 credit hours). This course is designed to develop a foundation in correctional administration and management. It will provide insight on management issues faced by correctional institutions.

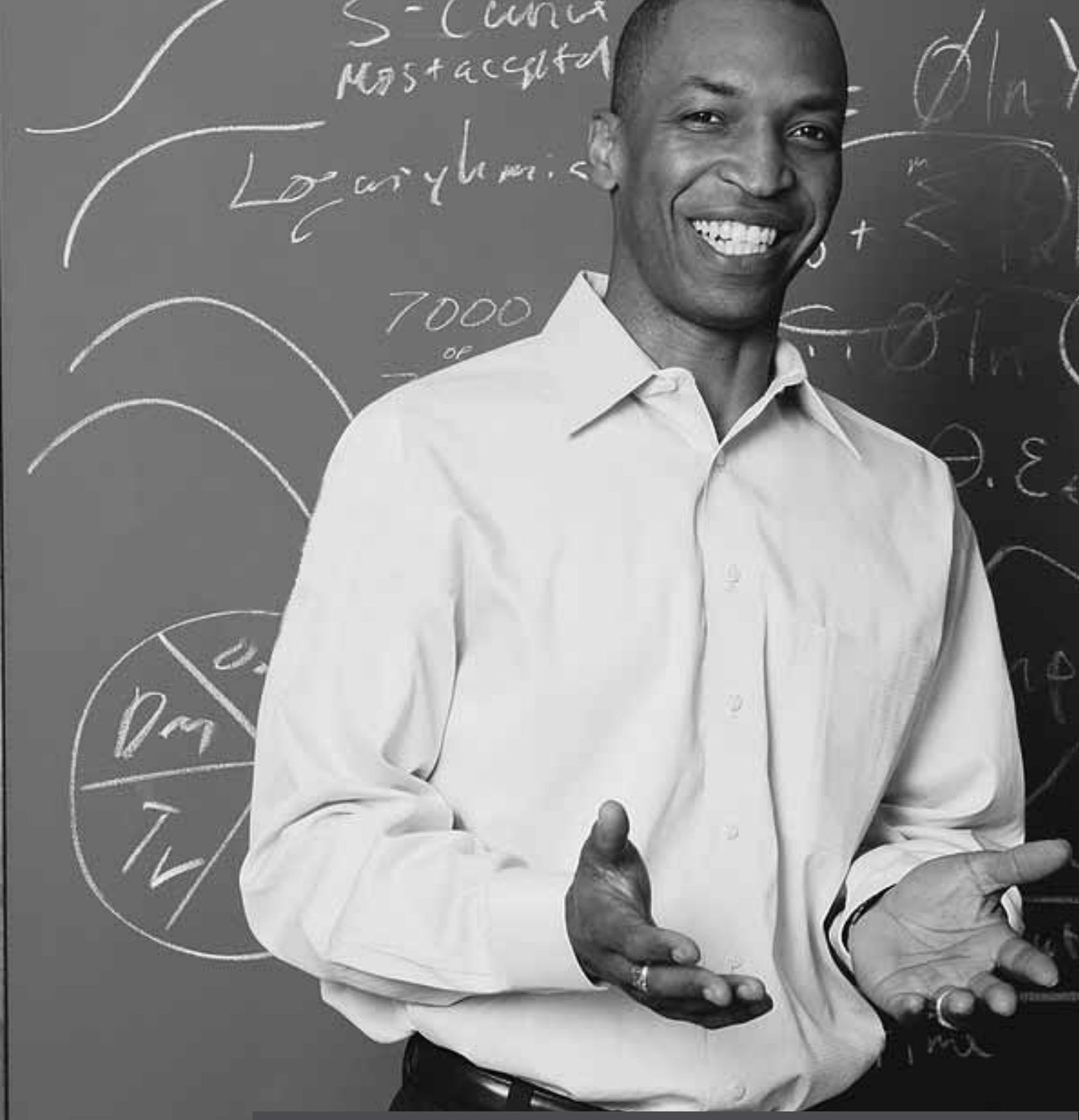
Course Emphasis:

This course will place emphasis on the major organizational and management issues in corrections. Students will be provided the opportunity to understand the corrections organizational structure, the role of management, legal and administrative issues.

CRJU 543. HUMAN RESOURCE MANAGEMENT IN CORRECTIONS AND LAW ENFORCEMENT (3 credit hours). This course is designed to examine the basic human resource management theories and apply them to the administration of corrections institutions. It examines the functions of the correctional personnel in relation to employee hiring, training, motivation, performance appraisal, discipline, and labor relations.

Course Emphasis:

This course is an examination of corrections human resource management. Particular emphasis is placed on human resource management theories, supervision of employees, employee motivation, professional development, and management of difficult employees. A special focus will also be placed on employees stress, wellness, and assistance programs.



Curriculum and Instruction

Curriculum and Instruction

College of Education

Elementary Education
Secondary Education

Chairperson: **Atley D. Walker**
P. O. Box 9983
Baton Rouge, LA 70813
W. W. Stewart Hall – Room 314
Phone: (225) 771-3871
Fax: (225) 771-3338

FACULTY

Professors:

Kleinpeter, Eva B. (1980)
B.S. M.Ed., Southern University
Ph.D., Kansas State University

Peoples, Verjanis (1992)
B.S., M.S., Grambling State University
Ph.D., Kansas State University

Walker, Atley D. (1973)
B.S. M.Ed., Southern University
Ph.D., Kansas State University

Associate Professors:

Mustiful, Curtis J. (1976)
B.S., Southern University
M.S.,Ph.D., Syracuse University

Taylor, James A. (2007)
B.A., Louisiana Tech University
M.Ed., Tulane University
J.D., Loyola University
Ph.D., University of New Orleans

Young, Luria S. (1998)
B.S., Southern University (1993)
M.Ed., Louisiana State University (1995)
Ed.S., Louisiana State University (1997)
Ph.D., Louisiana State University (2004)

Assistant Professors:

Kelly, Diana F. (2008)
B.A., Southern University
M.Ed., Louisiana State University
Ph.D., Louisiana State University

Introduction

The Department of Curriculum and Instruction administers courses and programs that provide professional training for teacher preparation. Students who wish to earn the master's degree are to select from the elementary education or secondary education program option. As a part of the recent redesign, the department is moving toward granting degrees in specific concentration areas. Currently available are concentrations in reading, educational technology facilitation and educational technology leadership. Concentrations in adult education, biology education, early childhood education, history education, and physics are approved and are being completed. Theses programs will become available as they are completed.

ADMISSION REQUIREMENTS

Application for admission to the Department of Curriculum and Instruction must be made through the Graduate School. Applicants must:

1. Satisfy the general admission requirements of the Graduate School.
    - Three letters of recommendation
    - Description of Career Plans
    - GRE Scores (General Test)
    - 3.0 GPA
2. Hold a valid teacher's certificate which includes having a bachelor's degree in a teaching area of certification.

GRADUATE DEGREES OFFERED:

M.Ed. Elementary Education
M.Ed. Secondary Education

MASTER'S DEGREE IN ELEMENTARY EDUCATION

The Master of Education degree program in elementary education is designed for the advanced preparation of teachers for elementary school. The graduate program objectives in elementary education relate to the goals and purposes of the University, College of Education, and Graduate School levels. These objectives comply with the standards of NCATE and the certification guidelines of the Louisiana Department of Education.

The graduate program in elementary education is designed to enable the student at the in-service level to:

- identify, describe, analyze, and solve problems occurring in the elementary schools

Curriculum and Instruction

- use accumulated and emerging knowledge to facilitate the achievement of goals important to children and youth, and to promote the achievement of societal goals which relate most directly to the elementary school population
- use critical thinking skills to collect, critique, classify, and report data relevant to the field of elementary education and the entire range of elementary schools
- continue personal and professional growth in ways that will bring self-fulfillment and positively influence the development of children and youth
- deal positively with the problems encountered in the education of all children
- acquire and extend professional competencies in elementary education beyond the undergraduate level according to academic interest and area of concentration

This advanced program is designed to provide a concentration in elementary education. Students with a degree in elementary education and those with additional concentration in early childhood or special education may qualify to enter the program. Teacher certification is required.

DEGREE REQUIREMENTS

In addition to meeting requirements for degrees, students pursuing a graduate degree in elementary education must meet requirements as follows:

- The program requires 33 hours of course work (non-thesis option) or 33 hours of course work (thesis option) distributed over core courses and appropriate electives.
- The student who anticipates further study may elect to write a thesis in lieu of three semester hours of course work from the component of electives outside the field of education.
- All students other than those electing to write a thesis must successfully complete a written comprehensive examination.

GRADUATION REQUIREMENTS

- A plan of study approved by an advisor in the Department of Curriculum and Instruction.
- Transfer credits must be relevant to the degree program and approved by the department and must not exceed nine hours. The transfer hours must not be over seven years old.
- A minimum of 33 hours of course work is required for the Master of Education Degree in elementary education.
- Thirty-three hours Program-Thesis: the student is required to complete 33 hours of course work, including three hours of thesis and pass an oral examination.
- Thirty-three hours Program-Nonthesis: the student is required to complete 33 hours of course work and pass a written comprehensive examination.
- The student must change status from conditional to regular after completing 12 hours of course work with a “B” average.
- The student must have a GPA of 3.0 or better. No more than two “C” grades are allowed.

All graduate work, including either the thesis or graduate project, must be completed within seven years preceding the granting of the degree.

COURSE OF STUDY

Elementary Education

Enrollment in these courses is restricted to certified personnel or by written permission of the Department Chair.

Nine Hours of Core Courses (Three Courses)

CRIN 502	Philosophy of American Education	3 credits
CRIN 537	Elements of Educational Statistics	3 credits
CRIN 590	Techniques of Research	3 credits

Twelve Hours of Electives /Elementary Education

CRIN 522	Seminar in Early Childhood Education	3 credits
CRIN 528	Education of the Culturally Different	3 credits
CRIN 521	Elementary School Curriculum	3 credits
CRIN 523	Language Arts in the Elementary School	3 credits
CRIN 524	Social Studies in the Elementary School	3 credits
CRIN 525	Science in the Elementary School	3 credits
CRIN 526	Mathematics in the Elementary	
`School	3 credits	

Reading Courses

CRIN 503	Foundations of Reading Instruction	3 credits
CRIN 504	Methods and Materials in Teaching Remedial Reading	3 credits
CRIN 546	Seminar in Education (Degree credit on approval of advisor)	3 credits
CRIN 560	Content Area Literacy	3 credits
CRIN 566	Practicum in Reading	

Curriculum and Instruction

THESIS OPTION

A Thesis and Six Hours of Electives Outside the Field of Education (Two Courses)

CRIN 600	6 credits
Elective	3 credits
Elective	3 credits

NON-THESIS OPTION

Twelve Hours of Electives Outside the Field of Education (Four Courses)

Elective	3 credits
Elective	3 credits
Elective	3 credits
Elective	3 credits

REQUIRED:

CRIN 601 Comprehensive Examination	0 credit

MASTER'S DEGREE IN SECONDARY EDUCATION

Curriculum and Instruction offers the Master of Education degree in secondary education with concentrations in the following subject matter fields: Adult Education, Biology, Chemistry, Educational Technology, English, Mathematics, General Science, History, Science, Physics, and Reading Education. The focus of the program is on developing critical thinkers as a basis for effective teaching.

DEGREE REQUIREMENTS

In all programs in secondary education, entrance requirements include an undergraduate program which contains credits in the proper subject matter area and teacher certification. The general requirements and the following program are required for the degree.

Underlying the secondary programs in education at Southern University is the Institution's firm commitment to develop teachers who have broad preparation in the general areas of learning, adequate mastery of subjects to be taught, and skill and effectiveness in the art of teaching. Most specifically, the program in secondary education seeks to promote in each prospective teacher:

- an understanding and appreciation of western man and his contribution to the American and world cultures
- an understanding of the psychological behavior of children and youth
- the development of a philosophy of education consistent with the society in which we live
- an understanding of the functions of the American public school and its contributions to the individual and society
- the development of proficiency in the art and science of teaching, combining sound scholarship in content fields of concentration and skills in the area of professional education
- an understanding of acceptable modes of behavior of personnel in the profession of teaching

COURSE OF STUDY

Enrollment in these courses is restricted to certified personnel or by written permission of the Department Chair.

SECONDARY EDUCATION

CRIN 502	Philosophy of Education	3 credits
OR		
CRIN 537	Elements of Educational Statistics	3 credits
Electives	(Secondary Education)	12 credits
CRIN 590	Techniques of Research	3 credits
Courses outside Professional Education (in teaching area)		12 credits
Total		**33 credits**

COURSE DESCRIPTIONS

Core Graduate Courses

CRIN 502. PHILOSOPHY OF AMERICAN EDUCATION (Credit, 3 hours). Analysis of leading philosophical points of view in education, the individual and society, the educative process, and the role of education in American democracy.

CRIN 503. FOUNDATIONS OF READING INSTRUCTION (Credit, 3 hours). This course is designed to give general background in the nature of reading and in the teaching of reading skills; to introduce different approaches in the teaching of reading; to introduce diagnostic procedures, emphasizing informal and standardized tests; and to acquaint one with materials used in the teaching of reading.

CRIN 504. METHODS AND MATERIALS IN TEACHING REMEDIAL READING (Credit, 3 hours). Diagnosis and treatment of reading difficulties in elementary and secondary schools.

Curriculum and Instruction

CRIN 528. EDUCATION OF THE CULTURALLY DIFFERENT (Credit, 3 hours). Students identify the psychological, social, and educational characteristics of the culturally different, and society's need and provision for them. Students also evaluate instructional materials and demonstrate effective teaching strategies for the culturally different in the education structure.

CRIN 537. ELEMENTS OF EDUCATIONAL STATISTICS (Credit, 3 hours). Elementary theory and application of educational statistics needed for effective research in education. Required of all candidates for the master's degree.

CRIN 546. SEMINAR IN EDUCATIONAL PROBLEMS (Credit, 3 hours). Practicum in teaching and learning problems as they relate to the educational scene. Students will be expected to identify a significant problem and develop a seminar report.

CRIN 560. CONTENT AREA LITERACY (Credit, 3 hours). The course will emphasize skills needed to read in the different content areas. Students will use the content standards for their areas along with the reading/language areas. The instructor will also emphasize the use of the Scientifically Based Reading Research (SBRR) and the Louisiana English Language Arts Standard. S. Fluency and comprehension will also be emphasized.

CRIN 566. PRACTICUM IN READING (Credit, 3 hours). Emphasis is placed on demonstrations of teacher competency to put into practice all of the knowledge and skills that students have acquired through taking the prerequisite courses of Foundations of Reading, Teaching Remedial Reading and Content Area Literacy. Emphasis is placed on applying strategies for instruction and assessment, which were developed during the prerequisite courses. Included in the practicum is the opportunity for each student to work directly with students. Students will participate in a teaching experience under the supervision of an experienced and qualified cooperating teacher. This field experience enables students to practice and develop pedagogical and specific reading instructional and prescriptive skills necessary to meet the Louisiana and International Reading Association standards.

CRIN 590. TECHNIQUES OF RESEARCH (Credit, 3 hours). A course designed to develop skills necessary for solving educational problems through research activity; provides experience in data gathering, statistical analysis, and interpretation of research findings.

CRIN 600. THESIS (Credit, 3 hours).

CRIN 601. COMPREHENSIVE EXAMINATION OF ELEMENTARY EDUCATION (Credit, 0 hours). 0The purpose of this examination is to determine the extent to which candidates are able to demonstrate scholarship in their field and to determine whether they can integrate the subject matter by making logical applications in specific situations. The comprehensive examination must be taken and passed by each candidate for a degree.

Elementary Education

CRIN 521. THE ELEMENTARY SCHOOL CURRICULUM (Credit, 3 hours). This course is designed as a survey of the curriculum of the elementary school. Selection, organization, and sequential arrangement of materials to meet the needs of children will be examined.

CRIN 522. SEMINAR IN EARLY CHILDHOOD EDUCATION (Credit, 3 hours). It is expected that the student, as a result of this course, will exhibit an understanding of pre-school and primary education and demonstrate an understanding of the methods and philosophies of the program. The course is designed to help students meet the current changes with an understanding of the psychological problems involved in the educational and social adjustments that the child will have to make in today's society.

CRIN 523. LANGUAGE ARTS IN THE ELEMENTARY SCHOOL (Credit, 3 hours). Students' review of research in oral and written language of children; needed research indicated by current classroom procedures; research skill development in listening, speaking, handwriting, and spelling. A detailed analysis and evaluation of the Language Arts curriculum consideration of programmed, basal, linguistic, and other types of materials with the criteria for selection of materials and techniques for students with special needs.

CRIN 524. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (Credit, 3 hours). The course is a study of modern philosophy of social studies instruction in grades 1-8, a survey and a critical appraisal of programs, practices, and investigations. Emphasis is placed on the importance of the student's being largely responsible for his own learning through opportunities for independent study, self-pacing and alternative routes of instruction. Competencies to be acquired and criteria to be applied in assessing these competencies are made explicit, and students are held accountable for meeting these criteria.

Curriculum and Instruction

CRIN 525. SCIENCE IN THE ELEMENTARY SCHOOL (Credit, 3 hours). The student demonstrates the ability to select, organize, use and evaluate teaching strategies and learning materials in science. He identifies ways of strengthening his academic background through research and continued study.

CRIN 526. MATHEMATICS IN THE ELEMENTARY SCHOOL (Credit, 3 hours). Upon completion of the course, the student constructs and manipulates instructional materials, and analyzes curriculum trends, current research, and methods of teaching relevant to the modern elementary school mathematics program.

CRIN 534. STRATEGIES IN THE TEACHING OF READING (Credit, 3 hours). Emphasis is placed on process of content, approaches, methods, techniques, selection of materials, and new trends.

CRIN 566. PRACTICUM IN READING (Credit, 3 hours). Emphasis is placed on demonstrations of teacher competency to put into practice all of the knowledge and skills that students have acquired through taking the prerequisite courses of Foundations of Reading, Teaching Remedial Reading and Content Area Literacy. Emphasis is placed on applying strategies for instruction and assessment, which were developed during the prerequisite courses. Included in the practicum is the opportunity for each student to work directly with students. Students will participate in a teaching experience under the supervision of an experienced and qualified cooperating teacher. This field experience enables students to practice and develop pedagogical and specific reading instructional and prescriptive skills necessary to meet the Louisiana and International Reading Association standards.

CRIN 550. COMPUTER LITERACY AND MICROCOMPUTERS (Credit, 3 hours). Designed specifically for teachers desiring certification in computer literacy. Emphasis will be placed upon the understanding, knowledge, and skills necessary to become computer literate. Research will be a major component of the course.

Secondary Education

CRIN 501. HISTORY AND PHILOSOPHY OF ART EDUCATION (Credit, 3 hours). Historical background, current philosophy, theory, and trends in art education. (Prerequisite: CRIN 428.)

CRIN 506. ADVANCED ART EDUCATION (Credit, 3 hours). Study of current literature in contemporary art education. (Prerequisite: CRIN 501.)

CRIN 507. ADVANCED METHODS AND MATERIALS IN ART EDUCATION (Credit, 3 hours). Advanced study of curriculum development in art education. (Prerequisite: CRIN 506.)

CRIN 508. RESEARCH IN ART EDUCATION (Credit, 3 hours). Individual and group study with the approval of Department head. Research, discussion, and criticism. (Prerequisite: CRIN 507.)

CRIN 509. TEACHING AND SUPERVISION OF ART IN JUNIOR AND SENIOR HIGH SCHOOLS (Credit, 3 hours). Objectives, issues, and procedures of art teaching and supervision in junior and senior high schools. (Prerequisite: CRIN 508.)

CRIN 510. PROBLEMS IN ART EDUCATION (Credit, 3 hours). Problems undertaken individually with approval and guidance of a staff member. Program of study to be planned in consultation with the supervising staff member. (Prerequisite: CRIN 509.)

CRIN 512. THE SECONDARY SCHOOL CURRICULUM (Credit, 3 hours). Survey of secondary curriculum, organization of materials, administration, and trends in curriculum development.

CRIN 513. THE TEACHING OF SECONDARY SCHOOL ENGLISH (Credit, 3 hours). Survey of research studies in curriculum and content in secondary school English.

CRIN 514. THE TEACHING OF SECONDARY SCHOOL SCIENCE (Credit, 3 hours). An analysis of major investigations and problems in the teaching of secondary school science in terms of both methods of teaching and subject matter.

CRIN 515. THE TEACHING OF SECONDARY SCHOOL MATHEMATICS (Credit, 3 hours). Problems of classroom instruction as related to mathematics in secondary schools.

CRIN 516. COMPARATIVE EDUCATION (Credit, 3 hours). Philosophical, historical, and social backgrounds of educational thinking, practices, and problems in representative European, Latin American, and Asian countries, and the U.S.

Curriculum and Instruction

CRIN 517. THE TEACHING OF SECONDARY SCHOOL SOCIAL STUDIES (Credit, 3hours). Definition and explanation of social studies; the social studies curriculum selection; organization of materials; and methods used in instruction and evaluation in the social studies.

CRIN 519. ARTS AND CRAFTS FOR THE MENTALLY RETARDED (Credit, 3 hours). A study of methods, techniques and skills for training the educable mentally retarded child.

CRIN 520. APPROACHES TO TEACHING STUDENTS SCIENCE IN SECONDARY SCHOOLS (Credit 3 hours). This course will focus on teaching candidates at the Masters level topics in science. Experiences will be provided for candidates to utilize the National Science Education Standards (NSES) to organize science content and examine predominant psychological models and how they apply to teaching and learning science. Candidates will examine and utilize current international, national and state research in science education and synthesize research theories and instructional concepts that engage students in learning science. The guiding principles, content processes, and course structure are profoundly influenced by the NSES and National Board for Professional Teaching Standards (NBPTS).

CRIN 532. THE TEACHING OF BIOLOGY IN SECONDARY SCHOOLS (Credit, 3 hours). Major investigations and problems in the teaching of biology on the secondary school level, and a reexamination of both subject matter and methods of teaching.

CRIN 533. THE TEACHING OF CHEMISTRY IN SECONDARY SCHOOLS (Credit, 3 hours). Methods and problems encountered in the teaching of chemistry in the secondary schools, emphasizing the advantages offered by modern techniques of teaching chemistry.

CRIN 537. ELEMENTS OF EDUCATIONAL STATISTICS (Credit, 3 hours). Elementary theory and application of educational statistics needed for effective research in education. Required of all candidates for the master's degree.

CRIN 545. TRENDS AND PRACTICES IN DISCIPLINE AND MOTIVATION (Credit, 3 hours). This course is designed to assist the educator in developing and building a personal system of discipline upon a sound logical, philosophical, sociological, psychological, humane, and legal basis.

CRIN 550. COMPUTER LITERACY AND MICROCOMPUTERS (Credit, 3 hours). Designed specifically for teachers desiring
certification in computer literacy. Emphasis will be placed upon the understandings, knowledge, and skills necessary to become computer literate. Research will be a major component of the course.

CRIN 551. DESIGN AND DEVELOPMENT OF MULTIMEDIA INSTRUCTIONAL UNITS (Credit 3 hours). Candidates will research, plan, design, implement and evaluate multi-sensory instructional units. Hands-on class activities will be developed that result in an integrated instructional approach to teaching and learning. These skills will include the review and creation of multimedia projects that will be used to enhance the teaching and learning process within the pre-kindergarten through twelfth grade environment. Students will post their presentations to the Blackboard web site.

CRIN 552. EDUCATIONAL TELECOMMUNICATIONS NETWORKS AND THE INTERNET (Credit 3 hours). This course is designed to familiarize students with tools and processes relative to digital communication in teaching and learning. Students will develop knowledge and skills in the use of planning, development, implementation, and management of distance learning, networking, and Internet use for teaching and learning. They will be engaged in hands-on activities that demonstrate the required skills.

CRIN 553. TECHNOLOGY LEADERSHIP IN SCHOOLS (Credit 3 hours). Technology Leadership in Schools is a course developed for candidates who may serve as directors, coordinators, or technology integration specialists at the district, regional, and/or state levels. These individuals will assist teachers as well as technology facilitators in their efforts to support student learning and professional growth with technology. This course is one in a series of three that lead to educational technology facilitation certification.

CRIN 554. TECHNOLOGY PLANNING AND ADMINISTRATION (Credit 3 hours). This course will focus on the overall technology planning, acquisition, administration, and management of technology programs.

CRIN 555. PROFESSIONAL DEVELOPMENT FOR K-12 TECHNOLOGY INTEGRATION (Credit 3 hours). This course is designed to provide practical, effective ways to integrate technology resources and technology-based methods into

Curriculum and Instruction

everyday practices, both inside and outside the classroom. Topics will be considered in the context of current theories to learning, effective school practices and reflective teaching. Instructional formats for this course will include lectures, discussions, demonstrations, hands-on activities in a lab setting, e-mail, online course information and discussions, and collaborative projects. Prerequisite: Louisiana Educational Technology Certification.

CRIN 556. EDUCATIONAL TECHNOLOGY RESEARCH, EVALUATION AND ASSESSMENT (Credit 3 hours). This course is designed to familiarize students with assessment and evaluation procedures as they relate to teaching and learning. Students will (a) identify and apply educational technology research as it relates to assessment and evaluation, (b) relate the psychology of learning to assessment strategies; and (c) interpret the results of assessment procedures in terms of grading and reporting.

CRIN 557. ADVANCED TELECOMMUNICATIONS (Credit 3 hours). This course is a continuation of CRIN 552, Educational Telecommunications, Networks, and the Internet, with emphasis on the web as a tool for online teaching and learning.

CRIN 560. CONTENT AREA LITERACY (Credit, 3 hours). The course will emphasize skills needed to read in the different content areas. Students will use the content standards for their areas along with the reading/language areas. The instructor will also emphasize the use of the Scientifically Based Reading Research (SBRR) and the Louisiana English Language Arts Standard. Speech Fluency and comprehension will also be emphasized.

CERTIFICATION AREAS

Adult Education Certification (12 credit hours are required)

CRIN 500. COMMUNITY RESOURCES (Credit, 3 hours). This course has been designed to provide teachers of adults with the skills and competencies necessary to identify and utilize community resources in adult education programs.

CRIN 572. INTRODUCTION TO ADULT EDUCATION (Credit, 3 hours). This course has been designed to acquaint students with an understanding of the problems, needs, and goals of adult education in the state and the nation.

CRIN 573. METHODS, MATERIALS, AND CURRICULA IN ADULT EDUCATION (Credit, 3 hours). This course has been designed to provide teachers of adults with the skills and competencies necessary to adequately instruct adult learners as well as to develop curricula in adult education.

CRIN 574. ADMINISTRATION AND SUPERVISION IN ADULT EDUCATION (Credit, 3 hours). This course has been designed to enable teachers of adults who wish to work in adult education settings to acquire understanding, knowledge, competencies, and skills needed to organize and supervise adult education programs.

CRIN 575. READING STRATEGIES AND TECHNIQUES FOR ADULT EDUCATORS (Credit, 3 hours). This course has been designed to enable the adult education teacher to acquire the skills necessary to diagnose reading disabilities of adult students and to prescribe, teach, and evaluate the reading competencies of the adult student.

CRIN 576. PRACTICUM IN ADULT EDUCATION. This practicum has been designed to enable persons seeking certification in the area of adult education to gain practical experience in the appropriate setting—classroom or learning center—in helping the adult students meet their educational goals.

Reading Certification (12 hours required) - CRIN 503, 504, 560, 566 (see descriptions)

EDUCATIONAL TECHNOLOGY FACILITATION (9 hours required) - CRIN 551, 552 and 553 (see descriptions)

EDUCATIONAL TECHNOLOGY LEADERSHIP (12 hours required) - CRIN 551, 552, and 553 (see descriptions)

Note: Effective 7/1/10, the two M.Ed. programs will be collapsed into one program M.Ed. in curriculum and instruction, ***with multiple area of concentration.***

Educational Leadership

Educational Leadership

College of Education

Master of Education in Educational Leadership
Licensure Program: Endorsement for Teacher Leaders

Chairperson: **Dr. Roy Jacobs**
P. O. Box 9983
Baton Rouge, LA 70813
W. W. Stewart Hall – Room 229
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FACULTY

Professors:

Jacobs, Roy
Ed.D., Vanderbilt University

Associate Professors:

Bryant, Charles
J.D., Southern University

Assistant Professors:

Jarret Landor-Ngemi
Ph.D. The University of Southern Mississippi

McCree, Carol D.
Ed.D., Texas Southern University

Introduction

The Department of Educational Leadership is housed in the College of Education. This department offers the master of education in Educational Leadership. In addition, this department offers a licensure program for the endorsement of Teacher Leaders.

In accordance with the mission of the university, the Educational Leadership Department offers programs that will enable degree candidates to become educational leaders in a variety of school settings including, but not limited to, building level administrators (K-12), teacher leaders, central office supervisors, and upper level administrators. The goal of this program is produce principals and other school leaders who better match the needs of the school districts. The program is standard driven and addresses guidelines and benchmarks articulated by the Interstate School Leaders Licensure Consortium (ISLLC), Educational Leadership Consortium Council, Southern Regional Education Board (SREB), and Louisiana Standards for School Principals (LPS).

RECRUITMENT AND SELECTION

The recruitment and selection process is designed to select the best possible candidates for the program. In order to accomplish this goal, a district Selection and Review Team will be established in each participating school district. These teams will be charged with the responsibility of advertising, recruiting, and selecting candidates who demonstrate leadership skills and abilities that parallel Educational Leadership Constituent Council standards (ELCC), Southern Regional Educational Board (SREB) Critical Success Factors and the Louisiana Standards for Principals.

The Selection Review Team:

- Superintendent or Designee
- Two University Faculty Members
- One Building Level Administrator
- One Community Leader

Primary parishes: East Baton Rouge, West Baton Rouge, Ascension, Iberville, East Feliciana, West Feliciana, and Pointe Coupee.

MASTER OF EDUCATIONAL LEADERSHIP

This program is designed to produce educational leaders that can do the following:

Engage the school and community in developing and maintaining a student-centered vision for education

Use knowledge of teaching and learning to work collaboratively with faculty and staff to implement effective innovative teaching practices which engage students in meaningful and challenging learning experiences

Promote the success all students by ensuring management of the organization, operation, and resources for a safe and orderly environment

Work with the school community to review data from multiples sources to establish challenging standards, monitor progress, and foster the continuous growth of all students

Work collaboratively with the school faculty and staff to plan and implement professional development activities that promote both individual and organizational growth that lead to improved teaching and learning

Use an understanding of the culture of the community to create and sustain mutually supportive school-community relations

Educational Leadership

Demonstrate honesty, integrity, and fairness to guide school programs in an ethical manner.

Applicants who are accepted for the master's degree are initially admitted into the Teacher Endorsement Program and must meet the following criteria:

A letter of acceptance/application is required

Minimum undergraduate GPA of 2.7

GRE scores are required

Proof of certification

Current transcript from all universities attended

Must hold or be eligible to hold a valid Louisiana Type A or Level 3 Teaching Certificate

Admission to graduate school

Three letters of recommendation, letter from a supervisor, letter from a community representative, and a letter from a professional colleague)

Teacher Leadership Endorsement Program

The Teacher Leader Endorsement Program is a licensure program in Educational Leadership designed to develop a corps of educational leaders at the K-12 level who are trained in the latest and most effective methods of improving student achievement. It will serve as a change agent providing Louisiana with a cohesive structure to redefine educational leadership. Candidates are recommended by their districts. Applicants must be teacher certified and must meet requirements set forth by the Graduate School.

Teacher leaders are individuals who have a strong desire to impact and influence quality learning and teaching beyond the confines of their own classroom. Teacher leaders are also committed to educational reform and research-driven solutions to long standing educational and community problems. In addition, teacher leaders are classroom teachers who are recognized by their peers, administrators, and community stakeholders as individuals possessing the knowledge and skills to impact schools in a positive manner. The major goal of the Teacher Leader Endorsement Program is to enhance the developments f teacher leaders at the K-12 level with emphasis on improving student achievement at all levels of education.

Master of Educational Leadership
SEQUENCE AND LISTING OF COURSES

Educational Leadership Level 1 Certification

Fall 1	*EDLD 500-Prioritizing, Mapping and Monitoring the Curriculum	3.0
Fall 1	*EDLD 510-Program Evaluation and Data Interpretation	3.0
Spring 1	*EDLD 520-Vision of Leadership: Issues and Practices	3.0
Spring 1	*EDLD 530-Research for Educational Leaders	3.0
Summer 1	*EDLD 540-Curriculum Development: Issues, Trends, & Assessment for Educational Leaders	3.0
Summer 1	*EDLD 550-Supervising, Analyzing, and Improving Instruction	3.0
Fall 2	*EDLD 560- Managing Effective Schools	3.0
Fall 2	*EDLD570- Ethics and Legal Issues for Educational Leaders	3.0
Spring 2	*EDLD 580-Fostering Community Support in Schools	3.0
Spring 2	*EDLD 590- Technology Leadership in Schools	3.0
Fall 3	*EDLD 595- Internship	3.0
Fall 3	*EDLD 600- Capstone Seminar/ Thesis	3.0
Total Credit Hours Required		**36.0**

The SLLA Licensure Examination will replace the departmental comprehensive examination.

COURSE DESCRIPTIONS IN EDUCATIONAL LEADERSHIP

E**DLD 500. PRIORITIZING, MAPPING, AND MONITORING THE CURRICULUM (Credit, 3 hours).** This course is designed to review the schools' curriculum as it relates to (1) prioritizing the curriculum; (2) mapping the curriculum; and (3) monitoring the curriculum.

EDLD 510. PROGRAM EVALUATION AND DATA INTERPRETATION. (Credit, 3 hours). This course is intended to provide students with an opportunity to learn about program evaluation, related concepts in education and their application in practice. General information will be acquired from the internet, from discussion as well as from readings and reports. Content areas include: evaluation terminology, types and

Educational Leadership

models planning, data collection, quantitative and qualitative methods, and data analysis and interpretation.

EDLD 520. VISION OF LEADERSHIP: ISSUES AND PRACTICES. (Credit, 3 hours). This course is designed to enhance prospective school leaders about educational leadership. The content areas include the review of current educational literature, goals and mission of education, theories of learning, leadership, decision making, communication, motivation, and the changing role of the federal and state government in education. Students will apply this knowledge to build and enhance his/her philosophical and theoretical framework as a prospective school leader.

EDLD 530. RESEARCH FOR EDUCATIONAL LEADERS. (Credit, 3 hours). This course is designed to develop skills necessary to solve educational problems through research activities. It will also provide experiences in data collection, statistical analysis and interpretation, and research design.

EDLD 540. CURRICULUM DEVELOPMENT: ISSUES, TRENDS, AND ASSESSMENT FOR EDUCATIONAL LEADERS. (Credit, 3 hours). This course is designed to give potential educational leaders skills in historical development of curriculum. Additionally, how the influence of social trends and issues impact the curriculum. Assessing the curriculum and determining how data impact planning and changing the curriculum.

EDLD 550. SUPERVISING, ANALYZING, AND IMPROVING INSTRUCTION. (Credit, 3 hours). This course is concerned with the improvement of classroom instruction. Special emphasis is placed on teaching and learning; profile of students; classroom management, assessing student learning; profile of students, assessing the changing school climate and culture. In addition the key issues in supervision will be investigated as well as the role of the supervision in helping teachers plan instruction.

EDLD 560. MANAGING EFFECTIVE SCHOOLS. (Credit, 3 hours). This course is designed to explore the aspects of school administration as it relates to her/his responsibilities in finances, business management, collective bargaining, organization, leadership, staffing, and supervision of personnel.

EDLD 570. ETHICS AND LEGAL ISSUES FOR EDUCATIONAL LEADERS. (Credit, 3 hours). This course provided the legal, ethical, and policy that promote student learning. School administrators are vulnerable to litigation and issues that distract from academic achievement. Relevant, concise, and clear personnel policies become the foundation upon which the human functions rest. Administrative process and procedures provide the internal structure to accomplish the school's primary mandate, to educate children.

EDLD 580. FOSTERING COMMUNITY SUPPORT IN SCHOOL. (Credit, 3 hours). This course includes the study and design of school community relations programs based on the inter-communication between the school and the community. Emphasis will be placed on the role of administrators in the development of a comprehensive program of school community relations. General information will be acquired form discussions, readings, reports, and the internet. The course content will also include such issues as school crisis such as shooting and terrorism and the role and power of new technology in school community relations. In addition, issues associated with "No Child Left Behind" and reporting school achievement and test scores are explored to provide future school leaders with guidance in dealing with cutting edge school community relations issues.

EDLD 590. TECHNOLOGY LEADERSHIP IN SCHOOLS. Credit, 3 hours). Students will demonstrate an understanding of skills needed for managing technology facilities and resources for administration and teaching and learning at a K-12 school site.

EDLD 595. INTERNSHIP IN EDUCATIONAL LEADERSHIP. (Credit, 3 hours). A practicum in Administration and Supervision in a field based setting. The role of the principal and /or supervisor is to demonstrate competency with both state and national standards.

EDLD 600. CAPSTONE SEMINAR/THESIS. (Credit, 3 hours). A culminating research project that is presented in a seminar at the completion of all course work in the program.

Engineering

Engineering

College of Engineering

Program Director: **Dr. Hamid R. Majlesein**
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FACULTY

Professors:

Amini, Abolfazl M.
Ph.D., Chemical Physics
Tulane University

Bhattacharya, Pradeep K.
Ph.D., Physics (Electronics)
University of Indore, India

Carriere, Patrick
Ph.D., Civil Engineering
Texas A & M University

Diwan, Ravinder M.
Ph.D., Material Science and Engineering
University of Florida

Huang, Chun Ling
Ph.D., Mechanical Engineering
University of Alabama

Ibekwe, Samuel
Ph.D., Materials Engineering and Science
South Dakota School of Mines & Technology

Jana, Amitava
Ph.D., Mechanical Engineering
New Jersey Institute of Technology

Joshi, Ghanashyam
Ph.D., Mechanical Engineering
Michigan Technological University

Majlesein, Hamid R.
D.E., Electrical Engineering
Louisiana Tech University

Mensah, Patrick
Ph.D., Engineering Science
Louisiana State University

Mohamadian, Habib P.
Ph.D., Mechanical Engineering
Louisiana State University

Nzewi, Emmanuel U.
Ph.D., Civil Engineering
Purdue University

Onu, Chukwu
Ph.D., Civil Engineering
West Virginia University

Randhawa, Manjit S.
Ph.D., Physics
Louisiana State University

Smith II, Raife
Ph.D., Electrical Engineering
Tulane University

Walker, Ernest L.
Ph.D., Electrical Engineering
North Carolina State University

Wang, Cheng S.
D.E., Mechanical Engineering
University of Wisconsin

Woldesenbet, Eyassu
Ph.D., Mechanical Engineering
University of Delaware

Associate Professors:

Al-Raoush, Riyadh
Ph.D., Civil Engineering
Louisiana State University

Arasteh, Davoud
Ph.D., Engineering and Applied Sciences
University of New Orleans

Blevins, Edgar
Ph.D., Industrial and Systems Engineering
University of Alabama

Crosby, Karen
Ph.D., Engineering Science
Louisiana State University

Engineering

Jerro, Dwayne
Ph.D., Mechanical Engineering
Louisiana State University

Lacy, Fred
Ph.D., Electrical Engineering
Howard University

Li, Guogiang
Ph.D., Civil Engineering
Southeast University

Luo, Jiecai
Ph.D., Electrical Engineering
University of Minnesota

Razi, Parviz
Ph.D., Mechanical Engineering
Louisiana State University

Singleton, Charles A.
Ph.D., Electrical Engineering
University of Missouri

Ye, Zhengmao
Ph.D., Electrical Engineering
Wayne State University

Assistant Professors:
Lee, Eun Ju
Ph.D., Civil Engineering
Louisiana State University

MASTER OF ENGINEERING

Southern University at Baton Rouge offers the Master of Engineering program in the College of Engineering. The objective of the program is to prepare graduates for leadership positions in the engineering profession. Emphasis is placed on solving practical problems in industry, and society in general, for the advancement of technology.

DEGREE/GRADUATION REQUIREMENTS

The Master of Engineering program is interdepartmental (Civil Engineering, Electrical Engineering, and Mechanical Engineering) and interdisciplinary. It has five areas of concentration in the following specialty areas:

Environmental Engineering

Telecommunications and Computer Network Engineering

Electronic Materials and Process Engineering

Materials Science and Engineering

Thermal Science and Engineering.

The program offers two degree-options:

Master of Engineering degree with a thesis

Master of Engineering degree with an engineering project.

Thesis option requires a minimum of 24 credit hours of course work and a thesis (CIEN 600, ELEN 600, or MEEN 600) carrying 6 credit hours. Project option requires a minimum of 30 credit hours of course work and a project (CIEN 599, ELEN 599, or MEEN 599) carrying 6 credit hours. The courses consist of a core requirement common for all specialty areas, technical electives specific to in each specialty area, and approved general electives offered in other supporting units. A maximum of two 400-level undergraduate courses may be used for graduate credit toward fulfilling the credit hour requirements of the technical electives. All students are required to take a one-hour graduate seminar (CIEN 577).

ADMISSION REQUIREMENTS

All general admission requirements of the Graduate School at Southern University apply for the admission to the Master of Engineering program. In addition, for regular admission, a minimum GRE score of 1000 is required.

PLAN OF STUDY

Core Courses

CIEN 500	Probability and Statistics for Engineers
ELEN 530	Advanced Computer Applications for Engineers
MEEN 550	Numerical Methods for Engineering Applications
MEEN 570	Engineering Management

Technical Electives

Environmental Engineering

CIEN 511	Solid/Hazardous Waste Management
CIEN 512	Biological Waste Treatment
CIEN 515	Advanced Industrial Waste Treatment
CIEN 516	Atmospheric Dispersion Modeling
CIEN 588	Topics in Environmental Engineering
CIEN 599	Engineering Project
CIEN 600	Thesis

Electronic Materials and Processing Engineering

ELEN 526	Solid States Physics
ELEN 536	Physics of Semiconductor Devices
ELEN 541	Integrated Circuit Processing & Fabrication and Lab

Engineering

ELEN 544 Integrated and Fiber Optics
ELEN 546 VLSI Technology
ELEN 589 Topics in Electronic Materials and Processing Engineering
ELEN 599 Engineering project
ELEN 600 Thesis

Telecommunications and Computer Network Engineering

ELEN 521 Digital Transmission and Data Communications
ELEN 523 Communication Network Engineering
ELEN 529 Wireless Communication
ELEN 533 Information Theory
ELEN 535 Systems Analysis and Management
ELEN 588 Topics in Telecommunications and Computer Network Engineering
ELEN 599 Engineering Project
ELEN 600 Thesis

Materials Science and Engineering

MEEN 551 Fracture Mechanics and Fatigue in Materials
MEEN 552 Corrosion Science & Engineering
MEEN 563 Composite Materials
MEEN 565 Characterization of Materials
MEEN 588 Topics in Materials Science and Engineering
MEEN 599 Engineering Project
MEEN 600 Thesis

Thermal Science and Engineering

MEEN 574 Advanced Applied Heat Transfer
MEEN 578 Computational Fluid Dynamics
MEEN 579 Two-Phase Flow and Heat Transfer
MEEN 581 Energy Management and Applications
MEEN 589 Topics in Thermal Science and Engineering
MEEN 599 Engineering Project
MEEN 600 Thesis

General Electives

Courses that complement the specialty area and offered by other supporting units may be taken with approval of the student's graduate advisor to fulfill the general elective requirement.

COURSE DESCRIPTIONS

Core Courses

CIEN 500. Probability and Statistics for Engineers (Credit 3 hours). Probability distributions, Statistical Inferences, Regression Analysis, Multiple Regression, Hypothesis testing, Design of Experiments and Analysis of Variance, Non-parametric Statistics, Statistical Quality Control, Stochastic Processes.

ELEN 530. Advanced Computer Applications for Engineers (Credit 3 hours). This course provides students with an in-depth look at the capabilities and limitations of computers in engineering applications. Packed with examples, it shows how to use the computer as an analytical tool in the development, testing and documentation of a structured problem.

MEEN 550. Numerical Methods for Engineering Applications (Credit 3 hours). This course covers numerical methods for solution of engineering problems; system of linear equations, ordinary differential equations (ODEs) including one-dimensional initial value problems and boundary value problems; partial differential equations (PDEs) including elliptic, parabolic and hyperbolic PDEs.

MEEN 570. Engineering Management (Credit 3 hours). Introduction to broad field of engineering management with specific emphasis on subjects such as project management, value engineering, constrained optimization, maintenance management, and enterprise resource planning (ERP). Students will be required to perform projects in selected areas.

Civil Engineering Courses

CIEN 461. water supply & sewage (Credit 3 hours).

CIEN 462. Design of Water & Sewage Treatment Plants (Credit 3 hours).

CIEN 463. Air Pollution Control (Credit 3 hours).

CIEN 476. design of hydraulic structures (Credit 3 hours).

CIEN 511. Solid/ Hazardous Waste Management Engineering (Credit 3 hours). A comprehensive study of solid and hazardous waste management including identification, generation, transportation, risk assessment, and techniques and technologies for control and treatment; engineering design of control technologies and strategies for selecting them.

CIEN 512. Biological Wastewater Treatment (Credit 3 hours). Overview of biological wastewater treatment; microbial metabolism; bacterial growth; biological treatment processes; aerobic and anaerobic suspended and attached growth treatment systems; biological nutrient removal; and design of biological unit processes.

CIEN 515. Advanced Industrial Waste Treatment (Credit 3 hours). A comprehensive study of the industrial waste treatment processes and toxicity reduction in industrial effluents; physical, chemical, and biological treatment processes; wastewater reclamation and reuse and design of treatment systems.

Engineering

CIEN 516. Atmospheric Dispersion Modeling (Credit 3 hours). Fundamentals of air pollution meteorology and atmospheric dispersion of pollutants. Dispersion models, with emphasis on the Gaussian plume model, use of computer dispersion models to predict ambient concentrations of pollutants, regulatory aspects of modeling.

CIEN 577. Engineering Seminar (Credit 1 hour). Report on current departmental research and projects; review and discussion of technical papers and special projects; guest speakers and students presentations. Required for all students enrolled in the Master of Engineering Program. Graded on a pass/fail basis.

CIEN 588 Topics in Environmental Engineering (Credit 3 hours). Individual or group study in one or more areas of environmental engineering or related topics.

CIEN 599. Engineering Project (Credit, 3-15 hours). Continuation of research on Engineering Project. Satisfactory oral defense of topic is required for graduation.

CIEN 600. Thesis (Credit, 3-15 hours). Continuation of research on Thesis. Satisfactory oral defense of topic is required for graduation.

Electrical Engineering Courses
ELEN 405. Digital Signal Processing (Credit, 3 hours).

ELEN 418. Theory and Fabrication of Solid-State Devices (Credit, 3 hours).

ELEN 419. Integrated Circuit Design and Analysis (Credit, 3 hours).

ELEN 475. Computer Networks (Credit, 3 hours).

ELEN 521. Digital Transmission and Communication Networks Engineering (Credit 3 hours). An introduction to the fundamentals of digital communication systems. Topics of study include: probability and stochastic processes; source coding; optimum receivers for white noise channels; synchronization techniques; channel capacity and coding; signal design for band-limited channels; fading and multi-path channels; adaptive equalization; multi-channel and multi-carrier systems, and multi-access channels.

ELEN 522. Data Communications (Credit 3 hours). Introduction to data communications protocols and the seven-layer Open Systems Interconnection (OSI) model. Continues with methods and approaches in the design, analysis and implementation of local and wide area networks, circuit switching, packet switching, contention protocols, collision detection, token passing, Ethernet, buses and rings.

ELEN 523. Communication Network Engineering (Credit 3 hours). The design of transmission systems for voice, high-speed data, and mobile services using fiber optics, satellites, microwave, mobile radio, and cable. Emphasis will be placed on examining an application, determining traffic type and characteristics, and choosing the appropriate media and protocol to support transmission.

ELEN 526. Solid state physics (Credit 3 hours). This course analyzes the nature of solids and uses principles form physics to examine and explain the characteristics of solid materials. Topics such as crystal structure, quantum mechanics, energy bands, electron transport, and conductivity will be presented.

ELEN 529. WIRELESS Communication (Credit 3 hours). Presents in detail the technologies and network architectures employed in cellular and other modern wireless systems. Major topics include radio technology, multiple access techniques, analog and digital cellular telephony, and personal communications systems. Course carries 0.5 hours of design credit.

ELEN 533. Information theory (Credit 3 hours). Introduction of discrete information sources and the fundamental concept of entropy and data compression codes. Introduction to application of information theory to cryptography. Introduction to Shannon's source coding theorems. An overview of digital communication systems and concept of information.

ELEN 535. Systems Analysis and Management (Credit 3 hours). Introduces the student to basic systems analysis tools and the procedures for conducting a systems analysis. Topics will include the design of system requirements, feasibility studies and cost analysis, detailed design, implementation, system testing, and system life cycle management. The student will implement these concepts through studies and/or projects.

ELEN 536. Physics of Semiconductor Devices (Credit 3 hours). Introduction to the physical principles underlying semiconductor device operation and the application of these principles to specific devices. Emphasis will be placed on understanding device operation rather than circuit properties.

ELEN 541. Integrated Circuit Processing and Fabrication and Lab (Credit 3 hours). This course provides students with the fundamentals needed for advanced semiconductor pro-

Engineering

cessing, particularly, basic processes common to all Integrated-Circuit technology and provides a base for understanding of what can and cannot be achieved through integrated-circuit fabrication.

ELEN 544. Integrated Fiber Optics (Credit 3 hours). Propagation of waves in electric thin films and cylindrical guides. Bit limitation rate due to material dispersion and multimoding. Step index and graded index fibers. Switching and modulation by integrated optics techniques.

ELEN 546. Very Large Scale Integration (VLSI) Technology (Credit 3 hours). Modern VLSI technologies, MOS and Bipolar device electrical characteristics are very sensitive to structural details and hence to fabrication techniques. This course concentrates on how VLSI devices and circuits are fabricated and on what future changes are likely.

ELEN 588. Topics in Telecommunication and Computer Network Engineering (Credit 3 hours). Individual or group study in one or more areas of Telecommunication and Computer Network engineering or related topics.

ELEN 589. Topics in Electronic Materials and Processing Engineering (Credit 3 hours). Individual or group study in one or more areas of Electronic Materials and Processing engineering or related topics.

ELEN 599. Engineering Project (Credit, 3-15 hours). Continuation of research on Engineering Project. Satisfactory oral defense of topic is required for graduation.

Thesis (Credit, 3-15 hours). Continuation of research on Thesis. Satisfactory oral defense of topic is required for graduation.

Mechanical Engineering Courses

MEEN 421. Thermal Environmental Engineering (Credit 3 hours).

MEEN 430. Introduction to finite elements (Credit 3 hours).

MEEN 462. Engineering Design: Materials & Manufacturing (Credit 3 hours).

MEEN 464. Mechatronics (Credit 3 hours).

MEEN 551. Fracture Mechanics & Fatigue in Materials (Credit 3 hours). Theory of ductile and brittle fracture, fracture mechanics and mechanism; fracture and design of components, effects of temperature; the S-N curve, cycle stress-strain, structural fracture of fatigue; effects of material variables on fracture, related topics.

MEEN 552. Corrosion Science and Engineering (Credit 3 hours). Corrosion and degradation processes in materials, their mechanisms, theory and control of corrosion, corrosion testing and design of structural materials, current literature on oxidation behavior and corrosion.

MEEN 563. Composite Materials (Credit 3 hours). Basic constituents of composites, and relationship between the physical parameters of each constituent, micromechanical and macromechanical analysis, and failure criteria.

MEEN 565. Characterization of Materials (Credit 3 hours). Theory and principles of crystallography, Microstructural characterization techniques such as SEM, TEM, X-ray diffraction, microstructural analysis, fractography.

MEEN 574. Advanced Applied Heat Transfer (Credit 3 hours). Fundamentals of conduction, convection, and radiation heat transfer. Practical engineering applications of heat exchangers, different design approaches. Boiling and condensation, convection fouling factors, mixed mode heat transfer. Topics from current applications such as heat transfer in electronic equipment.

MEEN 578. Computational Fluid Dynamics (Credit 3 hours). Advanced numerical method for solving Navier-Stockes equations. Numerical solutions to boundary layer problems. Solutions to potential flows. Students will be required to perform projects in selected areas.

MEEN 579. Two-Phase Flow and Heat Transfer (Credit 3 hours). Current Status of multi-phase flow and heat transfer application to design; reviews of single-phase and two-phase flow heat transfer, principles of liquid cooling of electronic devices, basic one-dimensional treatment of two-phase pressure drop flows and current state of the art in liquid-vapor phase change heat transfer.

MEEN 581 Energy Management and Applications (Credit 3 hours). Application of basic principals of energy management; case studies of energy conservation opportunities; energy audits; and building load computer simulation.

MEEN 588. Topics in Materials Science and Engineering (Credit 3 hours). Individual or group study in one or more areas of Materials Science and Engineering or related topics.

Engineering

MEEN 589. Topics in Thermal Science and Engineering (Credit 3 hours). Individual or group study in one or more areas of Thermal Science and Engineering or related topics.

MEEN 599. Engineering Project (Credit, 3-15 hours). Continuation of research on Engineering Project. Satisfactory oral defense of topic is required for graduation.
MEEN 600. Thesis (Credit, 3-15 hours). Continuation of research on Thesis. Satisfactory oral defense of topic is required for graduation.

Environmental Toxicology

Environmental Toxicology

College of Sciences

Interim Director: **John W. Owens**
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Graduate Program Coordinator:
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FACULTY

Professors:

Owens, John
Ph.D., *University of New Orleans*

Atkins-Ball, Deidra
Ph.D., *Meharry Medical College*

Miller, Robert
Ph.D., *Ohio University*

Johnson, Clyde
Ph.D., *West Virginia University*

Onu, Chukwu
Ph.D., *West Virginia University*

Gray, Wesley
Ph.D., *University of Maryland*

Associate Professors:

D'Auvergne, Oswald
Ph.D., *Immunology, University of Michigan, 1993*

Claville, Michelle
Ph.D., *Chemistry, University of Florida, 1998*

Assistant Professors:

Martinez-Ceballos, Eduardo
Ph.D., *Cell and Molecular Biology, Tulane University, 2001*

Adjunct Professors:

Raghavamenon, Achuthan
Ph.D., *MG University, Kottayam, India, 2000*

Bobba, Rambabu
Ph.D., *Andhra University, India, 1986*

Kumar, Challa
Ph.D., *Chemistry, Sri Sathya Sai University, India (LSU)*

Kousoulas, Konstatin (LSU)
Ph.D., *Biotechnology, Fairleigh Dickinson University*

Introduction

The Environmental Toxicology Program offers a Doctor of Philosophy degree in environmental toxicology. Four study options are offered, one of which may be chosen by the student with approval of the graduate committee of the Department of Environmental Toxicology. These options include:

1. Molecular Reproductive Toxicology and Cell Biology
2. Toxicological Effects of Priority Toxic Chemicals
3. Chemical Detection and Evaluation of Toxicological Substances in the Environment
4. Microbial Treatment and Detection of Hazardous Materials and Environment Contaminants

The Ph.D. in Environmental Toxicology is one of the newest doctoral programs at Southern University, Baton Rouge. Therefore, it is possible that changes in the program, including course listings and option areas, as described herein may be made as this program evolves. Students will be notified of all changes in a timely manner. Please visit our website at http://www.subr.edu/entox.

Mission Statement

The Ph.D. Program in Environmental Toxicology strives to train qualified individuals to conduct basic and applied research on the potentially adverse effects of chemicals and complex mixtures of environmental contaminants on biological systems and the environment, to conduct basic and applied research on the molecular mechanisms of chemically induced toxicity, to advance environmental toxicology as a science, to communicate the concepts and findings of toxicological research and evaluations, and to serve as an information resource on toxicological matters to the state and the general public.

GRADUATE DEGREES OFFERED

Ph.D. Doctor of Philosophy in Environmental Toxicology

Environmental Toxicology

MINIMUM ADMISSION REQUIREMENTS

An earned and relevant graduate or undergraduate degree from an accredited university.

A graduate grade point average (GPA) of 3.0/4.0 and an undergraduate grade point average (GPA) of 3.0/4.0. Students with otherwise exceptional qualifications who do not meet the minimum GPA may be evaluated on an individual basis.

Undergraduate or graduate course credit of at least three semester hours from an accredited university in each of the following: cell biology, genetics, biochemistry and organic chemistry. Students who have not completed these prerequisite courses may be admitted to the program on a conditional basis but will not receive full admission status until these courses have been completed.

A Graduate Record Examination score of 1000 or better (verbal and quantitative). Students with exceptional GPAs from their respective institutions who do not meet the minimum GRE requirement may be evaluated on an individual basis.

A 600-word essay on the student's career goals and interest in the toxicology program.

Three letters of reference including at least two letters from former instructors.

Recommendation by the program student admissions committee.

GRADUATION REQUIREMENTS

For students entering the program, the minimum coursework requirement is 36 hours, typically comprised of 21 hours of core courses, 9 hours of toxicology electives and 6 hours of general electives, exclusive of the thesis, doctoral dissertation and research. Upon completion of the core courses, students must take and satisfactorily pass all sections or the qualifying examination to become candidates for the Ph.D. degree. After passing the qualifying examination, and with approval of the student's advisory committee, students may register for dissertation research credit hours.

Students who receive more than two grades of C or below shall be automatically dismissed from the program.

This outline of minimum requirements may be expanded as the student prepares a study plan. Each student must develop, with advisors, an approved plan of study no later than the second semester in residence. To remain in good standing, each student's GPA must remain at 3.0 or better.

POLICY AND GUIDELINES FOR ASSISTANTSHIPS/ SCHOLARSHIPS

A limited number of assistantships are available for full-time students with regular status who take at least nine credit hours per Fall and Spring semester and provide research assistance to designated faculty members as assigned. Graduate assistants must maintain a minimum 3.0 GPA. Based on cumulative scores, awards shall be determined by committee beginning with the highest score until the money allocated is depleted.

Graduate assistants dropping to less than nine credit hours for the Fall and Spring semesters or less than six credit hours during the summer term shall have their assistantships revoked. Students with less than a 3.0 GPA shall not be eligible for further assistantship until the GPA requirement is met. Students who have experienced financial assistantship revocation must wait one semester before applying for renewed financial assistance.

Because the Ph.D. Program is a desegregation program mandating diversity, special consideration shall be extended to other race students in assistantships, tuition waivers and tuition scholarships. For more information, please visit our website at http://www.subr.edu/entox.

General Tuition Waivers/Scholarships

Students who enroll full-time but have no assistantship shall be considered for tuition scholarship subject to the following conditions:

Funds must be available.

The student must be enrolled full-time and must carry a full-time load (nine or more credit hours) to the end of the semester/term.

The student must not be employed full time and must not earn a reasonable income (reasonable income determined by committee).

GRADUATE ADVISORY COMMITTEE

Students should assemble their graduate degree advisory committee as soon as possible after the first semester of

Environmental Toxicology

study, but no later than one year from entering the program. The graduate advisory committee for a student shall consist of no fewer than four members selected from the graduate faculty. At least two members, including the chairperson, will be from the department recommending the degree, and at least one member may be drawn from a different educational discipline. The committee should be appointed as soon as possible after the student has completed the core curriculum.

COURSE OF STUDY

Core Courses (twenty-two hours are required)***

ENTX 700	Bioethics	3 credits
ENTX 710	Environmental Toxicology Seminar	1 credit*
ENTX 721	Principles of Environmental Toxicology I	3 credits
ENTX 722	Principles of Environmental Toxicology II	3 credits
ENTX 723	Advanced Biochemistry I	3 credits
ENTX 725	Biochemical and Molecular Toxicology	3 credits
EENTX 731	Animal Physiology	3 credits
ENTX 737	Biochemical Methods	3 credits**

**** must be taken once, may be repeated up to four times***
***** 3 credits are required may be repeated up to 6 credits***
****** B or better in required for all core courses***

Toxicology Electives (nine hours are required)

ENTX 724	Advanced Biochemistry II	3 credits
ENTX 732	Aquatic Toxicology	3 credits
ENTX 733	Cell Physiology	3 credits
ENTX 736	Special Topics in Toxicology	3 credits
ENTX 740	Environmental Microbiology	3 credits
CHEM 560	Toxic Substances, Effects, and Controls	3 credits
PPOL 750	Environmental Regulations and Law	3 credits
ENTX 750	Organ System Toxicology	3 credits
ENTX 757	Bioinformatics	3 credits

General Electives* (six hours are required)

BIOL 506	Biostatistics: Experimental Design and Analysis	3 credits
OR		
SMED 739	Applied Statistics	3 credits
ENTX 743	Methods in Bioremediation	3 credits
ENTX 744	Risk Assessment	3 credits
ENTX 745	Molecular Epidemiology	3 credits
ENTX 751	Reproductive Physiology	3 credits
ENTX 752	Advanced Human Nitrition	3 credits
ENTX 753	Recent Advances in Virology	3 credits
ENTX 754	Parasitology	3 credits
ENTX 755	Molecular Immunology	3 credits
ENTX 771	Plant Physiology	3 credits

**These courses could be selected from existing courses in other Ph.D. programs, other master's programs, including Chemistry, Biology, Nursing, Urban Forestry, or Public Policy.*

Research Courses

ENTX 799	Environmental Toxicology Practicum	3-6 credits***
ENTX 800	Dissertation Research	3-9 credits***

****maybe repeated for a maximum of fifteen hours each.***

A MINIMUM TOTAL OF THIRTY-SIX HOURS ARE REQUIRED TO COMPLETE THE CURRICULUM

COURSE DESCRIPTIONS

Core Courses

ENTX 700 BIOETHICS (Credit, 3 hours). Topics include the bioethical considerations and concerns that confront the conduct of research and its perceptions by the public. Special attention is given to the ethics of environmentally related research, journalism, human experimentation, genetic research, professional role responsibility, and conflicts of interests. The course also covers institutional review board policies as written by the National Institutes of Health. The course will be taught from a multi-disciplinary approach to provide opportunities for the full participation of students.

ENTX 710 ENVIRONMENTAL TOXICOLOGY SEMINAR (Credit, 1 hour). This course must be taken once, but may be repeated for a maximum of 4 hours degree credit. Requirements include reports by students, resident faculty and distinguished visiting faculty on topics of current interest in Environmental Toxicology.

ENTX 721-722 PRINCIPLES OF ENVIRONMENTAL TOXICOLOGY I & II (Credit, 3 hours each). Introduction to the basic principles of environmental toxicology; applications of these principles in industrial and other job related environments; regulatory perspectives; spills; anthropogenic pollution problems; human risk management; overview of classes of toxic agents, routes of exposure, target tissues (human and other mammalian species); testing and screening agents for genotoxic activities; molecular genetic approaches to environmental biomonitoring.

Environmental Toxicology

ENTX 723 ADVANCED BIOCHEMISTRY I (Credit, 3 hours). An advanced biochemistry course concerned with major metabolic pathways and their control. The metabolism of carbohydrates, proteins, lipids, and nucleic acids is discussed. Bioenergetics is also featured and details the production and utilization of energy by the cell. Other topics include metabolic diseases with emphasis on molecular control, response to toxins, and adaptation of cells to pollutants.

ENTX 725 BIOCHEMICAL AND MOLECULAR TOXICOLOGY (Credit, 3 hours). The effects of chemicals on biochemical pathways, target organelles (e.g., mitochondria, lysosomes), and specific enzymes are the central theme of the course. Selected topics include, phase I and II xenobiotic metabolism, generation of reactive intermediates of chemicals, genotoxicology and principles of chemical carcinogenesis.

ENTX 731 ANIMAL PHYSIOLOGY (Credit, 3 hours). A comprehensive and integrated course designed to cover the principles and fundamental concepts associated with the functional activities and mechanisms of action involved with the coordination and maintenance of homeostasis, bioenergetics, biocatalysis and metabolic processes. Clinical and toxicological relationships will also be evaluated.

ENTX 737 BIOCHEMICAL METHODS (Credit, 3 hours). Must be repeated for a maximum of 4 hours degree credit. This is a laboratory rotation course where students are exposed to current methodology in the environmental and biochemical sciences. This course will involve theoretical and practical applications of quantitative and qualitative measurement in biological systems. Students enrolled in this course will do nine-week rotations in selected research laboratories and give an oral presentation on methods learned during the rotation.

Toxicology Electives

ENTX 724 ADVANCED BIOCHEMISTRY II (Credit, 3 hours). Topics include nucleic acids and proteins (biochemistry of nucleic acids, structure, expression and regulation of genes, structure, base sequence, hybridization, enzymology of replication of DNA and RNA), biosyntheses of proteins, polyribosomes, structure and function relationship, structure of proteins and enzymes, and primary, secondary and tertiary structure. Principles involving the action of enzymes on the molecular level, including kinetics, inhibition, pH effects, active sites, co-enzymes, and reaction mechanisms are also studied.

ENTX 732 AQUATIC TOXICOLOGY (Credit, 3 hours). This course features a study of the effects of environmental contaminants on aquatic and marine organisms. The relationships between impact on individual organisms, populations, communities and ecosystems, relative effects of chemicals on larvae and embryo development, biomarkers of pollutant exposure for early-warning detection of deleterious effects of chemicals, bioaccumulation and bioavailability of effluents, sediment and other particulate adsorption models, ecological risk assessment for aquatic toxicants and comparative biochemical mechanisms, including metabolism, adaptation and toxicity.

ENTX 733 CELL PHYSIOLOGY (Credit, 3 hours). A study of the fundamental cellular functions with emphasis on molecular and biochemical principles, enzyme catalysis, metabolic pathways, the flow of information and energy, and energy transformation and mobilization.

ENTX 736 SPECIAL TOPICS IN TOXICOLOGY (Credit, 1-3 hours). May be repeated for a maximum of 9 hours degree credit. This course will cover current topics pertaining to Environmental Toxicology. Issues relating to method development and application, toxin and analysis, disease prevention, environmental issues and new environmental law are possible topics.

ENTX 740 ENVIRONMENTAL MICROBIOLOGY (Credit, 3 hours). This course will involve an advanced study of the practices of biodegradation and bioremediation with emphasis on microbial ecology. Specific topics include the basic concepts of entrophiation, indicator organisms, soil and aquatic microorganisms, and assessment of biological treatment practices in water reuse and/or purification.

ENTX 741 AIR POLLUTANTS AND HEALTH (Credit, 3 hours). The science and technology of air pollution and its control, effects of air pollutants on plant and animal life and on inanimate objects and materials, and methods of detecting and measuring air pollutants and their effects on the environment.

ENTX 742 ENVIRONMENTAL REGULATIONS (Credit, 3 hours). The course includes discussion of various regulations that govern the manufacture and distribution of a wide variety of chemicals. Special emphasis is placed on toxic chemicals, as defined by the Clean Water Act, Clean Air Act, Toxic Substance Control Act (TSCA), Resource Conservation Recovery Act (RCRA), Comprehensive Environmental Re-

Environmental Toxicology

sponse, Compensation, and Liability Act (CERCLA), Occupational Safety and Health Administration (OSHA), the and the Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA). Other non-regulatory agencies are discussed, including the National Institute of Occupational Safety and Health (NIOSH), the National Cancer Institute (NCI), and the National Toxicology Programs (NTP). Federal guidelines for the control of fugitive emissions, incinerators, boilers, and stacks are also discussed.

ENTX 750 ORGAN SYSTEMS TOXICOLOGY (Credit, 3 hours). The course features topics related to the effects of chemical toxicants and toxins on the various major organ systems of mammalian and other vertebrate models. Topics include systematic study of the toxicity of chemicals on hepatic, neural, endocrine, renal, circulatory, and immune systems. A central theme is the nature of the organ systems and its relationship to organ-specific toxicity of chemicals.

ENTX 757 Bioinformatics (Credit, 3 hours). This is an introductory web-based course that focuses on the assessment of Bioinformatics in Environmental Toxicology. Principles, techniques, and applications in the fields of genetic engineering, sequence alignment, substitution methods, phylogenetics, genomics, and gene recognition, are emphasized. The course also offers on-hand experience with subject-related computer programs and algorithms.

General Electives

The listed and additional general electives that are consistent with the student's program of study may be taken with the approval of the student's advisory committee. General electives are designed to enrich the individual student's graduate degree program.

ENTX 726 ADVANCED BIOSTATISTICS (Credit, 3 hours). This course is designed to acquaint advanced toxicology students with research designs for biological experimentation. Emphasis is on parametric and nonparametric statistical analysis and their applicability to more advanced experiments.

ENTX 743 METHODS IN BIOREMEDIATION (Credit, 3 hours). This course focuses on the harvest and metabolic pathways of select microbial organisms for use in the direct ingestion and chemical conversion of toxic substances into other innocuous chemicals. The identification of microbes for the singular clean up of toxic chemical spills (oils, gas, and other non-petroleum toxic chemicals) is discussed.

ENTX 744 RISK ASSESSMENT (Credit, 3 hours). This course focuses on the risk of hazardous chemicals to plants and animals. Methods of identification for hazardous chemicals are discussed, as well as the possible adverse health effects associated with these chemicals. The course also focuses on chemical dose response in humans, chemical exposure assessment in various environmental conditions, and the characterization of risk to a given population.

ENTX 745 EPIDEMIOLOGY (Credit, 3 hours). This course focuses on the origin, pathology, and treatment of epidemic diseases. Special attention is given to the molecular response associated with epidemic diseases. The risk assessment and risk management of epidemics to the general population is also discussed.

ENTX 751 REPRODUCTIVE PHYSIOLOGY (Credit, 3 hours). This course is designed to provide an intricate profile of the basic reproductive processes in mammals, primarily humans, as well as the biophysical mechanisms and functions associated with the reproductive system.

ENTX 752 ADVANCED HUMAN NITRITION (Credit, 3 hours). This course is designed to provide information about daily nutrition. Topics include eating balanced meals, vitamin and essentials minerals and nutrients, absorption and metabolism of nutrients, organic harvesting of fruits and vegetables, and diseases and health-related conditions associated with malnutrition and or starvation.

ENTX 753 RECENT ADVANCES IN VIROLOGY (Credit, 3 hours). This course offers an advanced analysis of the biology and pathogenic effects of animal viruses. Recent advances and discoveries in the field of virology are discussed. The latest methods of virus detection and treatment are also discussed.

ENTX 754 PARASITOLOGY (Credit, 3 hours). The pathogenic effects of parasites in humans in discussed. The host-parasite relationship is studied in detail. The identification, detection, symptoms, diagnosis, and treatment of parasitic disease are featured. The epidemic risk associated with parasitism is also assessed.

ENTX 755 MOLECULAR IMMUNOLOGY (Credit, 3 hours). This course focuses on cell-mediated immune responses. Special emphasis is given to the formation of the immune system at the molecular level, as well as the antigen-antibody

Environmental Toxicology

relationship, the molecular structure of immunoglobulins, auto-immunity, and immune deficiency diseases and treatment.

ENTX 771 PLANT PHYSIOLOGY (Credit, 3 hours). This course features detailed descriptions of functional mechanisms and metabolic pathways associated with plants. Other topics include plant photosynthesis, growth regulation, nutrition, and the water cycle.

Research

ENTX 799 TOXICOLOGY RESEARCH PRACTICUM (Credit, 3-6 hours). This course provides the opportunity for students to conduct basic and applied research under the direction of an Environmental Toxicology faculty member. Students will develop questions related to toxicological research and conduct practical research aimed at answering the question. Emphasis will placed on the use of "the scientific method", making scientific observations, and recording data. Emphasis will also be placed on data analysis, interpretation and data presentation in the form of abstracts, scientific papers, and research proposals. This course is open only to those students who have not yet qualified for candidacy.

ENTX 800 DISSERTATION RESEARCH (Credit, 3-9 hours). Each student is required to conduct research that is aimed at producing a dissertation. The student and supervising faculty will choose a research topic related to toxicological research and conduct the research in a cooperative manner. This course is open only to those students who have qualified for candidacy. Each student must perform dissertation research in a timely manner and submit a written dissertation.

Mass Communications

Mass Communications

College of Arts and Humanities

Chairperson: Dr. Mahmoud Braima
P.O. Box 9770,
Baton Rouge, LA 70813
Stewart Hall – Room 220
Phone: (225) 771-5790
Fax: (225) 771-4943
Contact Person: Dr. Lorraine Fuller
Graduate Director
E-mail: FFullerL@aol.com

FACULTY

Professor:

Braima, Mahmoud A. M.
Ph.D., Journalism
Southern Illinois University

Associate Professors:

Fuller, Lorraine
Ph.D. Journalism
Southern Illinois University

Assistant Professor:

Bickham, Shaniece
Ph.D., Mass Communication
University of Southern Mississippi

Introduction

The Master of Arts degree in Mass Communication is designed for students who already have completed an undergraduate program in print, broadcast journalism or public relations and/or are working in the field and wish to advance or enhance their skills.

Objectives

To educate and train students for professions in and related to Mass Communications. This includes strong emphasis on the special role and responsibilities of journalist in Ameri can society today.

To prepare students to be capable and competent in writing, reporting and producing quality news stories for mass audiences in print, broadcast journalism or public relations.

To prepare students returning to college, after working in the print and broadcast media, for positions in management, stressing the growing opportunities and challenges for women and minorities..

To help students prepare for specialized writing and reporting careers in such fields as the environment, business, health and medicine and investigative reporting where there is a growing social need for increased reporting and analysis.

To develop and improve the research capabilities of students and professionals so that they may better understand and work to improve social, economic and other inequities.

To analyze mass communication and its contributions to the individual and to society which help foster better human relations through keener understanding of social issues.

ADMISSION REQUIREMENTS

A bachelor's degree in Mass Communication or Journalism with an overall grade point average of at least 2.70

Applicants with degrees in other fields will be considered, but may be required to take a minimum of nine credit hours of undergraduate courses appropriate to their proposed plan of study. These credits would not count toward fulfilling hours required for a master's degree

Undergraduate transcripts and scores of the Graduate Record Examination, plus three letters of recommendation.

Admission to the Graduate School and the Department of Mass Communications.

Prerequisites will be chosen from the following courses:

- All students must complete MCOM 211.
- Gen. Assignment Reporting, MCOM 306; Media Graphics, MCOM 307; News Editing, MCOM 308.
- TV News Production, MCOM 315; TV News Writing, MCOM 318 and TV News Reporting, MCOM 319.
- PR Writing, MCOM 316; PR Technologies, MCOM 425; PR Techniques and Campaigns, MCOM 439; Media Graphics, MCOM 307.

After admission, specific prerequisites will be spelled out when the chairman of the department and graduate director meet with each student to examine the student's undergraduate transcript and determine the graduate "Plan of Study."

Mass Communications

MCOM 211 must be completed during the first semester of graduate study. One skills course must be taken in the second semester. One more skills course must be taken during the third semester of graduate study.

Procedures

Students seeking the Masters of Arts degree in Mass Communications must initially apply for admission to the Graduate School. If accepted as a candidate for an advanced degree, the applicant must seek admission to the Graduate School in the Department of Mass Communications. Before applying, students are advised to meet first with the chairman of the department.

NON-DEGREE SEEKING STUDENTS

Students who are admitted under the non-degree seeking status in the Graduate School will be allowed to take up to 9 hours of courses in the Department of Mass Communication. These hours cannot be applied toward a degree in Mass Communication. GPA of 2.1 to 2.4 is required for non-degree seeking students.

GRADUATION REQUIREMENTS

A completed "Plan of Study" approved by the faculty advisor.

A minimum of 30 hours of course work, and 3 hours of final project/report.

The student must have a grade point average of 3.0 or better. No more than two "C" grades are allowed. Transfer credits must be relevant to the degree program and the Graduate School and limited to six semester hours. Graduate credit is not allowed for correspondence courses. All core courses must be taken in the department. Intern ship and Supervised Research will be taken in the last semester.

All graduate work must be completed within six years proceeding the granting date of this degree.

MASS COMMUNICATION COURSES

Core Course (15 credits)

Course Number	**Course Title**	**Credit Hours**
MCOM 501	Research Methods	3
MCOM 502	Mass Communications Theory	3
MCOM 504	Precision Journalism	3
MCOM 511	Internship	3
MCOM 598	Supervised Research	3

Electives (all tracks)

Course Number	**Course Title**	**Credit Hours**
MCOM 503	Ethics, Mass Media and Society	3
MCOM 505	Investigative Reporting	3
MCOM 510	Health & Med. Report.	3
MCOM 519	African-Am. in Broadcast. & Film	3
MCOM 520	Newspaper Layout	3
MCOM 521	Media Management	3
MCOM 523	Digital Photojournalism	3
MCOM 524	Editorial Writing	3
MCOM 526	Photo Essay	3
MCOM 527	Public Relations Writing	3
MCOM 529	Public Relations Theory	3
MCOM 530	Adv.TV News Writing & Report	3
MCOM 531	Theory & Principles of Message Design	3
MCOM 532	TV Line Producing	3
MCOM 533	Documentary	3
MCOM 535	Digital Video Editing	3
MCOM 538	Public Relations Strategies & Tactics	3
MCOM 541	PR Techniques & Campaigns	3

COURSE DESCRIPTIONS

Core Courses

MCOM 501. RESEARCH METHODS (Credit, 3 hours). Scientific methods and techniques used by professionals to analyze the mass media and by students to pursue academic research in journalism.

MCOM 502. MASS COMMUNICATIONS THEORY (Credit, 3 hours). An overview of historical and theoretical perspectives on mass communication and approaches to analyzing and developing original theories.

MCOM 504. PRECISION JOURNALSIM (Credit, 3 hours). Study on application of social science research methods used by journalists to gather and produce news about social, economic, and political issues.

MCOM 511. INTERNSHIP (Credit, 3 hours). Internship at a media organization, involving meaningful media- related duties. Written report and work samples (where applicable) required. (Prerequisites: MCOM 501, MCOM 502, MCOM 504; plus six hours of electives and chairman's approval.)

MCOM 598. SPECIAL PROJECT (Credit, 3 hours). Special Project within the track of the student, including print journalism, broadcasting journalism or public relations.

Mass Communications

Electives (all tracks)

MCOM 503. ETHICS, MASS MEDIA AND SOCIETY (Credits, 3 hours). An examination of the roles, responsibilities, and ethics of journalists, other media practitioners, and the impact of their activities on society.

MCOM 505. INVESTIGATIVE REPORTING (Credit, 3 hours). Advanced reporting and writing skills, combining knowledge of techniques and resources. Production of news stories that take an in-depth look at a subject or issue is required. (Prerequisites: MCOM 501 and MCOM 504.)

MCOM 510. HEALTH & MEDICAL REPORTING (Credit, 3 hours). Experience in the production of news reports based upon health and medical issues.

MCOM 519. AFRICAN AMERICANS IN BROADCASTING & FILM (Credit, 3 hours), Studies of the contributions of blacks to film & Television. Students are expected to write critiques based upon video presentations.

MCOM 520. NEWSPAPER LAYOUT (Credit, 3 hours). Examination of contemporary trends in newspaper design and graphics with emphasis on pagination. Semester project required. (Prerequisite: MCOM 404, Advanced Writing and Editing or its equivalent.)

MCOM 521. MEDIA MANAGEMENT (Credit, 3 hours). Examination of the foundations of media operations and their interrelationships with the social milieu. Emphasis on case studies. (Prerequisite: Consent of the instructor.)

Mass Communications

MCOM 523. DIGITAL PHOTOJOURNALISM (Credit, 3 hours). The application of digital technology to the traditions of still camera photo journalism.

MCOM 524. EDITORIAL WRITING (Credit, 3 hours). Analysis of subjective writing in mass media editorials, columns, reviews, and news analysis. (Prerequisites: MCOM 501, MCOM 503, and MCOM 504.)

MCOM 526. PHOTO ESSAY (Credit, 3 hours). A portfolio development course aimed at advanced graduate photojournalism students. (Prerequisite: MCOM 523, or consent of instructor.)

MCOM 527, PUBLIC RELATIONS WRITING (Credit, 3 hours). The course covers the various forms of advanced PR writing including news releases, fact sheets, media lists, speeches, feature stories, letters, memoranda, company histories, annual reports, etc.

MCOM 529, PUBLIC RELATIONS THEORY (Credit, 3 hours). The course explores theories of public relations appropriate for grounding the work with internal and external publics of an organization.

MCOM 530. ADVANCED TV NEWS WRITING AND REPORTING (Credit, 3 hours). Study of techniques, styles and structures in writing and reporting news for television. (Prerequisite: MCOM 319 Television News Writing and Reporting, or its equivalent, MCOM 501, MCOM 502 and MCOM 504.)

MCOM 531. THEORY & PRINCIPLES OF MESSAGE DESIGN (Credit, 3 hours). Examination of the foundations of media advertising. Emphasis on broadcast advertising.

MCOM 532. TV LINE PRODUCING (Credit, 3 hours). Develops skills necessary to produce local TV newscasts. Includes analysis of newscasts, examination of news judgment and values, and the techniques of timing and pacing newscasts. (Prerequisites: At least one TV news writing and reporting course, a computer course at the undergraduate level, MCOM 501, MCOM 502, and MCOM 504.)

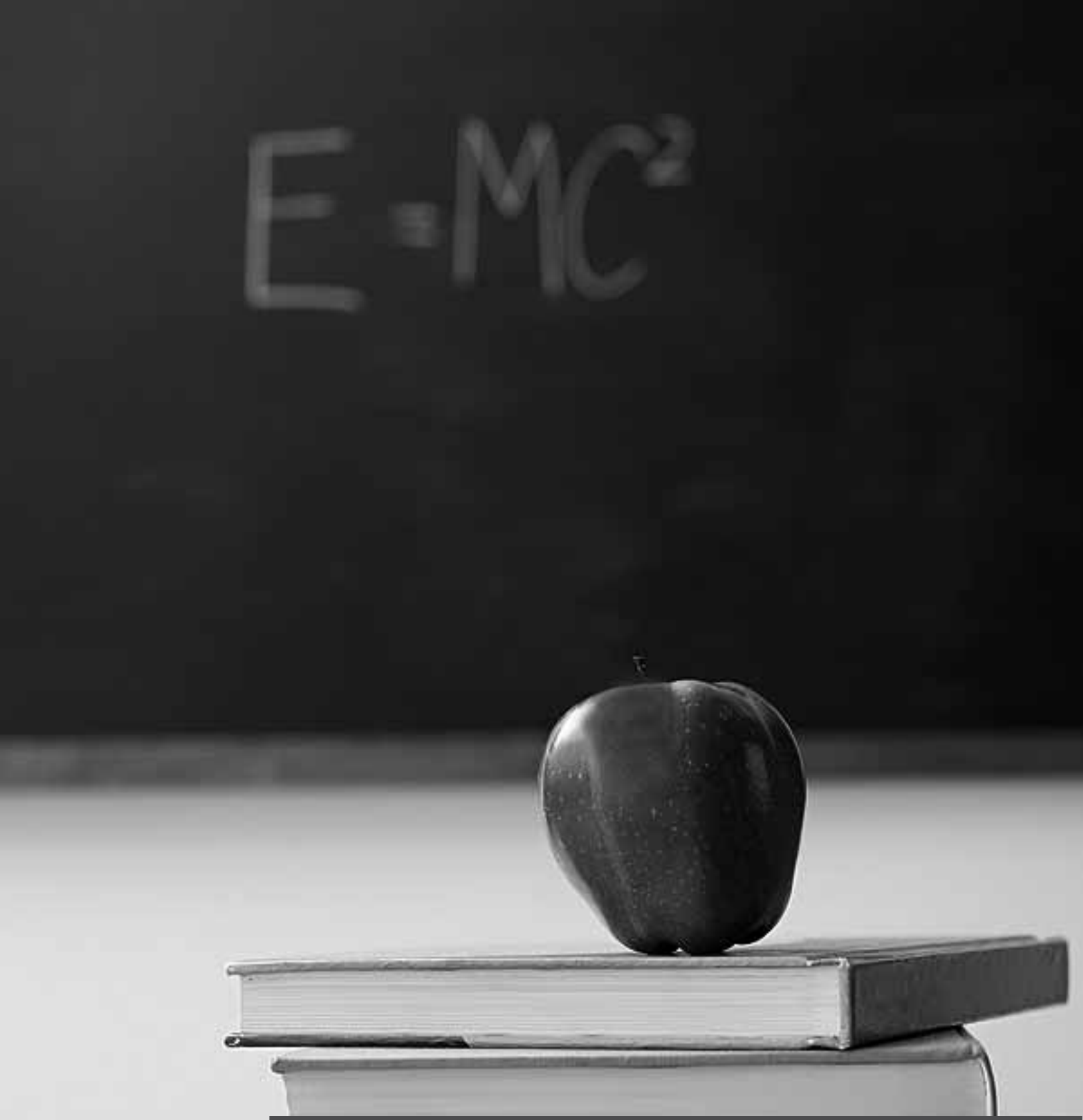
MCOM 533. DOCUMENTARY (Credit, 3 hours). An examination of the traditional documentary techniques with emphasis on the production of television news documentaries. (Prerequisite: MCOM 530.)

MCOM 535. DIGITAL VIDEO EDITING (Credit, 3 hours). The application of digital video technology to motion picture editing. Students are expected to produce and edit a broadcast quality video presentation.

MCOM 538, PUBLIC RELATIONS STRATEGIES AND TACTICS (Credit, 3 hours). The course examines the principles, theories and strategies applied by practitioners of public relations. Students apply the techniques of day-to-day public relations practice.

MCOM 541. PUBLIC RELATIONS TECHNIQUES AND CAMPAIGNS (Credit, 3 hours). Familiarizes students with campaign techniques employed by various organizations and institutions in their attempts to affect public opinion. Students are expected to write a public relations plan attempts to affect public opinion. Students are expected to write a public relations plan.

MCOM 560. CONVERGENT JOURNALISM (Credit, 3 hours). This course concentrates on the use of computers and other tools to produce content for online journalism that reflect understanding of the use of audio, print, graphics and video on Web environment for convergent media.



Mathematics

Mathematics

College of Sciences

Chair: **Dr. Katrina Cunningham**
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Baton Rouge, LA 70813-9759
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The Department of Mathematics offers a Master of Science degree in mathtematics. The curriculum of study must be chosen by the student and approved by the graduate committee of the Department of Mathematics. The emphasis of study will be reflected by the student's choice of courses in his program of study.

FACULTY

Professor:

Ashford, Stella R.
B.S., Southern University
M.A., Ph.D., Louisiana State University
Specialty: Algebraic Number Theory

Deconge Watson, Lovenia*
B.A., Seton Hill College
M.A., Louisiana State University
Ph.D., St. Louis University
Specialty: Modern Geometry

Meyinsse, Joseph A.
B.S., Knoxville College
M.S., Southern University
Ph.D., Louisiana State University
Specialty: Mathematics Education

Associate Professor:

Clark, Deborah L.
B.A., Grambling State University
M.S., Oklahoma State University
Ph.D. Southern University
Specialty: Mathematics Education

Lee, Jung-Soon Kim
B.A., M.Ed., Kyungpook National University
M.S., North Carolina State University
Ph.D., Louisiana State University
Specialty: Probability

Javier, Walfredo
B.S., University of Philippines
M.S., University of the Philippines
Ph.D., Bowling Green State
Specialty: Mathematical Statistics

Prabaharan, Raj
B.S., University of Sri Lanka
M.S., University of Windsor
Ph.D., The Ohio State University
Specialty: Functional Analysis,
Ergodic Theory

Yan, Zhongde
B.S., Fudan University
M.S., Ph.D., Ohio State University
Specialty: Probability and Statistics,
Analysis

Munoz, Humberto
B.S., Universidad del Valle, Columbia
M.S., Universidad del Valle, Columbia
Ph.D., University of Louisiana at Lafayette
Specialty: Numerical Analysis

Assistant Professor:

Cunningham, Katrina
B.S., Louisiana State University
M.S., University of Georgia
Ph.D., Saint Louis State
Specialty: Algebra

**Professor Emeritus*

Introduction

The graduate program in mathematics began in 1960. For the first five years of the program's existence, the students were all in-service teachers who were participants in summer institutes sponsored by the National Science Foundation. Students not in this category, i.e. full-time graduate students began to enroll in the late 1960's. The content of the program was focused in classical mathematics: Algebra, Analysis, Geometry, Topology.

In 1985, the program added two more dimensions, namely Applied Mathematics and Mathematics for Teachers. These three programs were called Option I (Classical), Option II (Applied) and Option III (Teaching). Later, Options I and II were combined and renamed Program I, Option III was renamed Program II.

Mathematics

In 2006, the Teacher Option (Option II) was combined with the Option I Program. This redesigned program has the flexibility to meet the needs of the three options created in 1985, depending on the choices made by the student in choosing from the list of approved electives.

GRADUATE DEGREES OFFERED:

M.S. Master of Science in Mathematics

ADMISSION REQUIREMENTS

In addition to meeting the general admission requirements of the Graduate School applicants holding B.S. degrees in related fields, or having deficiencies in mathematics, may apply for provisional admission. In these cases the Graduate Committee within the department, with the approval of the Chair, may recommend that the student enroll in a mixed program of graduate and undergraduate courses approved by the graduate committee for the purpose of removing deficiencies in undergraduate mathematics. All deficiencies must be removed before a student can become a candidate for a graduate degree. Students admitted on the provisional basis cited above will receive credit toward the Master of Science degree for all graduate work successfully completed during this provisional period upon admission to the program.

DEGREE REQUIREMENTS

The number of credits required for the thesis option are 33 semester hours including six hours for thesis. Students who write a thesis must defend the thesis. Students who do not write a thesis must complete a capstone project and pass a comprehensive examination administered by the graduate committee.

All students must pass a core program consisting of the following courses: MATH 530, 531, 533, 565, and 566.

In addition to the core, all students must pass a minimum of 12 hours from the list of approved electives.

OBJECTIVES OF THE PROGRAM

This program is designed for persons interested in teaching post secondary mathematics, pursuing further studies in mathematics or mathematics education, or working in industry.

Objectives:

- To offer intensive study in the areas of Classical and Applied Mathematics.
- To provide insights into the structure of mathematics and its importance.
- To strengthen the background of those persons who are interested in pursuing further studies in mathematics or mathematics education.
- To provide a stimulating environment for graduate students in mathematics.
- To provide a program sufficiently flexible to allow students to engage in meaningful mathematical experiences which will enhance their career opportunities.

THE PROGRAM OF STUDIES

Core Courses (15 Credits))

MATH 530, 531	Abstract Algebra	3, 3 Credits
MATH 533	Computational Linear Algebra	3 Credits
MATH 565, 566	Analysis	3, 3 Credits

Approved Electives (12 Credits)

MATH 432	Number Theory	3 Credits
MATH 492	Topology	3 Credits
MATH 500	Foundations	3 Credits
MATH 501	History of Mathematics	3 Credits
MATH 551	Higher Geometry	3 Credits
MATH 571, 572	Numerical Analysis	3, 3 Credits
MATH 577, 578	Operational Mathematics I, II	3, 3 Credits
MATH 585, 586	Statistics	3, 3 Credits
MATH 579	Discrete Math	3 Credits
MATH 595	Topics in Applied	3 Credits
MATH 598	Supervised Math	3 Credits

Thesis or Capstone Project (6 Credits)

MATH 599	Special Project/Capstone	3-6 Credits
MATH 600	Masters Thesis	3-6 Credits
MATH 601	Comprehensive	0 Credit

TOTAL **33 CREDITS**

Mathematics

COURSES CARRYING GRADUATE CREDIT (400 LEVEL)
The following courses carry graduate credit, and may be used to service various students needing additional mathematics experiences. It should be noted that only Mathematics 432 and 492 are on the list of approved electives for purposes of meeting the 33 hour program requirements.

Please consult the undergraduate catalogue for these course descriptions.

MATH: 432, 433, 435, 445, 446, 450, 462, 463, 470, 472, 474, 475, 470, 480, 481, 482, 483, 492, 499.

MATHEMATICS COURSES GRANTING GRADUATE CREDIT (500 LEVEL)

500. FOUNDATIONS OF MATHEMATICS (Credit, 3 hours). Introduces students to basic techniques of writing proofs and acquaints them with some fundamental ideas that are used throughout mathematics. Topics include: sets, cardinality and ordinality, first and second order predicate calculus, mathematical induction, relations and orders. (Prerequisite: Consent of the instructor.)

501. HISTORY OF MATHEMATICS (Credit, 3 hours). This course traces the historical evolution of key concepts in the following stands: number and numeration, number theory, computation, algebra, geometry, calculus, and probability and statistics. The emphasis is placed on the processes used by mathematicians, the nature of mathematics, and the modern K-14 curriculum as the culmination of the evolution of the concepts in history.

530. ABSTRACT ALGEBRA I (Credit, 3 hours). Topics covered in this course include equivalence relations, mappings, integers, and groups. Emphasis is placed on properties and examples.

531. ABSTRACT ALGEBRA II (Credit, 3 hours). Topics covered in this course include rings, integral domains, fields, polynomials over a field, and factorization. Emphasis is placed on properties and examples. (Prerequisite: Math 530.)

533-534. COMPUTATIONAL LINEAR ALGEBRA I, II (Credit, 6 hours). Complex numbers, theory of equations, linear equations, matrices, determinants, vector spaces, linear transformations, matrix norms, the Gram-Schmidt orthogonalization process, orthogonal polynomials, eigenvalues and eigenvectors, digonalization, quadratic forms, positive definite matrices, non-negative matrices, applications: least square problems, differential equations; numerical linear algebra: Gaussian elimination, pivoting strategies, iterative methods, and the eigenvalue problem are covered. (Prerequisite: Math 364.)

551. HIGHER GEOMETRY (Credit, 3 hours). This course covers absolute geometry, elements of euclidean hyperbolic, and projective geometries. Also includes a discussion of the consistency of Euclid's fifth postulate. (Prerequisite: Consent of instructor.)

565-566. REAL ANALYSIS I, II (Credit, 6 hours). Axioms of the real numbers, supremum, infinum, upper limits, lower limits, open and closed sets in Rp, compactness, the Bolzano-Weierstrass and Heine-Borel Theorems, the Cantor Theorem, uniform continuity, uniform convergence, Riemann and Riemann-Stieltjes integration, and metric spaces.

571-572. NUMERICAL ANALYSIS I, II (Credit, 6 hours). Some general principles of numerical calculation, estimating accuracy in numerical calculations, numerical uses of series, approximation of functions, numerical integration, differentiation and interpretation, differential equations, Fourier methods, optimization, Monte Carlo method, and stimulation. (Prerequisite: Math 370.)

577-578. OPERATIONAL MATHEMATICS I, II (Credit, 3 hours). The LaPlace transformation, elementary applications, problems in partial differential equations, functions of a complex variable, the inversion integral, problems in heat conduction, problems in mechanical vibrations, generalized Fourier series, general integral transfers, Fourier transforms on the half line, Hankel transforms, Legendre, and other integral transforms. (Prerequisite: Math 370.)

579. TOPICS IN DISCRETE MATHEMATICAL MODULES (Credit, 3 hours). Offers serious method of attacking discrete mathematical problems with emphasis on enumerative analysis, graph theory, modern and Boolean algebra. Develops both practical and theoretical topics systematically. (Prerequisite: Math 364.)

580. MATHEMATICS AND CRITICAL THINKING (Credit, 3 hours). Various paradigms for the study of critical thinking and problem solving will be covered. Mathematical processes such as abstraction, generalization, modeling and proof will be included together with an analysis of the development of a deductive system.

Mathematics

581. PRINCIPLES OF ALGEBRA II (Credit, 3 hours). An investigation of the algebraic structure of arithmetic (in the Real Number System) including proofs of some elementary properties are covered. Other abstract algebraic systems such as groups, rings, and fields, and issues of transitional mathematics (from arithmetic to algebra) are also discussed.

582. PRINCIPLES OF GEOMETRY II (Credit, 3 hours). Basic experiences include an understanding of the techniques used to validate and organize geometry into a deductive system. The Hilbert-Birkoff axioms will augment Euclid's geometry. Non-Euclidian geometries will follow from a study of the parallel postulate controversy. Transformational and projective geometries will be briefly discussed.

583. PRINCIPLES OF ANALYSIS II (Credit, 3 hours). An introduction to differential and integral calculus. A review of algebraic and numerous experiences which are prerequisites for success in calculus will be included. The use of graphing calculators will be integrated into the course.

584. PRINCIPLES OF LINEAR ALGEBRA (Credit, 3 hours). Certain experiences are designed to relate vector spaces, systems of equations, matrices, determinants, and transformations from Rm to Rn. Other experiences that show how conic sections are related to quadratic forms.

585-586. COMPUTERS, STATISTICS AND PROBABILITY. (Credit, 3 hours). This sequence provides experiences in statistics, probability, computer literacy, and the use of descriptive and inferential statistics and computers in mathematics education research and in the classroom.

MATH 595 TOPICS IN APPLIED MATHEMATICS (Credit, 1-6 hours). Formerly MATH 598. Selected topics in mathematics from probability and statistics, differential equations, linear programming, mathematical modeling, modern algebra, applied algebra, graph theory, number theory, or analysis. Credit up to six hours for the course under different headings. Course used only for an extension of topics beyond the scope of the courses already in the catalog. Courses offered under this number will appear on the transcripts under a heading, which specifies the topic to be discussed.

596. GRADUATE SEMINAR (Credit, 3 hours). Selected topics in algebra and analysis, geometry, applied mathematics, determined by instructor and students. Credit for this course under different headings.

597. SEMINAR IN MATHEMATICS FOR TEACHERS (Credit, 3-6 hours). This course may include experiences in any one of the following: number theory, algebra, geometry, calculus, analysis, linear algebra, theory of problem solving, curriculum materials to supplement the teaching and learning of mathematics in grades 5-12 (in line with NCTM Standards). Mathematics 597 is to be used by the students as a primer to a research project. Credit for this course under different headings.

MATH 599. SPECIAL PROJECT/CAPSTONE PROJECT (Credit, 3-6 hours). Research under the guidance of a graduate faculty member. Designed for a Master's student who elects the non-thesis program option and whose project proposal has been approved and registered. The student selects a faculty advisor to guide and oversee the work done on the special project. Weekly meetings with the faculty advisor are required. A final project report and successful completion of MATH 601 are required for graduation. Six hours of credit are awarded upon completion of an approved project.

MATH 600. RESEARCH FOR MASTER'S THESIS (Credit, 3-6 hours). Research under the guidance of a graduate faculty member. Designed for a Master's student who elects the thesis program option and whose thesis proposal has been approved and registered. The student selects chair and research advisors to serve on the Thesis Committee. Satisfactory oral defense of topic is required for graduation. Six hours of credit are awarded upon completion of an approved thesis.

MATH 601. COMPREHENSIVE (Credit, 0 hours). Must be completed and passed by all persons applying for the M. S. degree who do not write a thesis.

** Non-Thesis option*
*** Thesis option*

School of **Nursing**

School of **Nursing**

Dean: **Janet S. Rami, Ph.D.**

GRADUATE NURSING PROGRAMS

Chair: **Dr. Sharon W. Hutchinson**

P.O. Box 11784
Baton Rouge, LA 70813
School of Nursing Building – Room 107
Phone: (225) 771-2663
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FACULTY

Professors:

Janet S. Rami (Dean)
Ph.D., Research Methodology,
Louisiana State University

Brown, Sandra C.
D.N.S., Nursing
Louisiana State University Medical Center

Singleton, Enrica
Dr. P.H., Health Manpower Development
Tulane University

Associate Professors:

Ellis, Joan
Ph.D., Nursing
Southern University A&M College

Fomby-White, Betty
Ph.D., Nursing
Texas Woman's University

Fox, Ola
D.N.S., Louisiana State University
Health Science Center

Green, Lynda
Ph.D., University of Mississippi
Medical Center

Hutchinson, Sharon W.
Ph.D., Special Education and
Rehabilitative Services
University of New Orleans

Taylor, Cheryl
Ph.D., Nursing
Texas Woman's University

Hill, Jacqueline
Ph.D., Educational Leadership Research
and Counseling
Louisiana State University

Spurlock, Wanda
D.N.S., Nursing
Louisiana State University
Health Sciences Center

Assistant Professors:

Cullins, Leah
D.N.P., Nursing
University of Alabama at Birmingham

Introduction

The School of Nursing offers three degrees: the Bachelor of Science in Nursing (BSN), the Master of Science in Nursing (MSN) with a specialty in family health nursing, gerontological nursing, and role options as an administrator, or educator, or as a family, or gerontological nurse practitioner, and gerontological clinical nurse specialist, and the Doctor of Philosophy (Ph.D.) with a major in nursing.

The School of Nursing is a professional school within the context of higher education. It has as its major focus the preparation of professional nurses and the ongoing development and maintenance of an educational climate of relevancy inclusive of professional culture, research and standards of practice.

Goal Statements

Goal I. Develop and maintain high quality degree programs that focus on and are compatible with the mission of the university, as well as with the needs of the community and the health care system it serves.

Goal II. Provide for an effective research infrastructure to enhance faculty and student
scholarship, research, and other creative pursuits.

Goal III. Recruit, hire, develop, and reward highly competent faculty who bring appropriate expertise and who are committed to providing quality-learning opportunities for students..

Goal IV. Provide a leadership role in public service activities.

Goal V. Establish and maintain effective systems of program review and assessment to assure high quality programs. Program reviews will be systematic, ongoing, outcome oriented.

School of **Nursing**

Goal VI. Place strong emphasis on providing an organizational structure and resources to enhance attainment of educational, research and public service goals.

DOCTOR OF PHILOSOPHY IN NURSING (Ph.D.)

The Ph.D. in Nursing is a research-oriented doctorate that focuses on research related to issues and public policy associated with the health of vulnerable women and children. The program prepares scientists whose research in nursing will extend the knowledge base that informs nursing education, nursing practice, and nursing leadership.

Competencies

Graduates of the programs should be able to:

Synthesize knowledge from nursing as well the biological and behavioral phenomena relevant to the discipline of nursing.

Conduct, and communicate independent research that advances the body of scientific nursing knowledge.

Integrate advanced knowledge of nursing and related disciplines to construct, analyze, and test theoretical models that are pertinent to the practice of nursing.

Apply knowledge of philosophical and ethical principles and methods in analyzing health related issues and practice dilemmas.

Provide leadership for nursing in clinical, academic, and/or political settings.

Integrate in-depth knowledge of theory and research into a substantive field of study.

Seek new opportunities for exploring phenomena of concern to nursing and health care.

APPLICATION PROCESS AND MATERIALS

Interested students should submit application materials at least four months prior to the date admission is desired.

For the fall semester admission applications should be completed by April 1st.

Interested persons should:

Request a Graduate Application Package from Southern University Graduate School or the School of Nursing Graduate Nursing Programs. An application is also available on the web at www.subr.edu under the School of Nursing Graduate Nursing Programs' or SUBR Graduate School links.

Return the completed package to the Southern University Graduate School

Completed applications should include:

Complete Graduate School Application Form

Three Letters of Recommendation

Official undergraduate and graduate transcripts from all colleges and universities attended.

Official GRE Score Report

A two to three page Statement of Interest in Doctoral Study

Curriculum Vitae

Evidence of original scholarship or research in nursing

Completed applications are returned to the Graduate School Applications that meet the minimum standards are referred to SUSON Graduate Nursing Program and are re viewed by the program's Admissions Committee.

ADMISSION REQUIREMENTS

Regular Admission

A Master's Degree in Nursing.

A minimum over-all grade point average (GPA) of 3.0 on a 4.0 scale for courses counted toward the student's Master's degree, as indicated by official transcript.

A satisfactory score on the GRE.

Completion of a prerequisite master's level statistics course.

A current unencumbered license to practice nursing in a state or U.S. territory, and eligibility for licensure in Louisiana.

Three letters of recommendation from professionals in health care or education.

Conditional Status

An applicant who meets all requirements for admission to the program except a satisfactory GRE may be granted conditional admission status. To be removed from conditional status, the student must receive a grade of B or above in all designated graduate-level courses in the first 12 (or 6) hours.

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A grade of "C" or lower will warrant immediate dismissal from the program.

Non-Degree Status

Registration as a non-degree student in individual nursing courses requires the completion of a formal application to the Graduate School. Course enrollment is subject to meeting course prerequisites or permission of the faculty, the program chair, and requirements of the Graduate Program in Nursing. Credits earned with a letter grade (A or B), while in non-degree status may be applied toward a degree upon approval of the student's advisor, program chair, Dean of the School of Nursing, and the Dean of the Graduate School, where applicable. Twelve (12) semester hours of approved course work, completed while in non-degree status, may be applied toward a degree.

RETENTION AND PROGRESSION REQUIREMENTS

A Students must earn a grade of "B" or above in each nursing course in which they are enrolled the program to be eligible for progression.

GRADUATION REQUIREMENTS

Completion of the required minimal of 60 credit hours of course work with a GPA of 3.0 or above on a 4.0 scale, successful completion of the Qualifying Examination, and acceptance of the dissertation.

FINANCIAL SUPPORT FOR STUDENTS

A financial support package has been designed to attract full-time students. The availability of teaching and research assistantships is based on current needs for part-time clinical nursing faculty and research assistants.

Ph.D. IN NURSING CURRICULUM

The program of study for the Ph.D. in Nursing requires 60 semester credit hours beyond the master's degree: 9 hours of core; 18 hours of research (includes 3 credit hours for a research practicum and 3 credit hours for advanced research); 12 credits for focus of study courses; 9 credits for cognates (500 level and above), and 12 credit hours for dissertation. Additional course work may be prescribed for some students.

Core Courses (9 Hours)

N700	History and Philosophy of Nursing Science	3 credits
N702	Theory Construction in Nursing	3 credits
N704	Health Policy	3 credits

Research Courses (18 Hours)

N710	Advanced Statistics	3 credits*
N712	Advanced Nursing Research	3 credits
N714	Application of Research Methodologies	3 credits
N716	Instrumentation and Measurement In Nursing Research	3 credits
N720	Research Practicum	3 credits
N799	Advanced Research	3 credits

Focus of Study Courses (12 Hours)

N730	Theories and Concepts of Health Behavior and Health Promotion	3 credits
N731	Family Nursing: Theory and Research	3 credits
N732	Issues in Health Care of Vulnerable Women and Children	3 credits
N733	Policy and Strategies for Improving the Health of Vulnerable Women and Children	3 credits

Cognates (9 Hours)

Cognates are selected with approval of the student's advisor. They may be selected from, but are not limited to, the following areas: Epidemiology, Nutrition, Sociology, Psychology, Health Care Administration, Health Policy, Social Work, and Nursing.

Dissertation Research (12 Hours)

N800	Dissertation Research	12 credits
		TOTAL 60 Hours

With the advisors permission, course substitution is allowed.

Qualifying Examination

Students must apply to take the qualifying examination after completion of at least 36 credit hours of course work with a minimum GPA of 3.00, and no Grade below "B" in nursing courses.

The qualifying examination will include content from core, research, focus of study, and cognate courses. Eighty percent is the passing score for this examination.

Admission to Candidacy

Successful completion of the qualifying examination and an approved dissertation topic qualifies students to apply for admission to doctoral candidacy.

Dissertation

Students must present and defend their dissertation proposal to their doctoral committee upon successful advancement to candidacy and before beginning the research for the dissertation.

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Dissertation Defense

This is the final oral examination of the completed dissertation and it is under the supervision of the student's doctoral committee.

Time Limit

All program requirements for the Ph.D. must be completed within eight years from the date the first credit hours are earned. All doctoral work must be completed within five calendar years after the student passes the qualifying examination.

FULL-TIME PLAN OF STUDY

This example is for full-time students entering in the Fall Semester.

Fall Semester Year I

N700	History and Philosophy of Nursing Science	3 credits
N710	Advanced Statistics	3 credits*
N730	Theories and Concepts of Health Behavior and Health Promotion	3 credits

Spring Semester Year I

N712	Advanced Nursing Research	3 credits
N702	Theory Construction in Nursing	3 credits
1	Cognate	3 credits

Summer Semester Year I

N714	Application of Research Methodologies	3 credits
N732	Issues in Health Care of Vulnerable Women and Children	3 credits

Fall Semester Year II

N731	Family Nursing: Theory & Research	3 credits
N716	Instrumentation & Measurement In Nursing Research	3 credits
2	Cognate	3 credits

Spring Semester Year II

N733	Policy and Strategies for Improving the Health of Vulnerable Women and Children	3 credits
N704	Health Policy	3 credits
3	Cognate	3 credits

Summer Semester Year II

N799	Advanced Research	3 credits
N720	Research Practicum	3 credits

Fall Semester Year III

N800	Dissertation Research	12 credits

Spring Semester Year III

N800 Dissertation Research

Summer Semester Year III

N800 Dissertation Research

**SMED 739 Applied Statistics, PPOL 700 Quantitative Methods I or an equivalent course transfer at the 700 level may be substituted for N710.*

MASTER OF SCIENCE IN NURSING (MSN)

The Master of Science in Nursing (MSN) program prepares graduates to assume leadership roles as administrators, educators, family nurse practitioners, gerontological nurse practitioners, or gerontological clinical nurse specialists. The curriculum prepares graduates to design and implement nursing practices that take into account the values, beliefs, and self-care practices of individuals, and of families experiencing family-system deficits. Graduates are supported in acquiring expertise to evaluate and manage situations that may compromise a family in meeting universal, developmental, or health-deviation self-care requests. Each recipient of the MSN degree has specialized in family health nursing and either of the following . A professional role concentration.

Nursing administration

Nursing education

Family or Gerontological nurse practitioner, or gerontology CNS (at the master's and or post-master's level)

M.S.N. PROGRAM PURPOSES

Provide a base in nursing theory, nursing research, and issues in advanced practice nursing.

Provide advanced clinical preparation in Family Health and Gerontological Nursing.

Provide advanced role preparation in administration of nursing services, the teaching of nursing, or as a family or gerontological nurse practitioner, and gerontological clinical nurse specialist.

Objectives of the Master of Science in Nursing Degree

Graduates of the program should be able to:

Synthesize relevant knowledge and skills from nursing science and related disciplines for advanced family health nursing and gerontological nursing practice.

Evaluate family nursing and gerontological nursing systems in order to provide nursing care in an advanced practice role.

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Initiate collaborative efforts in the health care delivery system to promote family/gerontological health.

Analyze ethical-legal issues that impact family/gerontological health and wellness with accountability to self, the family, and the profession.

Evaluate multiple cultural variables that effect the achievement of family or gerontological health.

Formulate and test hypotheses to validate theoretical constructs of advanced family health/gerontological nursing practice.

Propose leadership strategies, which influence health care policies, that impact family/gerontological health.

Develop a functional role as a teacher, administrator, family health, or gerontological nurse practitioner and, or gerontological clinical nurse specialist.

Develop a base for advanced study at the post master's, predoctoral, and doctoral studies levels.

ADMISSION REQUIREMENTS

Interested students should submit application materials at least four months prior to the date admission is desired.

For the fall semester admission applications should be completed by April 1st.

Interested persons should:

Request a Graduate Application Package from Southern University Graduate School. An application is also available on the web at www.subr.edu under the Graduate Nursing Programs' or SUBR Graduate School links.

Return the completed package to the Southern University Graduate School

Completed applications should include:

Complete Graduate School Application Form

Three Letters of Recommendation

Official undergraduate and graduate transcripts from all colleges and universities attended.

Official GRE Score Report

A two to three page Statement of Interest in Doctoral Study Curriculum Vitae

Evidence of original scholarship or research in nursing

Applications that meet the minimum standards are referred to the Graduate Nursing Program and are reviewed by the program's Admissions Committee for a recommended action. The Dean of the School of Nursing notifies the applicant of the Graduate Nursing Programs' recommendation. The SUBR Graduate School will notify applicants of the decision regarding their acceptance into Southern University Graduate School.

ADMISSION REQUIREMENTS

Regular Admission

A Baccalaureate Degree in Nursing.

A minimum over-all grade point average (GPA) of 3.0 on a 4.0 scale for courses counted toward the student's baccalaureate degree, as indicated by official transcript.

A minimum formula score of 1,200.

Completion of a prerequisite course in introductory statistics.

Current unencumbered license to practice nursing in a state or U.S. territory, and eligibility for licensure in Louisiana.

Three letters of recommendation.

Conditional Status

An applicant who meets all requirements for admission to the program except the GPA of 3.0 on all undergraduate work may seek conditional admission status. For admission to conditional status, the student must have a minimum of at least 1200 on the formula score, with a minimum GPA of 3.0 on the last 60 hours of undergraduate work attempted. To be removed from conditional status, the student must receive a grade of B or above in all graduate-level courses in the first 12 hours attempted. A grade of "C" or lower will warrant immediate dismissal from the program.

An applicant that has not achieved a minimum GPA of 2.7 in upper division courses at the baccalaureate level will be required to take and achieve a grade of B or above as a non-degree student to be considered for conditional admission.

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Non-Degree Status

Registration of non-degree students in individual courses is subject to prerequisites and requirements of the department. Credits earned with a letter grade (A or B), while in non-degree status may be applied toward a degree upon approval of the student's advisor, program chair, dean of the School of Nursing, and the graduate dean, where applicable. Twelve (12) semester hours of course work completed while in non-degree status may be applied toward a degree.

RETENTION AND PROGRESSION REQUIREMENTS

Students must earn a grade of "B" or above in each nursing course in which they are enrolled to be eligible for progression.

The records of students that achieve two grades below "B" will reviewed by the APR committee and the committee will recommend a disposition.

Barring unusual circumstances, the student will be asked to withdraw.

If a student achieves a grade below "B" in one nursing course, the student will be allowed to repeat that course once. If the student is unsuccessful on the second attempt, this will count as the second unacceptable grade and the rules for two grades below "B" will apply.

DEGREE REQUIREMENTS

Degree requirements consist of: 30 - 33 credit hours for family health nurse education or administration; and 34 - 46 credit hours for nurse practitioner and clinical nurse specialist program offerings. Semester credit hours may be pursued through part-time or full-time study. Students are expected to perform satisfactorily on a written comprehensive examination and complete an approved research project or thesis. Students enrolled in the FNP focus can pursue the non-thesis option.

GRADUATION REQUIREMENTS

Graduation is based on satisfactory completion of all course work in an approved program of study and the student must meet all graduation requirements of the university.

The minimum grade point average (GPA) required for graduation is 3.0 on a 4.0 scale.

The student who elects the non-thesis option must pass a written comprehensive examination. The comprehensive examination is developed by the faculty and administered in the final term of the program of study. Students will be allowed one retake of the comprehensive examination.

Thesis option students must complete an oral defense of the thesis in lieu of the comprehensive examination. If a student is unable to complete a thesis in one semester, a second semester to continue the work is allowed. One retake of the oral defense is allowed.

The program must be completed within eight calendar years.

Certification

Graduates of SUSON's family health nurse practitioner and gerontological nurse practitioner program offerings meet eligibility requirements to take the American Nurse Credentialing Center's (ANCC) national certification exams for the family health practitioner, gerontology nurse practitioner, and gerontological clinical nurse specialist).

The MSN program is approved by the Louisiana State Board of Nursing and is accredited by the Commission on Collegiate Nursing Education (CCNE).
CCNE may be contacted at the following address:
Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530
Washington, DC 20036
Telephone: (202) 887-6791
Facsimile: (202) 887-8476,
Website: www.aacn.nche.edu/Accreditation/Procrevd.htm.

FAMILY NURSE PRACTITIONER PROGRAM

The FNP curriculum prepares graduates by assisting them in to provide family-centered care. The population in primary care family practice includes newborns, infants, children, adolescents, adults, pregnant and postpartum women, and older adults in ambulatory care setting. Students complete 640 direct clinical supervision hours for people across the life span. Upon graduation or entry into practice, the family nurse practitioner should demonstrate competence in assessment and management of both health and illness states, diagnostic reasoning, and planning and implementing therapeutic interventions to provide optimal patient care.

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RECOMMENDED PLAN FOR FULL TIME STUDY

Fall Semester Year I (Year One)

N600	Theoretical Foundation of Advance Nursing	3
N655	Primary Health Care of Families I	3
N652	Pharmacology for Advanced Practice	3
TOTAL		**9**

Spring Semester Year II (Year One)

N656	Primary Health Care of Families II	3
N616	Health Assessment & Diagnostic Reasoning Lec	3
N606	Health Assess Lab & Diagnostic Reasoning Lab	1
N651	Advance Pathophysiology Nursing Practice	3
TOTAL		**10**

Fall Semester Year III (Year Two)

N653	Family Health Nurse Practitioner Practicum I	6
N602	Design & Method of Nursing Research	3
TOTAL		**9**

Spring Semester Year IV (Year Two)

N654	Family Health Nurse Practitioner Practicum	6
N604	Issues in Advanced Practice Nursing	3
N696	Clinical Research Project	3
TOTAL		**12**

FAMILY HEALTH NURSE EDUCATION or ADMINISTRATION

Fall Semester Year I (Year One)

N600	Theoretical Foundation of Advance Nursing	3
N655	Primary Health Care/Families I	3
N602	Design & Methods of Nursing Research	3
TOTAL		**9**

Spring Semester Year II (Year One)

N656	Primary Health Care/Families II	3
N604	Issues in Advanced Practice Nursing	3
	Elective	3**
TOTAL		**9**

Fall Semester Year III (Year Two)

N610	Nursing Administration or	
N614	Nursing Education I	3
N696	Clinical Research Project or	
N699	Thesis	3
	Elective	3**
TOTAL		**9**

Spring Semester Year IV (Year Two)

N611	Nursing Administration II or	
N615	Nursing Education II	3
N698	Comprehensive Exam	0
N699	Thesis	3
TOTAL		**6**

**Education and Administration Electives - Three (3) credit hours must be in an education or administration elective at the graduate level and external to the School of Nursing.

GERONTOLOGICAL NURSING PROGRAM

The Advanced Practice Gerontological Nursing Program seeks to develop outstanding clinicians and leaders in the field of Gerontological nursing. Students complete coursework geared to becoming either a nurse practitioner or clinical nurse specialist, and gain clinical experience with adult patients aged 55 years or older across a variety of settings and clinical complexities. Students complete a minimum of 512 direct clinical practicum in preparation for the gerontological nurse practitioner role.

A post-masters certificate option is available for nurses who already hold a Master's degree in nursing from an accredited college or university. Graduate level courses in advanced health assessment, pathophysiology, and pharmacology are prerequisites to the Gerontology role courses. Students will meet the requirements of credit hours and 512 direct clinical practicum hours. Graduates of the program are eligible to take the certification examination for the Gerontological nurse practitioner or Gerontological clinical nurse specialist through the American Nurses Credentialing Center (ANCC).

CURRICULUM: COURSES AND CREDIT HOURS

Core Courses

N600	Theoretical Foundation	3
N602	Design & Methodology of Nursing Research	3
N604	Issues in Advanced Practice	3

Advanced Practice Core Courses

N606	Primary Health Care of Families II	3
N616	Advanced Health Assessment & Diagnostic Reasoning	3
N651	Advanced Pathophysiology	3
N652	Pharmacology for Advanced Nursing Practice	3

Specialty Courses

N621	Advanced Practice Gerontological Nursing	3
N622	Advanced Practice Gerontological Nursing	3

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Role Preparation Courses

N623	Gerontological Nurse Practitioner Practicum I	4
N624	Gerontological Nurse Practitioner Practicum II	4
N625	Gerontological Clinical Nursing Specialist Clinical Practicum	6
N698	Comprehensive Exam	0
N696	Clinical Research Project	3
Or		
N699	Thesis	3-6
TOTAL		**6**

***The N698 comprehensive examination is administered during the second semester of Year II to all M.S.N. candidates.*

RECOMMENDED CURRICULUM: POST-MASTER'S FAMILY NURSE PRACTITIONER COURSE CREDIT: DIDACTIC AND CLINICAL* HOURS

Core Courses (Credits accepted from previous degree)

Advanced Practice Core Courses

N606	Practicum for Assessment	1
N616	Health Assessment	3
N651	Advanced Pathophysiology	3
N652	Pharmacology for Advanced Practice	3
TOTAL		**10**

Specialty Courses

N655	Primary Health Care of Families I	3
N656	Primary Health Care of Families II	3
TOTAL		**6**

Role Preparation Practicum Courses

N610	Family Health Nurse Practitioner Practicum I	320 direct clinical hours
N654	Family Health Nurse Practitioner Practicum II	320 direct clinical hours
TOTAL		**640 direct clinical practicum hours**

COURSE DESCRIPTIONS

MASTER OF SCIENCE IN NURSING (MSN)

600. THEORETICAL FOUNDATIONS OF ADVANCED NURSING (Credit, 3 hours). A systematic examination of the concepts of nursing, human beings, health, and environment as the basis for the advanced practice of Nursing in a variety of health care settings. Includes an analysis of the major theories in nursing, the nature and use of theory, the process of theory construction, the implications of theoretical formulations for advanced nursing practice, and the development of a conceptual model for practice that incorporates a theory of Nursing.

602. DESIGN AND METHODOLOGY OF NURSING RESEARCH (Credit, 3 hours). Presents the logic, methods, and techniques of scientific research. Emphasis will be placed on design decisions, psychometrics, statistical analyses, and computerized databases. Students will design a research proposal applicable to nursing.

604. ISSUES IN ADVANCED NURSING PRACTICE (Credit, 3 hours). An analysis of current issues confronting advanced practice nursing with discussion of strategies to influence health care decisions.

606. PRACTICUM FOR HEALTH ASSESSMENT AND DIAGNOSTIC REASONING (Credit hours, 1 (64 contact hours @ 4:1 ratio for 16 weeks). Clinical Practicum for application of advanced knowledge and clinical skills related to health assessment and development of individuals in groups and communities throughout the life cycle.

610. NURSING ADMINISTRATION I: MANAGEMENT THEORIES AND CONCEPTS (Credit, 3 hours). An investigation of the theories of management. The student will develop advanced skills in communication, decision-making, conflict management, and budgeting. Concepts will be explored for the selection, motivation, and evaluation of staff. Organizational structure and dynamics of the health care system will be analyzed. Past perspectives and current trends will be studied to project future realities of nursing management.

611. NURSING ADMINISTRATION II: LEADERSHIP AND STRATEGIES (Credit, 3 hours). Development of the leadership role through application of the concepts of power, authority, influence, and motivation. Utilization of management theories in the development of nurse manager practice. Implementation of planned change in the clinical setting. *(Prerequisite N610)*

614. NURSING EDUCATION I: CURRICULUM DEVELOPMENT (Credit, 3 hours). The course is designed to prepare the student for the process of curriculum development and the procedures of structuring and evaluating nursing curricula.

Emphasis is on the use of educational theory and conceptual frameworks; development of a personal philosophy of education, terminal and level objectives, curriculum plan, and

School of **Nursing**

methods to evaluate curricula. Other topics of discussion include the curriculum patterns used in nursing education, staff development, and continuing education. The role of formative and summative evaluation for assessing the effectiveness of the curriculum as well as its parts; the role of consultants to an educational program; and, program and institutional accreditation are also examined in the course.

615. NURSING EDUCATION II: TEACHING PRACTICUM (Credit, 3, Hours). This course is designed to prepare the student to utilize theories of learning, and principles and methods of teaching in nursing curricula. A variety of methods of instruction in classrooms and clinical laboratory settings will be included. Students will participate in planned practice teaching experiences in an undergraduate curriculum, staff development, or continuing education setting. *(Prerequisite: N614)*

616. HEALTH ASSESSMENT AND DIAGNOSTIC REASONING FOR ADVANCED NURSING PRACTICE (Credit 3, hours). Diagnostic reasoning models and theories utilizing knowledge of advanced health assessment and development of individuals in groups and communities throughout the life cycle. Emphasis is placed on multigenerational, gender, and cultural/ethnic issues.

621. ADVANCED PRACTICE GERONTOLOGICAL NURSING I (Credit, 3 hours: 2 didactic & 4 clinical: clinical ratio 1:4). The purpose of this course is to expand the Advanced Practice Gerontological Nursing student's knowledge and skills for utilization of nursing frameworks that enhance the health and well-being of older adults. Emphasis is placed on synthesis and application of nursing and related theories and scientific knowledge to the development of differential/nursing diagnoses as a basis for health promotion and management. Attention is given to theories, research, and instruments appropriate for use in screening and assessing older adults' health and functional status. Therapeutic nursing interventions for the management of problems will emphasize health promotion strategies to maintain function and quality of life.

622. ADVANCED PRACTICE GERONTOLOGICAL NURSING II (Credit, 3 hours: 2 didactic & 4 clinical : clinical ratio 1:4). The purpose of this course is to prepare the Advanced Practice Gerontological Nursing student with a knowledge basis for identifying and implementing appropriate health promotion and disease prevention strategies with older adults. The focus is on advanced practice nursing of older adults in multiple health care settings. Emphasis is placed on health promotion/disease prevention and related health issues with strategic planning at the primary, secondary and tertiary levels of prevention. *(Prerequisite: N621)*

623. GERONTOLOGICAL NURSE PRACTITIONER PRACTICUM I (Credit, 4 hours: 1 didactic & 12 hours clinical: clinical ratio 1:4). This course is the first of two advanced practice Gerontological nurse practicum courses focusing on advanced practice of nursing in multiple health care settings. Students are provided the opportunity to work collaboratively with a preceptor to assess, diagnose, and manage selected health care needs of older adults and families across the continuum of care from primary, acute, and long term care. Principles of pharmacological and non-pharmacological therapeutic interventions are integrated in plans of care. Emphasis is on health promotion and the pathophysiology and epidemiology underlying selected self-limiting, acute, and chronic health problems in older adults of diverse cultural/ethnic backgrounds. *(Prerequisites: N606, N616, N621, N622, N651, N652)*

624. GERONTOLOGICAL NURSE PRACTITIONER PRACTICUM II (Credit 4: 1 didactic & 12 clinical). Students are provided the opportunity to work collaboratively with a preceptor in management of the care of older adults. Principles of pharmacological and non-pharmacological therapeutic interventions are integrated in plans of care. Weekly seminars are used to expand knowledge, and to synthesize theoretical and research perspectives with clinical aspects of care using materials from student experiences. The concept of culture is considered when discussing treatment, tailoring treatment programs to individual characteristics, and evaluating responses to treatment during presentations of cases in clinical. *(Prerequisites: NURS606, NURS616, NURS621, NURS622, NURS651, NURS652)*

625. GERONTOLOGICAL CLINICAL NURSE SPECIALIST PRACTICUM (Credit, 6 hours :24 6 clinical). The purpose of the gerontological clinical nurse specialist practicum is to provide students with opportunities to apply specialized knowledge and skills in the care of older adults aged 55 years or older. Advanced practice nursing students focus on developing competencies in gerontological clinical nurse specialist roles (i.e. clinical practice, consultation, and research) under the guidance of approved preceptors. The course utilizes multiple health care environments serving older adults, including acute care, long-term care and home health care settings. *(Prerequisite: N606, N616, N622, N651, N652)*

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651. ADVANCED PATHOPHYSIOLOGY for NURSING PRACTICE (Credit, 3 hours). Focuses on common diseases and pathology found in individuals in all age groups. Physiology and psychopathology are used as a basis for examining mechanisms of selected disease states. Nursing care is emphasized in terms of early disease detection, illness management, and complication prevention. Relevant research and laboratory data are integrated throughout the course. (Prerequisites: Admission to graduate status, current licensure as registered nurse in Louisiana.)

652. PHARMACOLOGY FOR ADVANCED NURSING PRACTICE (Credit, 3 hours). This course focuses on the application of advanced knowledge of pharmaco-therapeutics in relation to the management of client health needs across the lifespan. Concepts of legal, ethical, developmental, and multicultural issues are addressed. (Prerequisites: Admission to graduate status, current licensure as registered nurse in Louisiana and evidence of entry level health assessment skills.)

653. FAMILY NURSE PRACTITIONER PRACTICUM I CREDIT HOURS: (Credit, 6 credits hours: 1 didactic & 20 clinical: clinical ratio 1:4). This course is the first of two family nurse practitioner practicum courses focusing on advanced practice of nursing in primary care. Students are provided the opportunity to work collaboratively with a preceptor in management of the care of families with selected health problems across the lifespan. Principles of pharmacological and non-pharmacologically therapeutic interventions are integrated in plans of care. Concepts of growth and development, health status, and environmental interactions are explored within a health promotion, illness prevention framework. (Prerequisites: N. 640,641, 642, 643, 606, 616, 618, 620, 650, 651, 652)

654. FAMILY NURSE PRACTITIONER PRACTICUM II CREDIT HOURS: (Credit, 6 hours: 1 didactic & 20 clinical; clinical ratio 1:4). This is the second of two family nurse practitioner practicum courses, which concentrates on specialization, expansion, and further development of skills related to the advanced practice of nursing in primary care. Students are provided with the opportunity to work collaboratively with a preceptor in management of the care of families with selected health problems across the lifespan. Principles of pharmacological and non-pharmacological therapeutic interventions are integrated in plans of care. Concepts of growth and development, health status, and environmental interactions are explored within a health promotion, illness prevention framework. (Prerequisites: N653)

655. PRIMARY HEALTH CARE OF FAMILIES I (Credit, 3 hours). This course explores periodic health evaluations and episodic health care problems of persons across the life span. Emphasis is placed on family health theories, health promotion and families experiencing disorders with normal childhood illnesses and infectious diseases, EENT, STD, HIV/AIDS, Behavioral & Mental Health, Men's Health, Women's Health, and Prenatal Care. Therapeutic nursing interventions for the management of problems will emphasize health promotion strategies to prevent episodic health problems.

656. PRIMARY HEALTH CARE OF FAMILIES II (Credit, 3 hours). This course explores chronic health care problems of persons across the life span. Emphasis is placed on health promotion and families experiencing disorders related to hematology/ immunology, neurology, musculoskeletal, gastrointestinal, cardiovascular, respiratory, endocrine, and dermatology. Environmental health issues and occupational health as it relates to families will also be explored. The therapeutic nursing intervention management of the health care problems of families will emphasize health promotion strategies to prevent, monitor, and stabilize chronic health problems. Application of Wright and Leahey's Family Assessment Model is emphasized. (Prerequisite: N655)

696. CLINICAL RESEARCH PROJECT (Credit, 3-6 hours). An independent research project under the supervision of a graduate faculty member that employs the research scientific process in analyzing a clinical problem or issue relative to advanced practice nursing. Emphasis is on a project that has tangible application to the practice setting. Prior approval of the research topic by the faculty of record must be obtained prior to registration for the course. The project may be extended for a second semester. (Prerequisites; N600, N602)

697. DIRECTED INDEPENDENT STUDY (DIS), (Credit, 3 - 6 hours). Requires a formal proposal of study to be completed in advance of registration and approved by the supervising faculty, the chairperson and the dean of the school of nursing. May be repeated for up to six hours. Prerequisites: A minimum of 12 semester hours of course work in nursing and approval of the Dean.

698. COMPREHENSIVE EXAMINATION, (Credit, 0 hours).

699. THESIS (Credit 3 hours). Independent study of a selected topic in nursing requiring a written proposal, data collection and analyses, and resulting in a written thesis under

School of **Nursing**

the guidance of graduate nursing faculty. The thesis may be extended for a second semester. An oral defense of thesis is required. (Prerequisites; N600, N602)

700. HISTORY AND PHILOSOPHY OF NURSING SCIENCE (CREDIT, 3 hours). Overview and critical analysis of the historical and contemporary views of knowledge development and science. The development of nursing as a discipline is examined from a historical perspective. (Consent of the Dean and the Program)

702. THEORY CONSTRUCTION IN NURSING (CREDIT, 3 hours). Foundation for generating nursing theory for professional practice focusing on the relationship between theory construction and research. Emphasis is on generation, testing, and formulation of a theory for professional practice and analysis of existing health and nursing theories. Strategies for analysis and derivation of concepts, statements, and theories, are practiced. Meta-theories and grand theories are examined and critiqued. (Prerequisite: N700)

704. HEALTH POLICY (CREDIT, 3 hours). Interrelated areas concerning the nurse's role in health care policy. Topics include examination of health care policy, policy analysis, and the political process. Issues that currently shape health care policy development and future policy, and their implications for nursing and health care are explored. The nurse's involvement in influencing health policy formulation, legislation, and regulations are discussed. (Prerequisite: N700, N710, N712, N73)

710. ADVANCED STATISTICS (CREDIT, 3 hours). Principles of bivariate and multivariate regression and correlation are studied. Emphasis is on the application of these techniques in the analysis of nursing and health-related data. Course substitution is allowed with consent of the program. (Prerequisite: Graduate Level Statistics Course)

712. ADVANCED NURSING RESEARCH (CREDIT, 3 hours). The relationship of theoretical perspective and the design of nursing research. Critical analysis, research rigor, qualitative and quantitative methods, Meta-analysis, and other methodologies are presented. Alternative designs are discussed in consideration of underlying assumptions, ethical issues, design sensitivity and threats to validity. Hypotheses relating to current nursing problems are derived and appropriate methodology is applied. (Prerequisite: N700, N710, N73)

714. APPLICATION OF RESEARCH METHODOLOGIES (CREDIT, 3 hours). Application and critical analysis of quantitative and qualitative research methodologies in the study of health issues in vulnerable persons. Emphasis is on appropriateness of methodology to various research questions and/or problems formulation. Sampling frameworks, types of samples, sampling errors and biases for designs will be addressed. (Prerequisite: N712)

716. INSTRUMENTATION & MEASUREMENT IN NURSING RESEARCH (CREDIT, 3 hours). Critical analysis of principles and theories of measurement. Instrumentation, analysis of existing data, reliability and validity are emphasized. Various approaches to measurement and scaling, techniques of instrument construction, and procedures for the critical evaluation of instruments are stressed. (Prerequisite: N712 and N714)

720. RESEARCH PRACTICUM (CREDIT, 3 hours). Application /implementation of the research process in an ongoing research project. Students will develop methodological or substantive expertise in research while working with a scientist at a Research Center. Emphasis will be placed on the interdisciplinary aspects of health research and teamwork. Dissemination of research findings and grant writing are stressed. (Prerequisite: N710, N712, N714, N716)

730. THEORIES AND CONCEPTS OF HEALTH BEHAVIOR AND HEALTH PROMOTION (CREDIT, 3 hours). Examination of health, health seeking behaviors and barriers to health care of vulnerable populations (i.e. women and children). Included are theoretical and empirical approaches to understanding the impact of culture, economics, and the environment of health. Research on health promotional behaviors of vulnerable individuals, families, and communities is incorporated in the development of interventions that promote, maintain or restore health. Emphasis is placed on the nurse's role in helping individuals to monitor and improve their health and quality of life.

731. FAMILY NURSING: THEORY AND RESEARCH (CREDIT, 3 hours). Examination of family theories and research from nursing and related disciplines. Focus will be directed toward examination of factors that impact vulnerable families. (Prerequisite: N700, N702, N730)

732. ISSUES IN HEALTH CARE OF VULNERABLE WOMEN AND CHILDREN (CREDIT, 3 hours). Focuses on theory, research and interventions for actual or potential health problems in women and children across the life span.

School of **Nursing**

Students conduct a critical and reflective analysis of existing and emerging scientific knowledge in the field of women's health. focusing on women from vulnerable populations. (Pre-requisite: N731; Co-requisite: N704)

733. POLICY AND STRATEGIES FOR IMPROVING THE HEALTH OF VULNERABLE WOMEN AND CHILDREN (CREDIT, 3 hours). An in-depth analysis of health policy, research and community-based intervention strategies for women and children. Students conduct a critical analysis of health policies and scientific knowledge related to the health women and children. (Prerequisites: N731, N732, N702)

798. DOCTORAL QUALIFYING EXAMINATION, (Credit 0 hours).

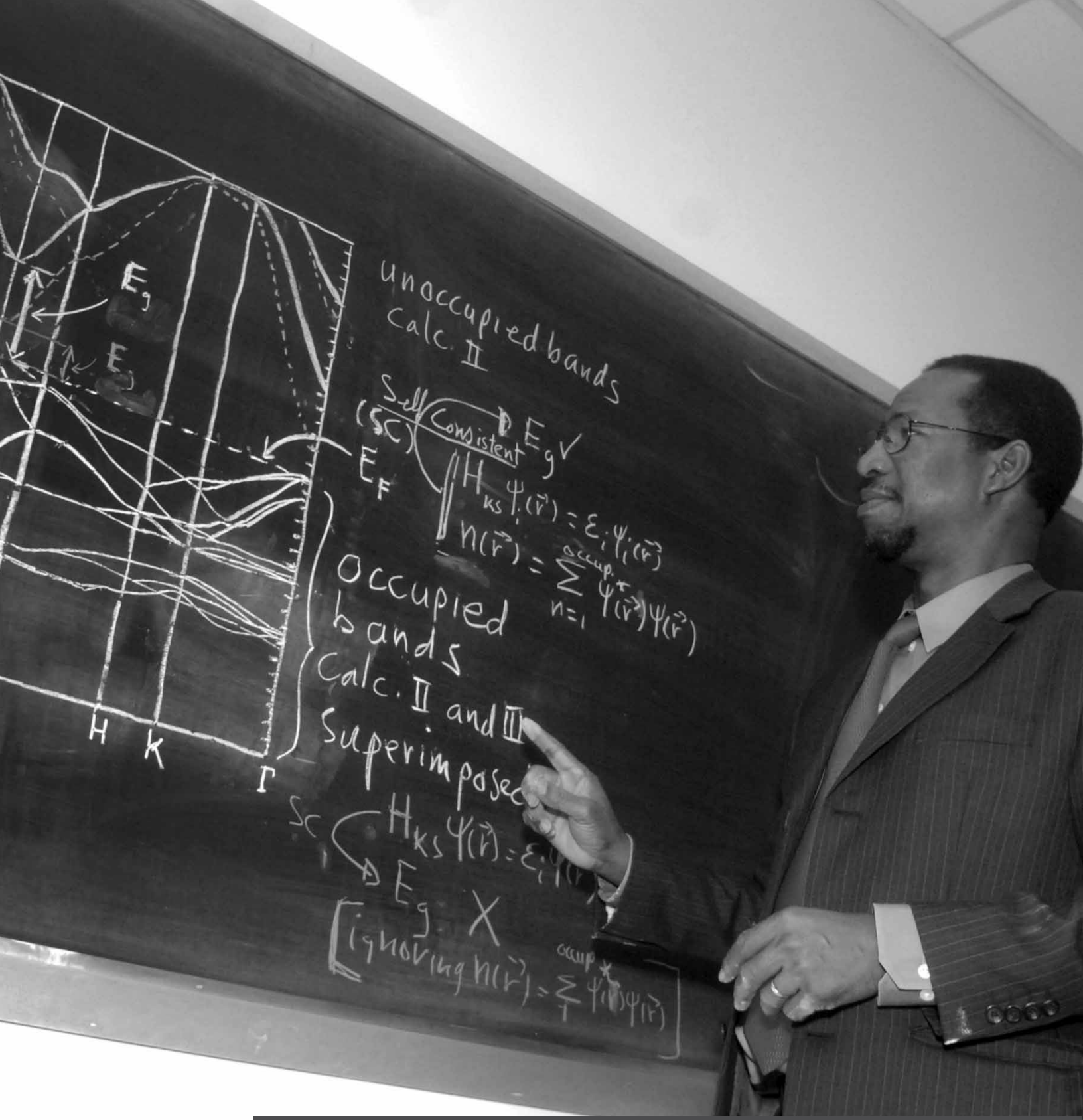
799. ADVANCED RESEARCH (CREDIT, 3-15 hours). Discussion of practical and philosophical problems associated with dissertation research. (Prerequisite:N710, N712, N714, N716, N720)

800. DISSERTATION RESEARCH (CREDIT, 3-15 hours). The dissertation is an original research study completed in partial fulfillment of the requirements for the Ph.D. degree. Guidelines for the dissertation have been developed by Southern University's graduate school and will be given to the student. (Prerequisite: Completion of all course work and passing of the Qualifying Examination).

School of **Nursing**

Course Requirements for MSN with Family Specialty

Courses	Credit Hours	FNP Focus	GNP Focus	Education Focus	Administration Focus	Post Masters FNP	Post Masters GNP
N600 Theoretical Foundations of Advanced Nursing	3	X	X	X	X		
N602 Design and Methodology of Nursing Research	3	X	X	X	X		
N604 Issues in Advanced Nursing Practice	3	X	X	X	X		
N606 Practicum for Health Assessment & Diagnostic Reasoning for Advance Nursing Practice	1	X	X			X	X
N610 Nursing Administration I: Mgmt Theories & Concepts	3				X		
N611 Nursing Administration II: Leadership Theories & Concepts	3				X		
N614 Nursing Education I: Curriculum Development	3			X			
N615 Nursing Education II: Teaching Practicum	3			X			
N616 Health Assessment & Diagnostic Reasoning for Advanced Nursing Practice	3	X	X			X	X
N621 Advanced Practice Gerontological Nursing I	3		X				X
N622 Advanced Practice Gerontological Nursing II	3		X				X
N623 Gerontology Nurse Practitioner Practicum I	4		X				X
N624 Gerontology Nursing Practitioner Practicum II	4		X				X
N655 Primary Health Care of Families	3	X		X	X	X	
N656 Primary Health Care of Families II	3	X		X	X	X	
N651 Pathophysiology for Advanced Nursing Practice	3	X	X			X	X
N652 Advanced Pharmocology for Advanced Nursing Practice	3	X	X			X	X
N653 Family Nurse Practitioner Practicum I	6	X				X	
N654 Family Nurse Practitioner Practicum II	6	X				X	
Elective	6		3	X	X		3
N696 Clinical Research Project	3	X or	X or	X or	X or		
N699 Thesis	6	X	X	X	X		
N698 Comprehensive Exam	0						
TOTAL CREDIT HOURS		**40-43**	**39-42**	**30-33**	**30-33**	**20**	**27**


unoccupied bands
calc. II
Self Consistent
(SC)
E_g ✓
E_F
$H_{KS}\psi_i(\vec{r}) = \varepsilon_i\psi_i(\vec{r})$
$n(\vec{r}) = \sum_{n=1}^{occup.} \psi^*(\vec{r})\psi(\vec{r})$
occupied bands
calc. II and III
superimposed
SC
$H_{KS}\psi(\vec{r}) = \varepsilon_i\psi(\vec{r})$
E_g X
[ignoring $n(\vec{r}) = \sum_{1}^{occup.} \psi^*(\vec{r})\psi(\vec{r})$]
E_g
E_g
H
K
Γ

Physics

Physics

College of Sciences

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Louisiana State University

Bobba, Rambabu
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Indian Institute of Technology

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Ph.D., Physics
University of Houston

Fazely, A. R.
Ph.D., Physics
Kent State University

Guo, Dong Sheng
Ph.D.
Illinois Institute of Technology

Henry, Laurence L.
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Wayne State University

Lam, Pui-Man
Ph.D., Physics
Washington University

Matthews, James
Ph.D., Physics
University of Wisconsin
(Joint faculty with Louisiana State University)

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Cornell University

Mohanty, Rama
Ph.D., Physics
Pennsylvania State University

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Ph.D., Physics
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Reese, Terrence
Ph.D., Physics
Texas Christian University

Stacy, J. Gregory
Ph.D., Physics
University of Maryland
(Joint faculty with Louisiana State University)

Zhao, G. L.
Ph.D., Physics
Iowa State University

Professor Emeritus:

Yang, Chia Hsiung
Ph.D., Physics
Washington University

PROGRAM OF STUDY

Introduction

The Department of Physics was founded in the Fall of 1959. The Master of Science degree program in physics started in the Fall of 1996. The program provides high quality educational and research opportunities for students interested in high demand fields of physics, applied physics, materials science, and related disciplines.

The objectives of the graduate program in physics are to:

Prepare students for hi-tech fields

Prepare students for doctoral studies in physics and related fields

Extend the physics training/research skills of high school teachers

Physics

GRADUATE DEGREES OFFERED

M.S. Master of Science

The basic core graduate courses are taken by each student: Mechanics, Mathematical Physics I, Classical Electro-dynamics I, Quantum Mechanics, and Statistical Mechanics. Students who have a particular interest in pursuing a Ph.D. degree will take the second courses in most of these sequences. While applied physics students will take the first courses of the above sequences, they will concentrate on topical areas relevant to their programs in subsequent courses. Another set of reform guided, technology imbued, and concept intensive core courses is available for teachers and professionals who want to earn a master's degree in Physics.

Illustrative areas of ongoing research are: Condensed Matter Physics (Theory and Experiments); Computational Physics; Atomic, Molecular, and Nuclear Physics and Applications; Surface Physics; Materials Science; High-Temperature Superconductivity; High Energy and Astro-Particle Physics; and Teaching and Learning Physics.

ADMISSIONS REQUIREMENTS

Admission to the Southern University Graduate School

A Bachelor's Degree in physics or related areas with at least 27 credit hours of physics courses

A minimum cumulative grade point average of 2.7 on a 4.0 (3.0 Fall of 1999) scale in physics and mathematics courses

Three letters of recommendation; one of which must be from a faculty advisor

A brief essay describing the applicant's career plans

GRE scores (General Test)

TOEFL scores (for International Students only)

DEGREE/GRADUATION REQUIREMENTS

Completion of a program of at least 24 hours of graduate course work with an overall "B" average or better and six hours of thesis research

A passing score on the Departmental Comprehensive Examination

Successful defense of a thesis

In satisfying the above requirements, the student must adhere to the residency criteria of the Graduate School.

PLAN OF STUDY

Master of Science in Physics
(Please see the website for updates)

Core Courses

PHYS 500	Classical Mechanics	3 credits
PHYS 510	Mathematical Physics I	3 credits
PHYS 520	Quantum Mechanics I	3 credits
PHYS 530	Statistical Mechanics	3 credits
PHYS 540	Classical Electrodynamics I	3 credits
PHYS 590	Graduate Seminar	1 credit

Electives

PHYS 505	Solid State Physics I	3 credits
PHYS 525	Solid State Physics II	3 credits
PHYS 560	Quantum Optics	3 credits
PHYS 580	Particle Physics	3 credits
PHYS 515	Experimental Methods	3 credits
PHYS 526	Solid State Physics III	3 credits
PHYS 535	Defects in Solids	3 credits
PHYS 541	Classical Electrodynamics II	3 credits
PHYS 542	Computational Physics	3 credits
PHYS 543	Physics and Technology of Thin Films	3 credits
PHYS 544	X-ray Physics and Synchrotron Radiation Techniques	3 credits
PHYS 545	Electronics	3 credits
PHYS 550	Spectroscopy	3 credits
PHYS 555	Coherent Optics and Holography	3 credits
PHYS 565	Optical and Electronic Materials	3 credits
PHYS 570	Electro-optics	3 credits

Research

PHYS 589	Special Topics	3 credits
PHYS 598	Graduate Research	1-6 credits
PHYS 600	Thesis	1-6 credits

COURSE DESCRIPTION

(Please see web site for details; http://www.phys.subr.edu)

PHYS 500. CLASSICAL MECHANICS (Credit, 3 hours). Survey of basic concepts; variational derivation of the Lagrange equations; central forces, conservation laws, symmetry, and applications; kinematics and dynamics of rigid body motion; survey of special relativity; Hamilton equations; canonical transformations; Hamilton-Jacobi theory, small oscillations.

Physics

PHYS 505. SOLID STATE PHYSICS I (Credit, 3 hours). Survey of Solid State physics; basic concepts and applications; Bravais lattices, free electron systems, lattice vibrations, electronic energy bands, band structure computational methods; basic properties: thermal, electrical, and magnetic properties; magnetic resonance, masers; semiconductors; defects, dislocations; BCS theory of superconductivity, survey of high Tc superconductors.

PHYS 510. MATHEMATICAL PHYSICS I (Credit, 3 hours). Mathematical methods for Physics; review of advanced vector calculus; review of key matrix algebra methods; calculus of residues, conformal mapping, Fourier and Laplace transformations; ordinary differential equations, the Frobenuis series method and Fuchs theorem; complete solutions of key partial differential equations of physics, Poisson, Laplace, Bessel, Legendre, Laguerre, diffusion, and other equations; separation of variables and integral transform methods for some of the preceding solutions ; special and orthogonal polynomials; variational and numerical solutions of differential equations

PHYS 515. EXPERIMENTAL METHODS (Credit, 3 hours). Experimental methods in solid state physics. Selection of modern techniques for investigating properties of solids; basic instrumentation in condensed matter experiments, photoemission and inverse photo-emission.

PHYS 516. EDUCATIONAL REFORMS AND GLOBAL LEARNING AND OBSERVATIONS TO BENEFIT THE ENVIRONMENT (GLOBE) (Credit, 3 hours). Lecture (1/3rd of the time) and Laboratory (2/3rd of the time). Interactive survey of key, contemporary, educational reforms with emphasis on the cognitive and behavioral basis of learning and applications in the classroom. The power law of human performance and its extension are applied to the process of teaching and particularly of learning. The execution of GLOBE protocols and related learning activities constitutes the laboratory component of the course. At a minimum, the atmosphere, hydrology, soil, and land cover/biology protocols will be practiced.

PHYS 520. QUANTUM MECHANICS I (Credit, 3 hours). Foundations, principles, and applications of quantum mechanics; origin of quantum mechanics; Schrodinger equations for one dimensional potentials; general formulation of wave mechanics and statistical interpretations, WKB and other approximations; the hydrogen atom; rotational spin, and addition of angular momenta, transitions and their probabilities.

PHYS 525. SOLID STATE PHYSICS II (Credit, 3 hours). Advanced theory of the condensed matter; computational methods for the quantitative description of the electronic structures of molecules, clusters, and solids; LCAO, APW, and other methods; applications of the Monte Carlo method; the dielectric functions and the electrical, optical, and magnetic properties of solids; magnetic moment formation in solids; quantum theory of superconductivity; the BCS theory and extensions. *(Prerequisite: PHYS 505 and 520)*

PHYS 526. SOLID STATE PHYSICS III (Credit, 3 hours; Lecture and Laboratory). Characterization of Magnetic Materials. Magnetic ordering and models of magnetic systems: paramagnetism, ferromagnetism, diamagnetism, antiferromagnetism, ferrimagnetism and spin-glass; laboratory techniques: magnetization measurements using a SQUID magnetometer, and electron transport (current-voltage) measurements; determination of important parameters, which are related to the various kinds of magnetic ordering, from laboratory data. This course is intended for graduate students who have completed a first course in solid state physics. *(Prerequisites: PHYS 472 or PHYS 505, or equivalents)*

PHYS 530. STATISTICAL MECHANICS (Credit, 3 hours). Laws of thermodynamics and applications; kinetic theory; Boltzman transport equation and Boltzman H theorem; principles of statistical mechanics, statistical origin of thermodynamic quantities; canonical and grand canonical ensembles; quantum statistical mechanics; the ideal Fermi gas, and the ideal Bose-Einstein gas. *(Prerequisite: PHYS 500)*

PHYS 535. DEFECTS IN SOLIDS (Credit, 3 hours). Introduction to the physical properties of crystals, experimental methods in color center research, trapped electron color centers in alkali halides, trapped hole centers in alkali halides, coloration and impurities in alkali halides, coloration and mechanical properties of alkali halides, mechanism of production of color centers, photoelectric emission and ultraviolet absorption spectra of the alkali halides, coloration of colloidal centers, color centers in materials other than alkali halides, applications of color center. *(Prerequisite: PHYS 505 and 520)*

PHYS 540. CLASSICAL ELECTRODYNAMICS I (Credit, 3 hours). Microscopic and macroscopic Maxwell's equations, interpretation of the terms, related laws and wave equations with or without source terms; applications to electrostatics with the full treatment of specific problems; multipole expansion; magnetostatics; plane waves, reflection; wave guides and

Physics

cavities; emission of electromagnetic radiation. *(Prerequisite: PHYS 510)*

PHYS 541. CLASSICAL ELECTRODYNAMICS II (Credit, 3 hours). Relativistic electrodynamics; review of the special theory of relativity and applications to Maxwell's equations; relativistic Lagrangian and Hamiltonian for a charged particle; collisions of charged particles; emissions of radiation, the Cherenkov radiation; relativistic Bremstrahlung, radiative Beta processes; multipole fields, radiation emission, scattering and radiation damping processes; numerical representations of solutions to selected problems. *(Prerequisite: PHYS 540)*

PHYS 542. COMPUTATIONAL PHYSICS (Credit, 3 hours; Lecture & Computational Laboratory). Numerical methods and their applications in physics; numerical solutions of selected differential equations; Monte Carlo method and applications to modeling; molecular dynamics and other simulations; electronic structure calculations for multi-electron systems. Prerequisite: Mathematical Physics I, PHYS 510, and a working knowledge of FORTRAN or C++, or an equivalent programming language.

PHYS 543. PHYSICS AND TECHNOLOGY OF THIN FILMS (Credit, 3 hrs; Lecture 2 hrs, Lab. 2 hours). Preparation methods; thickness measurements and monitoring; analytical techniques of characterization, growth and structure of films; mechanical properties of films; electrical and magneto transport properties of films; magnetism of films; thin film devices, fabrication of thin film microelectronic devices.

PHYS 544. X-RAY PHYSICS AND SYNCHROTRON RADIATION TECHNIQUES (Credit, 3 hours; Lecture 2 hours, Lab. 2 hrs). X-rays and early atomic physics, synchrotron radiation; physics of hot and dense plasmas; X-Ray lasers, brightness and coherence of X-Ray sources; scattering and refractive index of X-ray wavelengths; diffractive optics and zone plate microscopy: diffraction grating for monochromators and spectrometers; biological microscopy, reflective X-ray imaging, multilayer interference coatings; application of X-ray microprobes, chemical applications of synchrotron radiation; components of wiggler and other beam lines.

PHYS 545. ELECTRONICS (Credit, 3 hours; Lecture 2 hours, Lab 3 hours). Introduction to integrated circuits, transistors, operational amplifiers and analog computer. Introduction to number systems and codes. Boolean algebra, logic circuits, TTLNIM, CANAC, FASTBUS, and VME logic. Arithmetic circuits, binary adders and subtractors. Sequential logic, flip-flop circuit and triggering. Solving logic equations using multiplexers, encoders and decoders, and parity checkers. Analog to digital conversion, data processing and collections.

PHYS 550. SPECTROSCOPY (Credit, 3 hours). Review of classical electrodynamics, review of quantum mechanics, fine structure of hydrogenic atoms, two electron atoms. Zeeman and Paschen-Back effect, diatomic molecules, coupling of vibration and rotation, electronic spectra and diatomic molecules, spontaneous emission of radiation, selection rules for electric dipole transitions, measurement of radioactive life times of atoms and molecules, forbidden transitions and metastable atoms, width and shape of spectral lines, absorption and stimulated emission of radiation. *(Prerequisites: PHYS 520 and 540)*

PHYS 555. COHERENT OPTICS AND HOLOGRAPHY (Credit, 3 hours). Introduction to modern optics, mathematical methods of modern optics, image formation in non-coherent light, coherence characteristics of light, image formation in coherent light, theoretical and experimental foundations of optical holography, Fourier transforms, convolutions, correlations, spectral analysis and theory of distributions, coherent and incoherent imaging. *(Prerequisite: PHYS 540)*

PHYS 560. QUANTUM OPTICS (Credit, 3 hours). Foundation of quantum optics; optical Bloch equation; maser system and laser system; quantum field theory of light; coherent effects; applications to solid state physics; current research topics in optics. *(Prerequisites: PHYS 510 and 520)*

PHYS 565. OPTICAL AND ELECTRONIC MATERIALS (Credit, 3 hours). Development of new materials for photonic devices; improvement of existing optical materials; role of glasses in optical sciences; optical properties such as refractive index, the transmittance, and dispersion; optical quality; thermal, mechanical, and chemical properties; crystalline optical materials for polarization control and for laser applications; rare earth doped glasses; oxide fiber fabrication; halide glasses; chalcogenide glasses; crystalline fibers; crystalline fiber for UV, VIS, and IR applications; III-V semiconductors for photonic integrated circuits and devices such as LED, laser diodes and photo diodes, advances with a selection of experimental InP based PICs. *(Prerequisite: PHYS 505)*

PHYS 570. ELECTRO-OPTICS (Credit, 3 hours). Introduction to electro-optics, optical radiation, geometric and physical

Physics

optics. Lasers and electro-optical modulation, optical radiation detection, analysis methods for electro-optical systems, detector arrays and imaging tubes, electro-optical sensors, optical signal processing, optical path characteristics, optical communications. *(Prerequisites: modern optics and PHYS 540)*

PHYS 580. PARTICLE PHYSICS (Credit, 3 hours). Description of elementary particles and their interactions; particle accelerators, colliding-beam machines, particle detection; invariance and conservation laws - spin, parity, isospin, strangeness; static quark model, quark spin and color. SU(3); weak interaction and beta decay, neutrino interaction, non-conservation of parity, Weinberg-Salam theory; quark-quark interaction, QCD, deep inelastic scattering; unification of electroweak with other interactions, grand unification, supersymmetry. *(Prerequisite: PHYS 520)*

PHYS 589. SPECIAL TOPICS (Credit, 3 hours). Independent studies under the supervision of a graduate faculty member. The standards for the content, supervision, and outcome assessment are provided by the graduate program.

PHYS 590. GRADUATE SEMINAR (Credit, 1 hour). Selected contemporary topics of interesting developments in physics, applied physics and materials science by invited speakers, instructors and students.

PHYS 598. GRADUATE RESEARCH (Credit, 1-6 hours). Formal, documented research to be conducted under the supervision of a graduate faculty member. Topics are selected by the affected graduate student and faculty supervisor(s) taking into account the standards of M.S. level research, the interest of the student, and the recent developments in knowledge, skills, and technology bases. An abstract and a listing of projected tasks have to be submitted to the M.S. program. A final report also has to be submitted to the M.S. Program Director.

PHYS 600. THESIS (Credit, 1-6 hours). Six hours credit will be given only upon completion of an acceptable thesis.

Public Administration

Public Administration

School of Public Policy and Urban Affairs

Public Policy Analysis
Health Care Administration
Executive
Generalist
Finance
Non-Profit Management

Chairperson: **Dr. Revathia Hines**
Higgins Hall, Room 409
Phone: 225-771-3103/3104
Fax: 225-771-4386

FACULTY

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Texas A&M University

Parsons, Sharon
Ph.D., Public Administration
Florida Atlantic University

Winn, Mylon
Ph.D., Political Science
University of Washington

Associate Professors:

Vogel, Ronald Joseph
Ph.D., Political Science
University of Rochester

Assistant Professors:

Grover, Leslie T.
Ph.D., Policy Studies
Clemson University

Horent, Eric
Ph.D., Economics
Louisiana State University

Introduction

Southern University offers a program leading to the degree of Master of Public Administration (MPA) which is accredited by the National Association of Schools of Public Affairs and Administration.

Mission Statement

The educational philosophy and mission of the Department of Public Administration is rooted in Southern University's environment and bakground. As a historically Black institution, Southern University is committed to offering educational opportunities to students who otherwise may not be offered the opportunity to further their education. To this end, the Department's mission is tied to Southern University's commitment to enhance educational opportunities for graduate students in public management. The Department is guided by seven program objectives.

1. Provide knowledge about public management, primarliy applied learning but also theoretical and conceptual under standing of the field;

2. Pursue research opportunities

3. Promote career opportunities and professional development;

4. Stress the development and enhancement of analytical skills; promote both qualitative and quantitative analysis;

5. Emphasize writing, oral, and organizational skills;

6. Promote community partnerships between community agencies and faculty and students; and

7. Enhance sensitivity to ethical issues and promote an atmosphere of the highest ethical standards.

Internship Requirement

The internship provides the student with a work experience which gives him/her a realistic exposure to an organizational bureaucratic environment. This experience develops the student's awareness of the dynamics of the relationships among public employees, their clientele, and their administrative superiors. The Department encourages agencies to expose students to as many aspects of the workings and procedures of an agency as possible. Students are required to initiate internship placement with the Internship and Placement Director upon completion of eighteen (18) to twenty-four (24) credit hours of course work.

The successful completion on an internship requires an intern to work in an approved program for a minimum of twenty hours per week for fifteen weeks during the fall or spring semesters or a minimum of forty hours per week for eight weeks during the summer. This includes attending seminars conducted by the Internship and Placement Director. If appropriate, special

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arrangements may be made with the approval of the Internship and Placement Director. A final grade will be calculated by adding all of the points earned by the student, divided by the total possible points.

The Internship and Placement Director arranges with various agencies for internship opportunities, although a student may identify a position which must be approved by the Director. Occasionally, paid positions can be arranged. However, neither the Department nore the University is obligated to find a paid internship for any student. Also, if a student turns down an internship offer made by the Department, it is the responsibility of that student to find an opening for himself/herself subject to the approval by the Director. Students shall be required to sign contracts with agencies providing internship opportunities.

DEGREE REQUIREMENT

The requirements of the Department are detailed in the following sections: Admission Criteria, Program Guidelines, Degree Requirements, and Curriculum Related Requirements. This Departmental Handbook is provided to familiarize potential MPA students with these requirements. By virtue of his/her status as a student in the MPA program, each student is expected to not only be familiar with these policies but comply with all requirements.

ADMISSIONS REQUIREMENTS

All application for admission must be submitted and processed per the Graduate School's requirements and deadlines. To be considered for admission into the MPA program, applicants must meet the following criteria:

1. Be admitted to the Graduate School
2. Have a baccalaureate degree from an accredited institution of higher learning;
3. Have a minimum cumulative undergraduate grade point average of 2.70, preferably a 3.00
4. Have submitted a GRE score of 700. * The department will take the sum total of the GRE's verbal and quantitative scores to determine an applicant's score; Note: Students must take the GRE before being admitted as a regular admission into the Department's MPA degree program
5. Submit three letters of recommendation from academic and professional sources;
6. Submit a TOEFL score of 525 for international students.
7. Statement of Purpose: Submit an essay on professional career objectives, which should include why the applicant has chosen Public Administration

CURRICULUM RELATED REQUIREMENTS

Each student, based on the chosen area of concentration and under the guidance of a faculty advisor shall develop a program of study. The Department offers the following concentrations: generalist, public policy, health services administration, public finance and non-profit management.

All MPA students are required to complete the following: 27 hours of core classes; 12 hours of concentration classes; 3 hours of electives, depending upon the concentration selected; 6 hours of research or thesis, 3 hours of internship and 3 hours of writing seminar. Though rare, exemptions may be given for writing seminar and internship at the discretion of the class instructors. Students may be required to show mastery of research writing for the writing seminar exemption and other information a s required by the writing seminar instructor. Students may be required to show substantial public service experience for exemption from the internship as required by the internship director.

G*eneralist Concentration (48-54 hour program)* Students in this option must complete 27 hours of core courses, 15 hours of elective (pertinent to public management); 6 hours of research or thesis; 3 hour of Writing Seminar (unless exempted); and 3 credit hours of internship (unless waived).

Healthcare Administration Concentration (48-54 hour program) Students in this option must complete 27 hours of core courses, 12 hours of healthcare administration courses, 3 hours of electives (that elective must be pertinent to health care administration); 6 hours of research or thesis, 3 hours of Writing Seminar (unless exempted); and 3 credit hours of internship (unless waived).

Public Policy Analysis Concentration (48-54 hour program) Students in this option must complete 27 hours of core courses, 12 hours of public policy courses; 3 hours of electives (that elective must be pertinent to public policy); 6 hours of research or thesis; 3 hours of Writing Seminar (unless exempted); and 3 credit hours of internship (unless waived).

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Finance Concentration (48-54 hour program)
Students in this option must complete 27 hours of core courses, 12 hours of finance courses; 3 hours of electives (the class must be pertinent to financial managment); 6 hours of research or thesis; 3 hours of Writing Seminar (unless exempted); and 3 credit hours of internship (unless waived).

Non-profit Management Concentration (48-54 hour program)
Students in this option must complete 27 hours of core courses, 12 hours of non-profit management courses; 3 hours of electives (the clas must be pertinent to nonprofit management); 6 hours of research or thesis; 3 hours of Writing Seminar (unless exempted); and 3 credit hours of internship (unless waived).

Core Classes:

PADM 503	Principles of Public Administration
PADM 508	Organizational Theory (or PADM 564 Org. & Sys. Man.)
PADM 511	Statistics (prerequisite: undergraduate statics)
PADM 512	Research Methods
PADM 531	Goernment Finanial Management (substitution: PADM 530)
PADM 543	Information Systems
PADM 556	Ethics and Public Policy
PADM 562	Human Resources Management
PADM 563	Microeconomics (prerequisite: undergraduate economics)

Elective Courses/Concentrations

Healthcare Administration Concentration Required Classes/Electives:

PADM 520	Public Health Organizations & Programs (required)
PADM 521	Health Services Administration (required)
PADM 522	Marketing & Strategic Planning (required)
PADM 525	Healthcare Economics (elective)
PADM 526	Topics in Healthcare Management (elective)
PADM 527	Legal Issues in Healthcare (required)

Public Policy Analysis Concentration Required Classes/Electives:

PADM 515	Public Policy (required)
PADM 523	Management Decision Models (required)
PADM 540	Methods of Public Policy Analysis (required)
PADM 544	Program Evaluation (required)
PADM 564	Organization Systems Management (elective)

Public Finance Concentration Required Classes/Electives:

PADM 530	Public Finance (required)
PADM 536	Public Budgeting (required)

Public Financial Accounting & Auditing (Prerequisite: 6 hours of undergraduate accounting) (required)

PADM 538	Seminar in Public Finance (elective)

First Tier

PADM 53	Public Finance
PADM 536	Public Budgeting

Second Tier

Public Financial Accounting and Auditing

PADM 538	Seminar in Public Finance

Non-profit Management Concentration Required Classes/Electives:

PADM 552	Grantsmanship and Fund Development (required)
PADM 554	Program Evaluation (required)
PADM 620	Management of Non-Profit Organizations (required)
PADM 622	Marketing and Strategic Planning (required)

Seminar in Non-Profit Management (elective)

First Tier

PADM 552	Grantsmanship and Fund Development
PADM 620	The Management of Non-Profit Organizations

Second Tier

PADM 522	Marketing and Strategic Planning
PADM 544	Program Evaluation

Seminar in Non-Profit Management

Other Required Classes:

Research or Thesis:
Students have the option of completing a thesis or research project. Only six hours of research or thesis may be applied to the program of study and the six hours cannot be taken in the same semester. Prerequisites for thesis and research include the following:

1. PADM 502 Writing Seminar
2. PADM 511 Statistics
3. Completion of or enrollment in PADM 512 Research Methods

Thesis (PADM 600, 602, 603, 604, & 605): Each class is three hours credit. (Requirement: 6 hours total). A student must officially enroll in one of these sections for each semester a

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student workds with his or her committee chairperson towards the thesis or research project.

Research (PADM 607-615): Each class is three hours credit. (Requirement: 3 hours total).

Internship (PADM 583): Each student must complete (unless waived) a paid or non-paid internship with a public agency for a total number of 300 hours. Prerequisites for internship include 18 hours of coursework, including PADM 502, PADM 503, PADM 511, and other classes as determined by the Internship and Placement Director. Additionally students are required to take Information Systems Management (PADM 543) or be proficient in information systems management. Students may apply for a waiver from the Internship requirement if their current or past work experience warrants an exemption. An exemption may be granted when a student satisfies the following criteria:

1. At least seven years of professional work experience.
2. A combined GRE score of 700 on the verbal and quantitative sections.
3. Three years of verifiable entry level work experience that includes the following responsibilities or the equivalent: supervisory, policy-making, or managerial;
4. Completion of 27 credits or more with a 3.5 GPA

Writing Seminar (PADM 502): All students are required to take writing seminar unless exempted. Any student who is exempt from the writing seminar class who submits a poorly written thesis or research project shall be required to take PADM 502 and pass with a grade of B or higher before graduating. An exemption may be granted when a student satisfies the following criteria:

1. A 3.5 cumulative GPA
2. A verbal GRE score of 550 or above
3. A score of 80 percent or above on a departmental writing examination
4. Approval of the Writing Seminar professor

COURSE DESCRIPTIONS

PADM 498. Introduction to Research. This course offers an introduction to the concepts of statistics and research.

PADM 501. Public Administration Seminar. This course introduces the student to the institutional, political, and normative environment of public administrators in a democratic society. The focus may vary but reconciling bureaucratic government and democratic principles is a significant issue in discussing the environment of public administration.

PADM 502. Writing Seminar. This course addresses essentials for writing especially for research projects. It addresses several basic elements of serious writing: APA Style, APA citation; development of research topic; and creation of a literature review.

PADM 503. Principles of Public Administration. This course offers an introduction to the study of public administration. Students are introduced to basic concepts and foundational theories relating to bureaucratic analysis, organizational theory and behavior; functions of public management such as personnel administration, budget decision making, government regulations and administrative law.

PADM 508. Organizational Theory. This course addresses basic principles of the internal management of organizations with a focus on public organizations. Topics addressed include authority, communication, productivity, planning, morale, and change.

PADM 511. Statistics. This course covers important concepts of basic descriptive and inferential statistics, including both parametric and non-parametric statistics, hypothesis testing, binomial probability distribution, simple linear regression, and estimating population proportions.

PADM 512. Research Methods. This course covers advanced topics in applied research. Topics to be covered include the various steps in the creation of a research proposal, including development of a research question, a literature review, and an appropriate methodology.

PADM 515. Public Policy. This course introduces the process, issues, concepts, arenas, and participants involved in public policy making. Course topics include the following: processes (planning, decision-making, implementation, and evaluation), institutions, typologies, and outcomes. (First Tier)

PADM 520. Public Health Organizations and Programs. This course introduces the student to the preventative aspects of public health programs and practice. The philosophy and principles of public health organization and practice is presented, with particular emphasis on organization, mission, and function of both official and voluntary preventative health

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services at the international, national, state, and local levels. Included in the course are discussions of maternal and child health, infectious and chronic disease control, adult health, gerontology, mental health, health economics, public law, health education, accident and drug abuse control, public health nursing, and social welfare services.

PADM 521. Health Services Administration. This course examines organization and management in different healthcare organizations and service settings, including hospitals, ambulatory care services, and managed care organizations. Discussions emphasize determinants and managerial implications of changing inter-organizational relationships.

PADM 522. Marketing and Strategic Planning. This course explores marketing theory and research as applied to corporate strategic planning in the healthcare industry. Topics include patient market segmentation, medical staff marketing, promotion and public relations, strategy development, long-range planning, corporate reorganization alternatives, multi-instructional systems, and closure and conversion. Using marketing and planning concepts and methods, students participate in developing a long-range plan.

PADM 525. Healthcare Economics. This course deals with the application of economics concepts, principles and procedures to the healthcare sector. The important topics covered include but are not limited to the following:

- Healthcare services and products markets
- Production and supply of healthcare services
- Markets for physician and hospital services
- Markets for physician and nursing manpower
- Market failures and governmental interventions
- Public policies in healthcare
- Medicaid, Medicare, and health insurance

PADM 526. Current Topics in Healthcare Management. Current topics in healthcare management are examined in a siminar format. Guest lecturers discuss important, timely issues that face healthcare managers in the current market.

PADM 527. Legal Issues in Healthcare. Regulatory and legal aspects affecting administration of hospitals and other healthcare organizations will be discussed as well as the Legal issues relevant to the administrator, decision-making and planning process.

PADM 530. Public Finance. This course covers basic concepts, principles, and procedures of public sector economics. Public expenditures and revenue are discussed with a focus on state and local government tax and non-tax revenue sources and expenditures, and variations in intergovernmental aid programs and state and local expenditure policies and practices.

PADM 540. Methods of Public Policy Analysis. This course covers various processes used by public policy analysts in understanding the nature of the problem to be analyzed, structuring the research strategy, gathering data and other information, formulating the answer to the problem, and writing the memo or report. Innovative techniques for accomplishing the above steps are covered including cost benefit analysis, problem definition techniques, and different types of commonly encountered policy analysis situations. (Case method is used in this course) (Second Tier).

PADM 541. Management Decision Models. This course deals with management decisions in the public sector. It discusses and applies mainly quantitative decision models to governmental decisions. The model covered inlude:

- Quantitative models of various types
- Optimization models
- Financing models
- Cost benefit and cost effectiveness model
- Deterministic and stochastic models
- Decision analysis models
- Linear programming
- Simulation and inventory models

PADM 542. Urban and Regional Planning. This course analyzes the theory, organizational mechanisms, techniques and evolution of planned change within cities and urban districts, with particular emphasis on pressing housing issues facing our society.

PADM 543. Information Systems for Public Managers. This course analyzes computer software applications including word-processing, spreadsheet, database management, graphics, desktop publishing, and statistical analysis software.

PADM 544. Program Evaluation. Practical training in program evaluation is provided as students learn techniques in all phases of designing and implementing a program evalu-

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ation. Included in the training is the development of a model, conducting the study, analyzing the results, and writing the evaluation report. Students are expected to fully design an evaluation plan capable of implementation in a real life setting of public management. (First Tier)

PADM 545. Housing and Community Development. Problems in housing and community development, causal actors and consequences. Current patterns in federal, state, and local policy and programmatic responses. Real estate appraisal and mortgage lending.

PADM 550. State and Local Government Policy and Management. Major topics and issues regarding these two levels of government are covered.

PADM 551. Management of NonProfit Organizations. This course is a survey course designed to introduce students and managers of nonprofit organizations to the essential tools for management. Specifically, the course will accomplish the following objectives: (1) provide an understanding of the development of policies and procedures including personnel, fiscal, and evaluation; (2) introduce the fundamental of grant writing and fundraising; (3) provide information on financial management, prevention of employee theft and fraud; and (4) educate students on the principles of marketing and public relations.

PADM 553. Financial Management of NonProfit Organizations. This class provides an overview of the financial accountability and responsibility of managing a nonprofit organization. Course content includes legal issues in financial management including recording and reporting requirements, basic accounting and bookkeeping, internal control, audits, financial planning—budgets, financial statements and other financial reports of the organization, risk management, and the use of financial software for efficiency and effectiveness.

PADM 557. Legislative Process, Management and Oversight. This course covers several important issues regarding management and oversight by the legislative branch including performance evaluation, sunset laws, fiscal auditing, oversight hearings, role of legislative staff generally, relationship between legislative and executive branches, and the role of information in legislative decision making.

PADM 560. Urban Economics. This course applies economic concepts, principles, and procedures to urban sector policies, problems, and issues. Included in the course are the following topics:

- Theorectical analysis of urban structure
- Urban location models
- Urban economic problems
- Urban housing problems and policies
- Nature of urban areas
- Urbanization and economic growth in the United States
- Trends in sizes and structures urban areas

PADM 562. Human Resource Management. This course examines various principles and issues regarding public personnel. Included in this course is a discussion of effective techniques for hiring, motivating, training, compensating, and evaluating employees. Other topics covered include job discrimination, collective bargaining, and employee conflict resolution.

PADM 563. Managerial Economics (Microeconomics). This course acquaints students with the basic concepts, principles and procedures of both micro and macroeconomic relevant to public policy analysis; provides and understanding of relationships between consumers and producers in a contemporary economy; acquaint students with methods of analysis relevant to decision making in both public and private sectors of the economy.

PADM 564. Organization and Systems Management. This course develops system based frameworks for analyzing and understanding policy and management in the public sector and applies systems theory to public management.

PADM 572-579. Independent Research in Public Administration. A student works with a professor on a topic that is mutually agreed upon by the student and the professor.

PADM 581. Political Leadership and Public Policy. This course defines leadership and identifies critical attributes that make for leadership. It also examines the role of public institution in promoting leadership. The examination covers various leadership styles.

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PADM 583. Intership. The purpose of the internship is to provide students the opportunity to apply knowledge and skills acquired in the classroom to issues in an agency. Each student, unless exempted, must complete an internship with a public or quasi-public agency. Placement is arranged by or must be approved by the Departmental Internship and Placement Director.

PADM 591. Urban Transportation Planning. Introduction to urban transportation planning, data collection methods, policy analysis, mathematical models used to conduct analysis of transportation problems, and the decision making processing used in an institutional environment.

PADM 600 (3 hours), 601 (3 hours), & 603 (3 hours). Thesis. Students are expected to work closely with their faculty advisors towards completion of their thesis projects.
PADM 607-615 (3 hours). Research Project. Students are expected to work closely with their faculty advisors towards completion of their thesis projects.

PADM 620. Public Health Organizations and Programs. This course introduces the student to the preventative aspects of public health programs and practice. The philosophy and principles of public health organization and practice is presented, with particular emphasis on organization, mission, and function of both official and voluntary preventative health services at the international, national, state, and local levels. Included in the course are discussions of maternal and child health, infectious and chronic disease control, adult health, gerontology, mental health, health economics, public law, health education, accident and drug abuse control, public health nursing, and social welfare services.

PADM 621. Conflict Mediation, Alternative Dispute Resolution. This course is about dispute resolution using the mediation process. Important concepts useful for analyzing conflicts, designing and implementing intervention strategies for dispute resolutions are presented.

Nelson Mandela School of **Public Policy & Urban Affairs**

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NELSON MANDELA SCHOOL OF PUBLIC POLICY AND URBAN AFFAIRS

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FACULTY

Professors:

Arp, William, III
Dean, Nelson Mandela School of Public Policy and Urban Affairs
Ph.D., Justice Studies
Arizona State University

Esedo, Kingsley E.
Chair, Department of Political Science
Ph.D., Political Science
Boston University

Min Su Kim
Ph.D., Budgeting and Finance
Arizona State University

Larson, James S.
Ph.D., Political Science
Southern Illinois University

Mahadallah, Hassan
Ph.D., Political Science
Tulane University

Perry, Huey L.
Chancellor's Fellow
Ph.D., Political Science
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Waters, Melissa
Chancellor's Fellow
Ph.D., Economics
Louisiana State University

Assistant Professor:

Min Su Kim
Ph.D., Public Administration
Arizona State University

Introduction

The Ph.D. Program in Public Policy, located in the Nelson Mandela School of Public Policy and Urban Affairs, was established in 1996. The doctorate is research oriented, emphasizing the use of interdisciplinary research paradigms in analyzing public policies. This doctoral program is rigorously grounded in scientific theory and methodologies. Emphasizing service and employability, the program's aim is to produce graduates who can pursue productive careers in academe, government, or in the private and nonprofit sectors. The program especially seeks to enroll students of all races in connection with federal and state policies and agreements to further desegregate public universities.

Graduates will have developed an understanding of the context in which public policies are proposed, adopted, implemented and evaluated. Basic and advanced analytical techniques are especially appropriate in this context, and are indispensable for systematic inquiry into the relevant disciplines.

GRADUATE DEGREE OFFERED

Doctor of Philosophy (Ph.D.) in Public Policy

ADMISSION REQUIREMENTS

An earned and relevant graduate or professional degree from an accredited university

A graduate grade point average (GPA) of 3.4 on a 4.0 scale

A Graduate Record Examination (GRE) score of 1000 or better (verbal + quantitative)

A 500-1000 word essay on research interests and professional career objectives

Three letters of recommendation

Evidence of experience, accomplishments, and potential to overcome any deficiencies

Recommendation by the program admission committee
In as much as the study of public policy can involve any number of academic disciplines, many master's degrees,

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especially in the natural sciences, can provide ideal foundations, as can a law degree. Applications to the Ph.D. Program in Public Policy will be accepted through April 15th for the fall semester and until November 15th for the spring semester.

GRADUATION REQUIREMENTS

The minimum coursework requirement is 39 credit hours, comprised of 13 courses of three credit hours each. Students also must register for at least 12 hours of dissertation credits. Ten of the 13 courses are designated as "core," including quantitative techniques, research methods, economics, and policy studies. Each student also must complete three courses or 9 hours on a specialized "concentration." More than one concentration may be pursued in the program, should the student be interested in multiple areas. The program currently offers concentrations in Environmental Policy, Health Policy, International Development, Public Finance, and Sustainable Futures, but students can construct their own concentrations. Students have available a wide array of courses from which to choose, and can also avail themselves of offerings at Louisiana State University through a consortium arrangement.

This outline of the minimum requirement may be expanded as the student prepares a study plan. Each student must develop, with advisors, an approved plan of study no later than the second semester in residence. To remain in good standing, each student's GPA must remain at 3.0 or better. During or immediately following the final semester of coursework, each student must successfully complete a comprehensive examination that includes research components. Each student must complete and defend a doctoral dissertation. Requirement of the Graduate School apply in all these instances.

A full-time student should expect to complete coursework and the comprehensive examination within two academic years (four semesters). The dissertation committee will guide the preparation of a prospectus and the dissertation. The dissertation is likely to take one to two years for full-time students and a longer period for part-time students. More detailed rules and policies for all requirements are available in the Nelson Mandela School of Public Policy and Urban Affairs.

ASSISTANTSHIPS, FELLOWSHIPS, SCHOLARSHIPS

A limited number of assistantships are available for full-time students who must take at least three courses per semester and provide ten hours of research assistance each week to designated faculty members. The State Board of Regents may continue to provide a few well funded fellowships for especially qualified applicants. Tuition scholarships also are available for some students. In no case will financial aid last longer than three academic years, unless so provided in Regents' Fellowships. All applicants planning on full-time study are considered for the assistantship and fellowship, and some of the scholarships are available for part-time students.

PLAN OF STUDY (Illustrative)

Field Courses

Theory

PPOL 710	Microeconomics for Public Policy	3 credits
PPOL 712	Macroeconomics for Public Policy	3 credits
PPOL 714	Foundations of Public Policy	.3 credits
PPOL 716	Political Philosophy and Public Policy	3 credits
PPOL 718	Political and Social Institutions	3 credits

Methods

PPOL 700	Quantitative Methods I	3 credits
PPOL 702	Quantitative Methods II	3 credits
PPOL 704	Research Methods	3 credits
PPOL 706	Program Evaluation and Design	3 credits
PPOL 708	Policy Models	3 credits
PPOL 720	Policy Analysis	3 credits

Areas of Concentration

Environmental Policy

PPOL 752	Natural Resources Management	3 credits
PPOL 756	Environmental Impact Assessment	3 credits

Health Policy

PPOL 730	Health Service Systems	3 credits
PPOL 734	Health Management	3 credits

International Development

PPOL 782	U.S. Foreign Policy	3 credits
PPOL 784	Political Economy	3 credits

Public Finance

PPOL 711	Public Finance	3 credits
PPOL 713	Comparative Budgeting	3 credits

Sustainable Futures

PPOL 625	Sustainable Development	3 credits
PPOL 780	Critical Development Theories	3 credits

Students should consult with their advisors and the program coordinator because actual course requirements may change from time to time. Students who have taken equivalent graduate

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courses elsewhere may be excused from taking the same course here, but this will not change the required total number of hours and University residency requirements. Such decisions are made when students develop study plans.

Comprehensive Examination

PPOL 825 Doctoral Qualifying Examination 0 credits

As in other cases, the School provides more detailed instruction for this examination.

Dissertation

PPOL 850 Dissertation Research 12 credits

General Information

Ph.D. Program in Public Policy

COURSE OFFERINGS

Quantitative Tools

The nine hours of quantitative methods constitute the quantitative tool for developing minimal quantitative competency.

PPOL 700. QUANTITATIVE METHODS I. (Credit, 3 hours). This is the first part of two semester coverage of the science and art building and using statistical models. The course covers regression models and related problems, application and computer programs, and time series models and polynomial regression, estimation, testing, and predictions. (Prerequisites: PADM 511 OR PADM 512 and by instructor's permission.)

PPOL 702. QUANTITATIVE METHODS II. (Credit, 3 hours). This course is a continuation of Quantitative Methods I and covers identification and estimation in multi-equation models, Regression Diagnostics, Analysis of Variance, and special topics, multivariate distributions, sampling, likelihood methods, estimation and hypothesis testing and regression. (Prerequisites: PPOL 700.)

PPOL 704. RESEARCH METHODS. (Credit, 3 hours). This course examines the empirical methods of social research including epistemology, theory construction, and qualitative research. Emphasis will be placed on data collection techniques, methods for conducting survey research, and analysis of limited dependent variables, such as logit.

PPOL 706. PROGRAM EVALUATION AND DESIGN. (Credit, 3 hours). Students are introduced to evaluation research and impact analysis. Documentation, selection of performance indicators, input and output indicators of performance measurements, and a general overview of false measures. Emphasis is on audit performance techniques and modeling. An advanced reading and research seminar on the formulation, design, and evaluation of programs and policies will be conducted. Methods of the policy analysis, such as decision theory will be presented.

PPOL 708. POLICY MODELS. (Credit, 3 hours). This course addresses program implementation, applying modeling techniques with built-in performance indicators. Program implementation and outcome assessments linked with process management, and quality assurance measures will be examined. Spatial analysis using Geographic Information Systems. Emphasis will be on modeling implementation.

PPOL 710. MICROECONOMICS FOR PUBLIC POLICY. (Credit, 3 hours). This advanced graduate level course examines the most important concepts, principals, and procedures of microeconomics and its applicability and applications for public policy. Topics covered include; theories of demand, supply, production and cost; elasticities; markets structures and market failures; competitive and monopolistic markets; markets for resources, especially labor markets; unions; government regulations; microeconomic foundations of public policy, and applications microeconomic to public policy formation, implementation, and evaluation.

PPOL 712. MACROECONOMICS FOR PUBLIC POLICY. (Credit, 3 hours). This advanced graduate level course examines the important concepts, principals, and procedures of macroeconomics and its applications and applicability for public policy. Topics covered include; private and public sectors of the economy; externalities and public choice: gross domestic product (GDP) and national income accounting; aggregate demand and aggregate supply; theories of inflation and unemployment; money, financial markets and the banking system; central banking; stabilization theories, and monetary, fiscal, and commercial policies; international trade and finance, and interdependence in a global economy; foreign aid, economic development; macroeconomic foundations and orientations of public policies. (Prerequisites: PPOL 710 or by instructor's permission.)

PPOL 714. FOUNDATIONS OF PUBLIC POLICY. (Credit, 3 hours). An overview of the policy process with emphasis on the policy-making apparatus. An introduction to the major theories of public policy together with the historical intellectual development of the discipline.

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PPOL 716. POLITICAL PHILOSOPHY AND PUBLIC POLICY. (Credit, 3 hours). This course examines broad aspects of political philosophy of several countries at different times. Various philosophies which have guided various forms of government are reviewed. Special emphasis is placed on philosophy underpinning democratic and socialist governments. The policy making apparatus of each form of government is fully explored noting their strengths and weaknesses. (Prerequisites: None)

PPOL 718. SOCIAL & POLITICAL INSTITUTIONS IN PUBLIC POLICY MAKING. (Credit, 3 hours). This course examines social institutions, political forces and factors that influence and shape the development of public policy in the United States. Theories and Paradigms that bear on Public Policy formulation in the United States and fully examined beginning with the evolution of Public Policy in the United States.

PPOL 720. POLICY ANALYSIS. (Credit, 3 hours). Advanced training in analytical policy research methods will contribute to the strength and significance of the students doctoral research, and should enhance opportunities for the student upon graduation. The course will cover advanced design issues, methods for exploring data, and advanced statistical techniques. Public policy researchers must be able to understand, appreciate, and use diverse research methods in order to conduct ethical and accountable research. The employment of a variety of qualitative and quantitative methods, along with the use of computers is now critical to the conduct of scientifically sound research. Therefore, this course integrates the foundations of advanced research methodology with the use of computers and appropriate statistical procedures in order to prepare students to meet the increasing demands for conducting policy-relevant research.

Concentration

ENVIRONMENTAL POLICY

PPOL 752. NATURAL RESOURCES MANAGEMENT. (Credit, 3 hours). This course examines different aspects of natural resources policy and management in the context of environmental protection and justice. Topics covered included: role of government in effective management of natural resources including energy; policy for management of exhaustive and non-exhaustive resources; land policy and management; forest management; policy and management for wet lands; coastal environment protection policies and management; management of wildlife and endangered species; international efforts at natural preservation; etc. All students must complete a substantial research paper of high quality. (Prerequisites: Consent of instructor.)

PPOL 756. ENVIRONMENTAL IMPACT ASSESSMENT. (Credit, 3 hours). This course is intended to offer the students the opportunity to explore the practical applications of the theory of environmental planning (i.e. Environmental Impact Assessment (EIA), Environmental Inventory, and/or any Major Actions Significantly Affecting the Quality of Human Environment). It offers students an up-to-date explanation and guide to how EIAs are carried out. It includes for each environmental component (e.g. air, water, flora, and fauna) a discussion of how a baseline survey is conducted. An examination of relevant regulations and standards with regard to how impact predictions are made will be carried out. There will be in-depth investigation of environmental impacts resulting from the establishment of project(s) in the parishes of Louisiana. The study of environmental impacts will include the possible impacts of proposed projects on the air, water, and land resources. Such projects will require filing an environmental impact statement according to the guidelines and criteria established by the State Council on the Environment. Two-thirds of the course will emphasize the applications aspect of the planning while one-third will be in a lecture/discussion format. (Prerequisites: None.)

HEALTH POLICY

PPOL 730. HEALTH SERVICE SYSTEMS. (Credit, 3 hours). This course introduces the student to the principles, scientific methods, and major issues in health service systems. The philosophy and development of public health are presented, with particular emphasis on the current organization of health service at the international, national, state, and local levels. The two fundamental disciplines of public health, epidemiology and biostatistics, the common indicators of health and service system characteristics, and the major source of health and health-related data are reviewed, with emphasis on their application to health promotion, disease prevention, policy formulation, and advocacy. Finally, the course concludes with discussions of the major issues in health services including maternal and child health, infectious disease, environmental health, injury prevention, chronic disease, and substance use, with emphasis on identifying, analyzing, and solving critical health service system problems. (Prerequisites: None)

PPOL 734. HEALTH MANAGEMENT. (Credit, 3 hours). Effective health management is intrinsically linked to solving critical health system problems such as controlling cost, increasing access to health services, and improving quality of health services; therefore, health management is integral to maintaining and enhancing the health of communities.

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Course participants will learn organization and management theory, concepts, and methods applicable to a wide variety of settings locally, nationally, and internationally, and will develop their ability to use concepts and methods to analyze and solve specific management problems. The first section of the course provides an overview of the health system, and discusses the importance of community-focused health services. The second section covers the conceptual and methodological foundation for health management: organizational theory, leadership, and building effective teams. The third section covers conceptual and methodological issues associated with key management functions: planning, implementation, evaluation, and sustainability. (Prerequisites: PPOL 730)

INTERNATIONAL DEVELOPMENT

PPOL 782. U.S. FOREIGN POLICY. (Credit, 3 hours). The major issues of foreign policy, how foreign policy decisions are made and by whom, and what theories explain foreign policy decisions, especially United States Foreign Policy. Areas of study include: the national interest, globalization, decision models, and theory.

PPOL 784. POLITICAL ECONOMY. (Credit, 3 hours). This course is about interactions between politics and markets mostly under democratic capitalism. It emphasizes the classical, neoclassical, and positive viewpoints of market economies including social institutions, industrial organization, regulation, the political business cycle, globalization, and international political economy.

PUBLIC FINANCE

PPOL 711. PUBLIC FINANCE. (Credit, 3 hours). This course covers selected special or topical issues and problems of public financing including alternative revenue sources, revenue sharing, taxing of individuals and corporation, flat tax, public expenditures, and modern practices of expenditure managements. Other topics of interest to participants will also be addressed. (Prerequisites: PADM 530 or by instructor's permission.)

PPOL 713. COMPARATIVE BUDGETING. (Credit, 3 hours). This course includes the theoretical debates applicable to budgeting in democratic systems. A comparative evaluation of budgeting in rich and developing countries will be emphasized. Generally, budgeting is designed to serve broad decision-making needs, facilitate fiscal planning, ensure accountability and protect governments against fiscal bottlenecks. In other words, budgeting helps ensure that resources are employed efficiently, used for the purpose for which they are allocated and that revenue and expenditure forecast are relatively accurate. (Prerequisites: PADM 636.)

SUSTAINABLE FUTURES

PPOL 625. SUSTAINABLE DEVELOPMENT. (Credit, 3 hours). This course focuses on the aspects of development that economists, environmentalists, and conservationists think should be sustained when governments attempt to set policies for economic growth. An in-depth examination of the theory of sustainability and the scholarly debates over sustainability will be undertaken in class lectures and discussions from the standpoint of: concepts, connotations, meaning, conditions, and interpretation.

PPOL 780. CRITICAL DEVELOPMENT THEORY. (Credit, 3 hours). This course will examine the theories and issues surrounding development in the developing areas of the world. The course will deal with the multi-diminishing aspects of development issues. Several development paradigms will be discussed and examined with respect to their influence on the globalization that is occurring in the world. Technical, environmental, social, economic, and political dimensions of development will be addressed. The course will explore the contributions of development crisis and post-independence policy failure to external dependency. (Prerequisites: None.)

Other Elective Courses

PPOL 604. MANAGEMENT INFORMATION SYSTEMS. (Credit, 3 hours). Students participate in the design, operation, and use of management information systems in public policy services. Several software packages are used, like SPSS and ArcGIS.

PPOL 608. SOCIAL POLICY. (Credit, 3 hours). An investigation of policies in areas such as health, education, employment, and housing. Service provision and income transfer policies are analyzed from an organizational framework.

PPOL 616. LABOR POLICY. (Credit, 3 hours). An analysis of public policies in the areas of employment, unions, labor markets, and human resource policies. The impact of changes in wages, training, unemployment, regulatory policy, foreign trade policy, and long-term employment security.

PPOL 654. URBAN POLICY AND POLITICS. (Credit, 3 hours). This is a course in urban policy and politics for graduate students. The course addresses various issues facing

Nelson Mandela School of Public Policy & Urban Affairs

urban government policies and policy. The course begins with the history of the development of urban centers and then proceeds with in-depth analysis of selected policy issues. We will discuss how urban centers (e.g., New York City, Atlanta) differ from a town and a village, and the special problems that cities face such as limits by states on their power and authority to solve their problems. Substantive topics include political machines, growth strategies, economic development, environmental regulation, law enforcement, land use regulation, and recreation. Additional topics include court decisions (e.g., Dillion's Rule), problems in implementation policy, and who participates in the policy process. (3 hours)

PPOL 705. FINANCIAL POLICY FOR THE PUBLIC SECTOR. (Credit, 3 hours). This course covers basic concepts, principles, and procedures of financial policy as it is applied to the public sector. Important topics include: private vs. public funds, financial statements, standard public funds and account groups, financial management of all public funds transactions, investment management and management of all public funds, and public accounting and auditing.

PPOL 715. GOVERNMENT FINANCIAL MANAGEMENT. (Credit, 3 hours). This course builds on the concepts covered in a Masters level government financial management course. Emphasis is placed on the application of various theoretical framework and technique in the analysis of critical issues in government finance. These issues include but are not limited to taxation and expenditures, state and local government debt management, pension funds management and the social security, and other current issues in public finance. Also, issues related to intergovernmental relations and performance auditing is introduced for in-depth analysis. The course will provide practice in analyzing the effects of government fiscal policies on economic development. There will be an in-depth review of many theories and models related to Government Financial Management. Several readings will be directed toward exploring current issues which will be useful in preparing students for the comprehensive examination. (Prerequisites: PADM 531 or PPOL 711.)

PPOL 732. HEALTH POLICY. (Credit, 3 hours). Health policy is critical for solving major system problems: controlling costs, increasing access to health services, and improving quality of health services. Therefore, effective health policy development and analysis is integral to the prevention of death, illness, and disability, and the promotion of health. Course participants will learn about the policymaking process, policies for organizing and financing care, and major health policy issues. The first

section of the course provides an overview of the health system, and discusses the comparative health systems. The second section covers the conceptual and methodological foundation for health policymaking: federal, state, and local roles in policymaking; the role of public opinion and interest groups in policymaking; developing policy by establishing evaluation criteria, identifying policy alternatives, and using criteria to analyze alternatives; and implementing and evaluating policy. The third section covers conceptual and methodological issues associated with policies for organizing and financing services: Medicare, Medicaid, private insurance and managed care. Finally, the course concludes with concepts and methods related to the major issues in health policy: controlling costs, increasing access, and improving quality care. *(Prerequisites: PPOL 730)*

PPOL 736. HEALTH CARE ECONOMICS. (Credit, 3 hours). This course introduces students to the principles, methods, and major issues in health economics. Understanding and applying economic concepts and methods to investigate the organization, delivery, and financing of health services is critical for developing health policies leading to equitable and efficient health services. The course includes: an overview of economic concepts and their applicability to health, an economic comparison of the US health systems with other health systems, health care expenditures, demand for health care, insurance, medical care production and costs, economic evaluation methods, basic characteristics of the competitive model, imperfect markets, hospital reimbursement systems, hospital and physician markets, governments intervention and insurance, private insurance industry, physician services industry, hospital services industry, pharmaceutical industry and health care reform. *(Prerequisites: PPOL 730)*

PPOL 750. ENVIRONMENTAL REGULATIONS AND LAW. (Credit, 3 hours). This course builds upon PADM 570 (Environmental Regulations and Law) and examines at an advanced level such regulations and law. All students must research and complete a substantial research paper of high quality. Topics covered include: environmental regulations and law vis a vis sustainable development; critical current issues in environmental regulations and law; efficiency and equity aspects of regulations; environmental regulations and law enforcements; evaluations of activities of Environmental Protection Agency (EPA); in-depth examinations of selected cases involving environmental regulations; effects of such regulations and law on manufacturing industries and general populations. *(Prerequisites: PADM 570 or consent of instructor.)*

PPOL 754. ENVIRONMENTAL POLICY AND ETHICS. (Credit, 3 hours). The global environment is threatened because of the development pressure, the lack of deliberate efforts to plan for growth, lack of adequate conservation and preservation strategies, lack of implementation of policies that would ensure that natural resources are available in perpetuity, and the lack of enforcement of local, national, and international laws. Students will be exposed to the opposing debates on global environmental matters. The course engages students in the theoretical underpinning of the global environmental debate. The ethical and political issues concerning biodiversity protection, trade in wildlife, urban and rural crises, multinational/ transnational, and the implications of Agenda 21 are examined.

PPOL 786. ENVIRONMENTAL POLICY. (Credit, 3 hours). This seminar will focus on the environmental problems that are global in nature, problems that cross national boundaries. Some of the issues to be discussed include global environmental change, LA NiNo and LA NiNa, Acid Rain phenomenon, Ozone and ozone layer destruction and natural hazards and hazard mitigations, world energy reserves and energy politics, the role of Non-Governmental Organizations (NGO's) in International Environmental Policy and Global Biodiversity. PPOL 799. ADVANCED RESEARCH. (Credit, 3 hours).

PPOL 800. DIRECTED INDEPENDENT STUDY I. (Credit, 3 hours).

PPOL 801. DIRECTED INDEPENDENT STUDY II. (Credit, 3 hours).

PPOL 825. DOCTORAL QUALIFYING EXAMINATION. (Credit, 0 hours).

PPOL 850. DISSERTATION RESEARCH. (Credit, 0-12 hours).

POLICY AND GUIDELINES FOR ASSISTANTSHIP/ SCHOLARSHIP

Criteria and Guidelines for awarding assistantship/scholarship, tuition waivers in the Ph.D. Public Policy program

Assistantships

For students to be considered eligible for an assistantship the following conditions shall be met:

Must be admitted in the Ph.D. Program with a regular or probationary status

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Computer and research skills count for extra points (no more than 10 points)

Must be enrolled full-time i.e. nine or more credit hours a semester except during the summer

Must maintain a minimum of 3.0 GPA

Occasionally an assistantship may be awarded to an MPA student to facilitate research projects

Based on cumulative scores, awards shall be determined by a committee beginning with the highest score until the money allocated is depleted

Policy for graduate assistants failing to carry nine credit hours each semester

An assistantship shall be revoked for dropping to less than nine credits each semester.

Students with less than a 3.0 GPA shall not be eligible for further assistantship until the GPA requirement is met

Students are encouraged to substitute or add when a course is dropped within the add and drop period

Students shall be eligible for reconsideration one academic year from the date of suspension

Independent courses cannot be used more than three times

To qualify for summer assistantship whenever the budget permits, a student must register for six credit hours

***Because the Ph.D. Program is a desegregation program mandating diversity, special consideration shall be extended to the other race students in assistantships, tuition waivers, and tuition scholarship.*

General Tuition-Waiver/Scholarship

Students who enroll full-time but have no assistantship shall be considered for tuition scholarship subject to the following conditions including budget limitations.

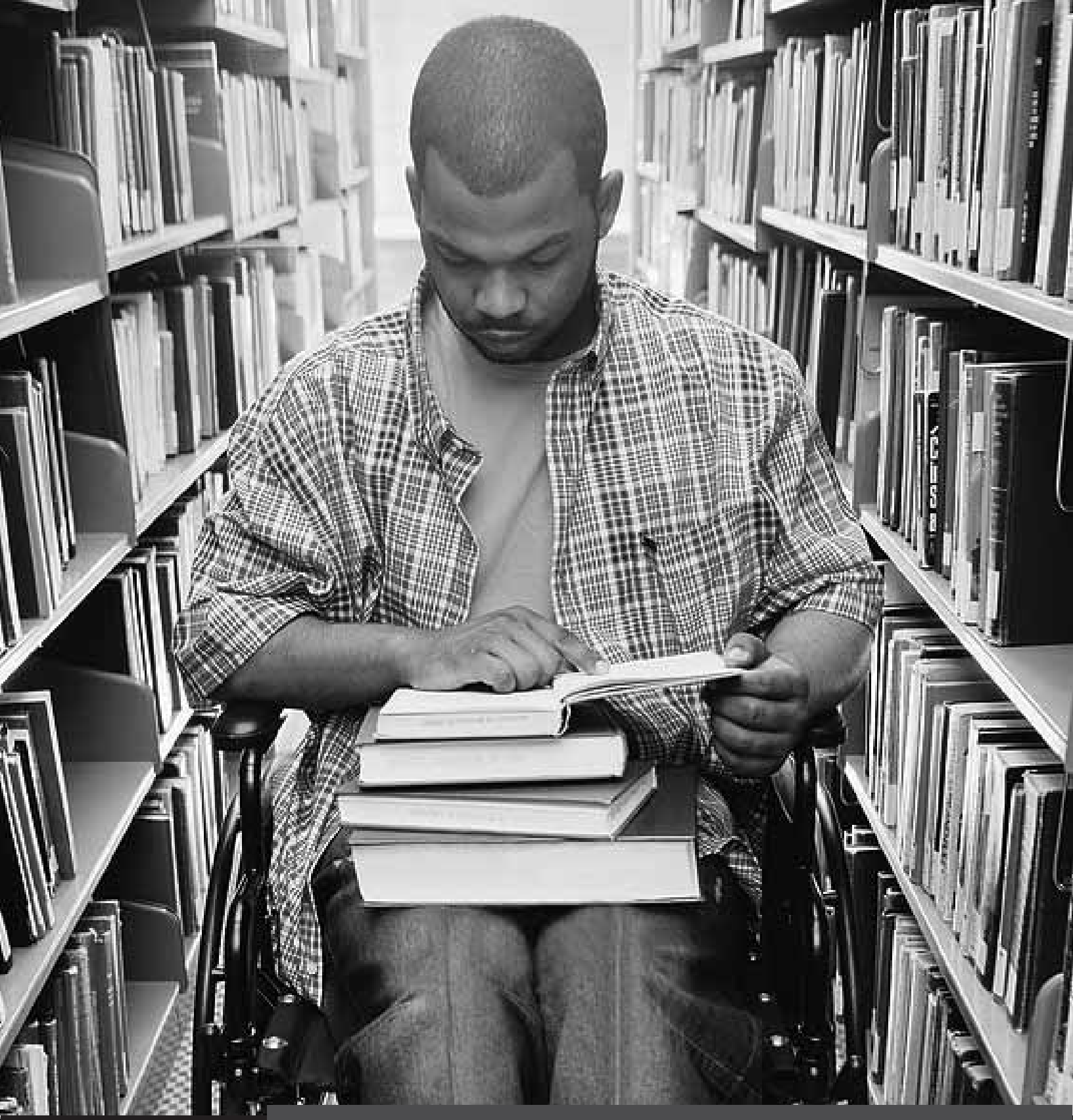
Must enroll full-time and carry full-time load (nine or more credit hours) to the end of the semester/term

Students with full employment with reasonable incomes are ineligible for consideration even if enrolled full-time or part-time. (Reasonable income determined by the committee)

It is considered a violation to drop to less than nine credit hours during the semester while holding a tuition scholar ship/waiver.

The penalty for dropping to less than nine credits will be revocation of the award with eligibility for reconsideration two academic years from the date of the revocation.

Part-time scholarships will be revoked if the beginning credits are not carried to the end of the semester/term.



Department of **Rehabilitation** and **Disability Studies**

Department of **Rehabilitation** and **Disability Studies**

College of Sciences

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Professors:

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Miller, Doreen
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Rehabilitation
Southern Illinois University

Associate Professor:

Puckett, Frank
Rh.D., CRC, ATP
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Washington, Carliss
Rh.D., CRC
Rehabilitation
Southern Illinois University

Assistant Professor:

Dutta, Alo
Ph.D., CRC
Rehabilitation
University of Illinois, Urbana-Champaign

Adjunct Professor:

Welch, Michael
Ed.D., CVE, CVS, Special Education
University of Alabama-Tuscaloosa

Introduction

The Rehabilitation Counseling Program (RCP) was established in 1983 as a part of the Consent Decree. It possesses the distinguished honor of becoming the first nationally accredited program in the State of Louisiana. In recognition of its quality of academic pursuits, RCP has been reaccredited for 8 years (2002-2010) by the Council on Rehabilitation Education (CORE). Also, in 1998, the program received an Honorable Mention from the Commissioner of Rehabilitation Services Administration, U.S. Department of Education, Washington, D.C.

The mission of the program is to educate and train individuals at the masters level to satisfy the qualified personnel needs of the rehabilitation profession and enhance quality of services to individuals with disabilities. The main objectives are as follows: C To develop skills, knowledge, and competencies required to provide quality services to persons with disabilities.

To prepare the students to conduct rehabilitation research and participate in scholarly activities.

To prepare the students to become effective advocates for individuals with disabilities.

To provide continuing education to the professionals in the rehabilitation community for further skills development and attainment/maintenance of national certification/state licen sure.

GRADUATE DEGREE OFFERED

M.S. Rehabilitation Counseling

Master of Science in Rehabilitation Counseling

The Program, fully accredited by the Council on Rehabilitation Education (CORE), offers a 48 semester hour curriculum to qualified students of diverse origins. RCP is currently offering long- term training curricula awarded by the Rehabilitation Services Administration (RSA), U.S. Department of Education. Under the purview of these projects, scholarships are provided to 12 first and 12 second year students for specialization in either of the three following areas:

Assistive Technology (RC-AT) - 12 hours

Rehabilitation of Ethnic Minorities (REM) - 12 hours

Vocational Evaluation and Work Adjustment (VEWA) - 12 hours

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Upon completion of 75% of course work, the students are eligible to take the national certification examinations administered by the Commission on Rehabilitation Counselor Certification (CRCC) and Commission on Certification of Work Adjustment and Vocational Evaluation Specialists (CCWAVES).

ADMISSION REQUIREMENTS

Master of Science in Rehabilitation Counseling

In addition to meeting all the requirements of the Graduate School, all applicants must:

Possess a bachelors degree in Rehabilitation Services or related human services fields such as education, special education, psychology, social work, sociology, criminal justice, counseling, mental health counseling, nursing, speech pathology and audiology, therapeutic recreation, physical and occupational therapy.

Complete program applicatoin

Submit 3 letters of recommendation

Provide official transcript(s)

Provide official Graduate Record Examination scores

Appear for a personal interview with the graduate admissions committee

Admission is granted in two statuses:

An applicant with a cumulative undergraduate/graduate GPA of 3.0 or above receives regular admission status

An applicant with a cumulative undergraduate/graduate GPA of 2.7-3.0 receives conditional admission status. A student admitted on this status is required to complete the first 12 semester hours of core courses with a minimum 3.0 in each course.

DEGREE/GRADUATION REQUIREMENTS

In addition to the Graduate School requirements, students must complete 48 semester hours of course work including 12 hours of specialization REM/VEWA at 100 clock hours of practicum and 600 clock hours of supervised internships; pass the departmental comprehensive examination or complete an approved thesis.

PLAN OF STUDY

Master of Science in Rehabilitation Counseling

First Semester (Fall)

REHB 501	Introduction to Rehabilitation Counseling	3 credits
REHB 510	Theories of Counseling	3 credits
REHB 564	Rehabilitation Assessment & Evaluation	3 credits
REHB 580	Medical & Psychosocial Aspects of Disability I	3 credits

Second Semester (Spring)

REHB 565	Research Methods & Statistics	3 credits
REHB 570	Occupational Information & Vocational Analysis	3 credits
REHB 581	Medical & Psychosocial Aspects of Disability II	3 credits
	One Course on Specialization	3 credits

Third Semester (Summer)

REHB 504	Rehabilitation Caseload Management & Reporting	3 credits
REHB 590	Practicum	3 credits

Fourth Semester (Fall)

REHB 571	Job Development & Placement	3 credits
REHB 591	Internship I	3 credits
REHB 599/	Supervised Research Project (optional)	3 credits
	One Course on Specialization	3 credits

Fifth Semester (Spring)

REHB 592	Internship II	3 credits
REHB 600	Research for Master's Thesis (optional)	3 credits
	One Course on Specialization	3 credits
	One Elective in Rehabilitation	3 credits

Specialization: Assistive Technology (AT)

REHB 575	Application of Assistive Technology in Vocational Rehabilitation	3 credits
REHB 576	Clinical Observations in Assistive Technology	3 credits
REHB 577	Assistive Technology Access for Ethnic Minorities	3 credits

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Specialization: Rehabilitation of Ethnic Minorities (REM)

REHB 511	Counseling Culturally Diverse Population with Disabilities	3 credits
REHB 512	Advocacy, Empowerment, and Ethics in Rehabilitation of Minorities	3 credits
REHB 513	Rehabilitation of Ethnic Minorities with Disablities	3 credits

Specialization: Vocational Evaluation and Work Adjustment (VEWA)

REHB 572	Theories and Practices of Vocational Evaluation in Rehabilitation	3 credits
REHB 573	Principles and Practices of Work Adjustment in Rehabilitation	3 credits
REHB 574	Seminar in Vocational Evaluation and Assessment	3 credits

COURSE DESCRIPTIONS

REHB 501. INTRODUCTION TO REHABILITATION COUNSELING. This course presents an overview of the field of rehabilitation. It focuses upon current rehabilitation practices, policies, principles, and ethics, within the context of the history of rehabilitation, and also within the context of today's political climate. The spectrum of rehabilitation services is discussed, ranging from intake through placement and follow-up. Upon successful completion of this course, students are prepared for more specialized courses in the field of rehabilitation.

REHB 504. REHABILITATION CASELOAD MANAGEMENT AND REPORTING. This course focuses on counseling strategies and caseload management methods for public and private rehabilitation. The course work facilitates development of the following skills: interpersonal, intake interview, goal setting, time management, and case report writing and documentation. The overall goals of the course are to assist students to become effective diagnosticians, interviewers, goal-setters, coordinators of caseloads, and service providers to culturally diverse consumers with disabilities.

REHB 510. THEORIES AND TECHNIQUES OF COUNSELING. This course is a survey of counseling theories applicable to the field of rehabilitation. Discussions will focus on the basic concepts of each approach such as the view of human nature, therapeutic process, and the client-counselor relationship. the following theories will be considered: Psychoanalytic, Adlerian, Existential, Person-Centered, Gestalt, Reality Therapy, Cognitive Behavior Therapy and Family Systems Therapy.

REHB 511. COUNSELING CULTURALLY DIVERSE POPULATION WITH DISABILITIES. The course is designed to: heighten the students' sensitivity to the unique needs of consumers of diverse cultural origins; assist students to become culturally competent rehabilitation counselors; and facilitate integration of knowledge and skills necessary to provide quality services.

REHB 512. ADVOCACY, EMPOWERMENT, AND ETHICS IN REHABILITATION OF MINORITIES. This course focuses upon the empirical as well as the philosophical bases of advocacy, empowerment, and ethics. These three topics play an important role in the professional life of the rehabilitation counselor. Upon successful completion of the course, students are able to better utilize the rehabilitation and counseling principles taught in other classes by re-interpreting some of the tenets from the perspective of ethics, empowerment, and advocacy.

REHB 513. REHABILITATION OF ETHNIC MINORITIES WITH DISABILITIES. Students become familiar with the rapidly changing ethnic composition of rehabilitation consumers in this country, and the effects which this diversity has on the delivery of rehabilitation services. Exposure to the unique perspectives and needs of a variety of disparate ethnic minorities is provided, and students explore alternative service delivery options which will meet the unique needs of culturally diverse consumers and their significant others.

REHB 564. REHABILITATION ASSESSMENT AND EVALUATION. This course covers basic principles and theories underlying psychological tests, including reliability and validity. It focuses on a variety of assessment procedures including both observational methods and more traditional tests. Instruction in the administration, scoring, and interpretation of intelligence, personality, and interest inventories are provided. Emphasis is on special considerations necessary for using traditional tests with persons with disabilities and on specific tests developed for use with this population.

REHB 565. RESEARCH METHODS AND STATISTICS. This course covers basic skills for conducting research. Research design and methodology are coupled with the statistical tools necessary for analyzing research data. Emphasis is placed on hypothesis testing and interpretation of results. Active engagement in data collection and analysis is required.

Department of **Rehabilitation** and **Disability Studies**

REHB 570. OCCUPATIONAL INFORMATION AND VOCATIONAL ANALYSIS. Provides knowledge of job requirements meshed with knowledge of capabilities and limitation of persons with disabilities. Jobs are considered in terms of necessary prerequisites, needed skills, and task demands. Methods of obtaining occupational information and using the same to help consumers make appropriate career choices based on their potentials, skills, education, interests, and aptitudes are included.

REHB 571. JOB DEVELOPMENT AND PLACEMENT. This course focuses on the theories and techniques of placement as applied to assist persons with disabilities to obtain and maintain competitive employment. Topics covered include: job development, job restructuring and modification, assessment of environmental and attitudinal barriers, and the use of specialized placement techniques.

REHB 572. THEORIES AND PRACTICES OF VOCATIONAL EVALUATION IN REHABILITATION. This course focuses on the theories and principles of the major vocational evaluation and assessment systems in the VEWA lab such as TOWER, JEVS, SINGER, MICROTOWER, VALPAR, VDARE, and McCARRON DIAL as they apply to the assessment of the vocational potential of individuals with disabilities. The course stresses the use of the worker qualification profile as supported by the U.S. Department of Labor for the analysis, classification and descriptions of all jobs listed in the O'net classification system. Didactic experience in testing, report writing, and interpretations are provided.

REHB 573. PRINCIPLES AND PRACTICES OF WORK ADJUSTMENT IN REHABILITATION. The course focuses on the history, theory, and empirical model associated with the practice of work adjustment services. Particular attention is given to behavioral models used in work adjustment such as individual contingency contracting, leveling systems, and token economy. Students will learn the appropriate uses of community rehabilitation programs, pre-vocational and vocational exploration, job preparation, job acquisition, and job maintenance in the rehabilitation of persons with disabilities. Students are taught concepts of job modifications, adaptive equipment, job coaching and work hardening.

REHB 574. SEMINAR IN VOCATIONAL EVALUATION AND WORK ADJUSTMENT. The objective of this course is to integrate the vocational evaluation and work adjustment theories, process, and practices in the field with a focus on enhancing the employability skills of persons with disabilities. The course

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emphasizes in depth use of cross code information, analyses of work behavior, worker qualification profile (WQP), residual functional capacity evaluation, job analyses, disability determination, work prognosis, and transferable skills analyses of people with multiple disabilities. These techniques require creative use of labor market statistics and databases for local employers and availability for local jobs. The course covers Career Exploration, including the use of commercial career exploration programs and the Occupational Outlook Handbook. Students are expected to write "expert" testimony reports from assigned scenarios of injured workers for attorneys, insurance carriers and Longshore administrative law judges.

REHB 575. APPLICATIONS OF ASSISTIVE TECHNOLOGY IN VOCATIONAL REHABILITATION. This course reviews the applications of assistive technology as applied to the needs of individuals with disability. This course uses Internet-based resources and covers various types of assistive technology (AT) including: computer access, augmentative communication, electronic devices for activities of daily living, wheelchairs and seating and vehicle modifications.

REHB 576. CLINICAL OBSERVATIONS IN ASSISTIVE TECHNOLOGY. This course reviews, in detail, the clinical aspects of conducting evaluations for assistive technology (AT) as applied to the needs of individuals with disability. The course includes face-to-face discussions with AT clinical staff (via Internet video conferencing) to discuss the strategies used to determine an individual's need for assistive technology to improve functional outcomes.

REHB 577. ASSISTIVE TECHNOLOGY ACCESS FOR RACIAL AND ETHNIC MINORITIES. This course focuses on the changing ethnic composition of the rehabilitation services population and the need to address cultural issues in the provision of VR services, especially AT service. The importance of being a culturally competent counselor and a need to be consumer-focused and community-focused are emphasized throughout the course. This course will use Internet recources for delivery of course content.

REHB 580 AND 581. MEDICAL AND PSYCHOSOCIAL ASPECTS OF DISABILITY I AND II. This foundation course is offered in two sequential parts. It is designed to provide an overview of medical terminology and anatomy and physiology of the organ system; describe the major diseases and associated etiologies, pathologies, and disabilities; delineate the diagnosis and prognosis of major injuries/acquired disabling conditions and related complications; and outline the vocational implications. Upon successful completion of this course, the students will be able to comprehend medical reports; determine functional abilities and transferrable skills required to develop a rehabilitation plan; communicate effectively with medical professionals and health care workers; and embrace the dynamics of adjustment to disabilities, coping mechanism, and the psychosocial impact of disability.

REHB 590. PRACTICUM. This supervised clinical experience of 100 clock hours is designed to provide students with the first formal opportunity to utilize the knowledge acquired through course work. The practicum site is selected, in consultation with the faculty supervisor, from a list of accredited agencies serving consumers with a variety of disabilities, especially those from culturally diverse backgrounds. Pre-requisite: The student must demonstrate knowledge, skills, competencies, ethical conduct and professionalism conducive to serving people with significant disabilities before being permitted to enroll.

REHB 591 AND 592. INTERNSHIPS I AND II. Students are required to complete a total of 600 clock hours of supervised clinical experience in two semesters (300 hours each). The courses provide intensive student exposure to the rehabilitation process in state rehabilitation agencies, community rehabilitation programs, and other private for-profit and non-profit agencies. The requirements for completion of these courses are described in the Internship Manual. Pre-requisite: The student must demonstrate knowledge, skills, competencies, ethical conduct and professionalism conducive to serving people with significant disabilities before being permitted to enroll.

REHB 599. SUPERVISED RESEARCH PROJECT. Students are required: to identify a problem in the area of rehabilitation of ethnic minorities, vocational evaluation and work adjustment, assistive technology, or other related cutting edge topics in rehabilitation; develop a research project prospectus based on previously published research; compose the research paper project as per the guidelines of the committee; and orally defend the research paper project.

REHB 600. RESEARCH FOR MASTER'S THESIS. Students who intend to complete a thesis are required to: build on their prospectus formulated in REHB 599; design and execute the proposed research; analyze the results and write findings in a scholarly manner following the American Psychological Association's Publication Manual (latest edition) and Graduates School guidelines; and orally defend the thesis.

Science/Mathematics Education

Science/Mathematics Education

Graduate School

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GRADUATE FACULTY

Professors:

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Ph.D., Physics
Louisiana State University

Bobba, Rambabu*
Ph.D., Physics
Indian Institute of Technology

Couvillon, Lawrence*
Ph.D., Mathematics
Louisiana State University

Diack, Moustapha
Ph.D., Organic Chemistry
University of Metz

Deamer, Thelma*
Ph.D., Science Education
The Ohio State University

Fazely, Ali*
Ph.D., Medium Energy Nuclear Physics
Kent State University

Meyinsse, Joseph*
Ph.D., Mathematics Education
Louisiana State University

Moore, William*
Ph.D., Biophysical Chemistry
Purdue University

Woldesenbet, Eyassu
Ph.D., Mechanical Engineering
University of Delware

Young, Luria*
Ph.D., Educational Leadership and Research
Louisiana State University

** Graduate faculty who serve this program from the Departments of Biology, Chemistry, Computer Science, Curriculum and Instruction, Engineering, Mathematics, and Physics*

*** Adjunct Professor*

Associate Professors:

Bates, Juanita J.
Ph.D., Mathematics Education
Louisiana State University

Graduate Degree Offered

Ph.D. Doctor of Philosophy in Science/Mathematics Education

Overview

This interdisciplinary doctoral program is designed for individuals who have completed a bachelor's or master's degree in mathematics, computer science, a natural science, or curriculum & instruction with a science or mathematics concentration. Students who enter this program without the master's degree in one of the content areas will earn a M.S. degree or complete a master's equivalency in mathematics, a natural science, or computer science during their course of study. This program is designed to develop research skills which will lead to improvements in teaching and learning in science and mathematics, in environments ranging from the primary to post secondary levels.

This program prepares graduates for a wide variety of careers, including:

university-level teaching and research in science and mathematics education

teaching in the content area at undergraduate and community colleges

school district science/mathematics curriculum administration

program development at zoos, aquaria, observatories, museums, and other informal science settings
instructional program development in industry
scientific writing and/or software development for science/mathematics education

leadership in science or mathematics education professional organizations

independent consulting

Science/Mathematics Education

Note: Graduates of the Ph.D. program in Science/Mathematics Education are qualified to teach in colleges and universities but do not automatically qualify for K-12 teacher certification. Students lacking but wishing to secure K-12 certification must conform to additional requirements. This will necessarily lengthen their program of study. The applicant should further note that employers in several of the career options may expect several years of prior successful teaching experience. Accordingly, it is essential that the applicant clearly describe his/her long-range goals in the initial application, so the Department can provide appropriate advisement and mentoring.

ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the Graduate School, the applicant must:

Hold a minimum of a bachelor's degree in one of the following fields: mathematics, computer science, a natural science, engineering, or curriculum and instruction with a science or mathematics concentration.

Provide a curriculum vitae and any written evidence of research potential (publications, research reports, master's thesis, etc.)

Submit official transcripts from all schools attended

Submit GRE scores (within past five years)

Submit TOEFL scores (for international students, as required by the Graduate School.

In addition, applicants are encouraged to schedule a personal interview through the Department of Science/Mathematics Education. (International students, and others for whom travel would be a hardship, may arrange a phone or e-mail interview.

GRADUATION REQUIREMENTS

Following is the minimum graduation requirements. In all cases, the student must complete an individualized program of study, which must be filed and approved during the first semester of study.

A minimum of 24 credit-hours of graduate coursework in the content field (master's equivalency)

A minimum of 36 credits of graduate coursework beyond the master's degree or equivalency and 60 credits beyond the bachelor's degree, exclusive of dissertation research

Completion of core courses specified by the department

Prior classroom teaching experience, or completion of a practicum of such experience during the program

Successful completion of a comprehensive examination for admission to doctoral candidacy

Successful defense of proposed research

Completion of 12 credits of directed dissertation research

Completion and successful oral defense of the dissertation

PLAN OF STUDY
DOCTOR OF PHILOSOPHY (Ph.D.) IN SCIENCE/ MATHEMATICS EDUCATION

Content Area (24 semester hours)

Master's Degree in Biology, Chemistry, Physics, Mathematics, or Computer Science
OR
24 credit-hours of coursework numbered 500 or higher in one of the above disciplines

Foundations (6 semester hours)

SMED 702	Cognitive Foundations of Learning Science/Mathematics	3 credits
AND		
SMED 705	Foundations of Science/ Mathematics Education	3 credits
OR		
SMED 710	History and Structure of Science and Mathematics	3 credits

Research (12 semester hours)

SMED 739	Applied Statistics and Data Analysis	3 credits
SMED 740	Quantitative Research in Science/ Mathematics Education	3 credits
SMED 741	Qualitative Research in Science/ Mathematics Education	3 credits
Approved Research Elective		3 credits

Curriculum (6 semester hours)

SMED 716	Science/Mathematics Curriculum (Secondary)	3 credits
AND		
SMED 715	Science/Mathematics Curriculum (Elementary)	3 credits
OR		
SMED 717	Science/Mathematics Curriculum (College)	3 credits

Science/Mathematics Education

Technology (3 semester hours)

SMED 720	Technology in Science/ Mathematics Education	3 credits

Doctoral Seminar **0 credit**

Required attendance at departmental seminars and relevant professional meetings.

Electives (9 semester hours)

Nine semester credit hours of graduate level courses taken while enrolled in the doctoral program, and approved by the Department

Dissertation (12 semester hours)

SMED 799	Advanced Research	3–15 credits
SMED 800	Dissertation Research	3–15 credits

Minimum coursework requirements for the Ph.D. in Science/ Mathe-matics Education:

60 credits beyond the bachelor's degree, exclusive of dissertation

36 credits beyond the master's degree, exclusive of dissertation

Departmental Course Offerings

SMED 701. Developmental Psychology and Science/Mathematics Education (Credit, 3 hours). An in-depth coverage of the fundamentals and recent developments in developmental psychology, and their implications for Science/Mathematics Education.

SMED 702. COGNITIVE FOUNDATIONS OF LEARNING SCIENCE/MATHEMATICS (Credit, 3 hours). An in-depth coverage of the fundamentals of cognitive psychology and recent developments in cognitive psychology, and implications for Science/Mathematics Education; the cognitive domain, memory and cognition, cognitive models of learning, applications to the design of computer/multimedia assisted delivery systems.

705. FOUNDATIONS OF SCIENCE/ MATHEMATICS EDUCATION (Credit, 3 hours). A graduate level survey of the history and basic foundations of educational paradigms in general, and those of science and mathematics education in particular; the evolution of modern theories of teaching and learning; and the various paradigms of research in Science/Mathematics Education.

SMED 710. HISTORY AND STRUCTURE OF SCIENCE AND MATHEMATICS (Credit, 3 hours). Basic history and philosophy of the applicable Science/Mathematics discipline; structure, sub-branches and their recent developments; implications of current topics in a discipline on the curriculum (content, delivery, feedback) at various levels of the educational pipeline; introductory survey of related trends in research on teaching and learning in the discipline.

SMED 715. Science/Mathematics Curriculum (Elementary) (Credit, 3 hours). A macroscopic and microscopic examination of elementary science and mathematics curriculum. General structure, strands, and themes; analysis of sample classroom activities, delivery methods and media; related assessment of learning outcomes; cognitive and behavioral bases for the general curriculum; contemporary trends for the elementary science/mathematics curriculum; concepts and process maps applied to the curriculum and to specific activities. The elementary level is covered as a part of a continuum.

SMED 716. Science/Mathematics Curriculum (Secondary) (Credit, 3 hours). A macroscopic and microscopic examination of secondary science and mathematics curriculum. General structure, strands, and themes; analysis of sample classroom activities, delivery methods and media; related assessment of learning outcomes; cognitive and behavioral bases for the general curriculum; contemporary trends for the secondary science/mathematics curriculum; concepts and process maps applied to the curriculum and to specific activities. The secondary level is covered as a part of a continuum.

SMED 717. SCIENCE/MATHEMATICS CURRICULUM (College) (Credit, 3 hours). A macroscopic and microscopic examination of college curriculum in the affected science/ mathematics disciplines; general structure, strands, and themes, and analysis of sample classroom activities, delivery methods and media, and related assessment of learning outcomes; cognitive and behavioral bases for the general curriculum; contemporary trends for the college science/mathematics curriculum; concepts and process maps applied to the curriculum and to specific activities. The college level is covered as a part of a continuum.

SMED 720. Technology in Science/Mathematics Education (Credit, 3 hours). A survey of current educational technologies and their integration into teaching, learning, assessment, and instructional materials development; specific use of selected technologies (computers, multimedia, telecourses,

Science/Mathematics Education

interactive systems); identification of selected technologies; outcome assessments congruent with the technological integration into the content, delivery, feedback, and related research issues. This course, depending on a student's background, may require extensive supplemental work in thoroughly going through the delivery of instruction with selected technologies. Consultations with the instructor prior to enrollment are recommended. Basic computer literacy is mandatory.

SMED 721. Design in Science/Mathematics Education: Instruction and Outcome Assessment (Credit, 3 hours). This course focuses on the design of instruction (subject and skill content, organization, delivery methods, and related assessment of outcomes and effectiveness), taking into account, explicitly, the relevant cognitive and affective parameters and objectives; and the applications of concept and process mapping, for various grade levels. The integration of recent assessment techniques and of applicable technologies into the instructional delivery and assessment processes is an integral part of this course. Implications for research are explicitly addressed.

SMED 722. Instructional Design and Multimedia Technology (Credit, 3 hours). This course focuses on the use of interactive multimedia in teaching and learning and the development of multimedia learning objects for Science/Mathematics Education, targeting K-16 settings. It will provide students with a strong theoretical, experiential, and critical perspective of instructional design as it is applied in a variety of educational contexts and learning environments.

SMED 725: Critical Thinking in the Sciences and Mathematics (Credit, 3 hrs.). This course will address how critical thinking skills can be taught and acquired in the sciences and mathematics PK-16 classroom. Students will examine the type of thinking that takes place within a discipline, identify ways to raise questions using intellectual standards, evaluate knowledge through reasoning, and discuss the role of questions in thinking and learning. Current research on critical thinking in the sciences and mathematics will be studied.

SMED 726. Evolution and Science Education (Credit, 3 hours). This course is designed for students already knowledgeable about the theory of evolution. The course explores the history and philosophy of evolutionary thought, its impact on science and society, and particularly how the topic of 'biological evolution' is inculcated into the National Science Education Standards.

SMED 732. Topics in Number Theory (Credit, 3 hours). This course will briefly review fundamental concepts from Number Theory, with emphasis on intuition, proof, history, applications to modern algebra, discrete mathematics, coding, and the role of number theory in the school curriculum. Topics will include divisibility, the fundamental theorem of arithmetic, the Euclidean algorithm, congruence, number theoretic functions, Diophantine equations, systems of linear congruences, topics in algebraic number theory, induction and well-ordering.

SMED 735. Practicum in Mathematics Teaching at the Elementary or Secondary Levels (Credit, 3-6 hours). This practicum is "taught" or more accurately, guided and supervised, by a team of faculty members, at least one of whom is a graduate education faculty member and one of whom is a mathematics graduate faculty member. (Prerequisites: SMED 705 or equivalent, 715, or 716, and 721.)

SMED 736. Practicum in Science Teaching at the Elementary or Secondary Levels (Credit, 3-6 hours). This practicum is taught, or more accurately, guided and supervised, by a team of faculty members, at least one of whom is a graduate education faculty member and one of whom is a graduate faculty member in the affected science discipline. (Prerequisites: SMED 705 or equivalent, 715, or 716, and 721.)

SMED 737. Practicum in College Science Teaching in Biology, Chemistry, Computer Science, Mathematics, or Physics (Credit, 3-6 hours). This practicum is ìtaughtî or more accurately, guided and supervised, by a team of faculty members, at least one of whom is a graduate education faculty member and one of whom is a graduate faculty member in the affected science discipline. (Prerequisites: SMED 705 or equivalent, 717 (for the affected science discipline), and 721.)

SMED 739. APPLIED STATISTICS (Credit, 3 hours). This course is designed to promote conceptual understanding of advanced statistical procedures used in the educational and behavioral sciences, and to enhance the computational skills necessary to carry out these procedures. Both theoretical and practical issues will be addressed. Including statistical reasoning, statistical methods for computerized data analysis; understanding, evaluating and interpreting research findings in professional literature and the selection of appropriate statistical methods. (Prerequisites: Math 586 or an equivalent statistics course, or by permission of the instructor.)

Science/Mathematics Education

SMED 740. QUANTITATIVE RESEARCH IN SCIENCE/MATHEMATICS EDUCATION (Credit, 3 hours). This course surveys the quantitative methods in Science/Mathematics Education research. Emphasis is placed on applications of basic statistical methods to the design and conduct of research. The validity of basic statistical inferences and related confidence levels are rigorously treated. Linear models and their implementation using the computer are operationally treated. (Prerequisite: SMED 739)

SMED 741. QUALITATIVE RESEARCH IN SCIENCE/MATHEMATICS EDUCATION (Credit, 3 hours). This course is designed to expose every graduate student to the qualitative dimensions of research in science/mathematics education. Limitations of the quantitative approaches in research on conceptual understanding and on the interplay of the cognitive and affective domains are initially discussed. This is followed by the fundamentals of qualitative research in science/mathematics education and the different and complementary natures of quantitative and qualitative approaches.

SMED 743. Science/Mathematics Research Design (Credit, 3 hours). The first half of this course is devoted to fundamentals of research design for qualitative and quantitative research. The second half of the course entails actual practicum in designing specific research projects. (Prerequisites: SMED 740 and 741.)

SMED 750. Advanced Quantitative Methods in Science/Mathematics Education Research (Credit, 3 hours). Theories, models, and methods for the analysis of quantitative data; advanced experimental design and statistical inference; correlation and regression methods; factor analysis; survey of multivariate methods. Explicit applications to research in science/mathematics education. (Prerequisites: SMED 740 and 741.)

SMED 755. Advanced Qualitative Methods in Science/Mathematics Education Research (Credit, 3 hours). Intended mainly for students whose dissertation research entails significant qualitative research, this course explores in detail contemporary methods of qualitative research in science/mathematics education, with applications to realistic cases. (Prerequisites: SMED 740 and 741.)

SMED 760: Informal Science Education (Credit, 3 hrs.). The principles and practice of structuring and assessing science learning activities outside of the traditional classroom and formal curriculum. Included are analyses of the enrichment experiences available through science museums, zoos, planetaria, aquaria, nature trails, science fairs, television, science-related websites, youth groups, and summer camps. The challenges of accommodating individuals with special needs and a spectrum of personal interests and learning styles are addressed.

SMED 770: SPECIAL TOPICS IN SCIENCE/MATHEMATICS EDUCATION (Credit, 3 hours; may be repeated). An in-depth treatment of topics of timely interest in science and/or mathematics education. Specific topics will be announced in advance and will be described in a focused syllabus.

SMED 780. Research in Mathematics Education (Credit, 3 hours). This course includes a brief historical survey of educational research, with a focus on factors leading to the development of modern research in mathematics education. Topics include the factors affecting internal and external validity, the structure of research designs and methods considered appropriate for research in mathematics education, the factors affecting curricular and research activities in mathematics education prior to 1975, and a careful study of two documents from NCTM's Research Agenda: Effective Mathematical Teaching and Setting a Research Agenda.

SMED 790: Independent Study in Science Education (Credit, 3 hours). This course provides an opportunity for students to independently examine a topic of relevance under the direction of a faculty member. The student and faculty member meet prior to the beginning of the course to develop a contract describing the specific work to be done and the performance standards to be met. (Prerequisite: only by permission of the SMED department.)

SMED 791: Independent Study in Mathematics Education (Credit, 3 hours). This course provides an opportunity for students to independently examine a topic of relevance under the direction of a faculty member. The student and faculty member meet prior to the beginning of the course to develop a contract describing the specific work to be done and the performance standards to be met. (Prerequisite: only by permission of the SMED department.)

SMED 799. ADVANCED RESEARCH. (Credit, 3–15 hours). Research for doctoral students before admission to candidacy. Designed for students in the doctoral program who have successfully completed 80 percent of the doctoral level courses.

Science/Mathematics Education

Students will develop a proposal and focus on the scholarly investigation of a research and/or dissertation topic. Not open to students who have already been admitted conditionally.

SMED 800. DISSERTATION RESEARCH (Variable credits, 3–15 hours; may be repeated). Directed development of the written dissertation and preparation for the oral defense. (Prerequisite SMED 799.)

Note: With departmental approval as part of the filed course of study, up to two courses taken outside the department may be used to fulfill the requirements for the Ph.D. degree in Science/ Mathematics Education.

Social Sciences

Social Sciences

College of Arts and Humanities

(History, Political Science, Sociology)

The departments of history, political science, and sociology jointly offer the Master of Arts in the Social Sciences. The interdisciplinary program is designed to meet the needs of metropolitan area teachers, social analysts, and junior and middle level social service and personnel administrators, as well as beginning graduate students in the social sciences who plan to pursue further study for the doctorate in one of the social science disciplines.

SPECIFIC OBJECTIVES OF THE PROGRAM

To prepare students for further study in the social sciences

To provide social studies teachers with greater depth in the fields of history, political science and sociology

To prepare pre-collegiate level teachers for the multi-ethnic urban centers of America

To improve the overall quality of social science knowledge through study research in the disciplines of history, political science, and sociology

To enhance the scholarly publications of the minority experience as a part of the overall human experience through appropriate research, study, and creative activities

To improve the social science information and skill levels of social service personnel through appropriate course offerings

ADMISSIONS REQUIREMENTS

Admission to the Graduate School at Southern University

Admission to the department in the area of specialization: history, political science and sociology, as set forth by the specific department

Completion of a minimum of 15 hours of undergraduate courses in the area of concentration: history, political science, and sociology, as follows:

History - 15 hours

Political Science - American Government, Constitutional Law, and 9 hours of electives

Sociology - Introductory Sociology, Contemporary Social Problems, Social Research, Sociological Theory, and 3 hours of electives

Deficiencies must be eliminated by taking the necessary undergraduate courses

GRADUATION REQUIREMENTS

Students in the Master of Arts in the Social Sciences program are required to concentrate in one of these areas: history, political science, sociology. Also, they must complete at least one research course in their area of concentration, and one of the following interdisciplinary seminars:

Course Number	Title	Hours
SS 500	Social Science Seminar (offered by History Department)	3
SOC 500	Social Science Methodology (offered by Sociology Department)	3
POL SCI 500	Seminar in America Politics (offered by Political Science Department)	3

In addition to the above requirements, students are required to complete 12 hours within their area of concentration, and 6 hours in each of two areas other than the area of concentration.

History

Fifteen hours of history courses to be selected in consultation with the graduate advisor in the Department of History 15 credits

Six hours in each of two related fields 12 credits

Thesis 3 credits

TOTAL 30 credits

Political Science

Fifteen hours to include Political Science 502, Political Science 503 and at least one course from each of the following groups: Political Theory; American Politics/Public Law; Comparative Politics/International Law 15 credits

Six hours in each of two related fields 12 credits

Thesis 3 credits

TOTAL 30 credits

Sociology

Fifteen hours of sociology courses are required. Six hours of the required Sociology courses: Sociology 550 - Techniques of Data Collection and Analysis, and Sociology 555 - Contemporary Social Thought. The remaining nine hours should be taken in consultation with the graduate advisor 15 credits

Six hours each in two related fields 12 credits

Thesis 3 credits

TOTAL 30 credits

Social Sciences

Academic Average
Students must meet all of the general requirements of the Graduate School. The student must maintain an overall average of "B" in all work credited toward the degree with not more than six semester hours of "C" work.

Thesis and Examination
All students must pass an oral examination on the thesis. An Advisory Committee of three faculty members, representing at least two disciplines, should be selected for each student by the end of the first semester in the program. The interdisciplinary committee will also serve as the student's thesis examination committee. The chairperson of the committee shall be the major adviser for the thesis.

Each student shall present a seminar on the thesis after the oral examination and prior to the awarding of the master's degree.

All graduate work, including the thesis, must be completed within six years proceeding the granting of the degree.

Master of Arts in Social Sciences

Master of **Arts** in **Social** Sciences

History Concentration

Chairman: **Dr. Shawn Comminey**
P.O. Box 10092
Baton Rouge, LA 70813
Rodney G. Higgins Hall – Suite 407
Phone: (225) 771-3260
Fax: (225) 771-5861
E-Mail: shawn_comminey@subr.edu

FACULTY

Professors:

Fontenot, Michael J.
Ph.D., History
Louisiana State University

Lockett, Raymond J.
Ed.D., Administration and Supervision
University of Colorado

Tolson, Arthur L.
Ph.D., History
University of Oklahoma

Vincent, Charles
Ph.D., History
Louisiana State University

Danquah, Francis
Ph.D., History
Iowa State University

Allen, Troy D.
Ph.D., African American Studies
Temple University

Associate Professor:

Comminey, Shawn
Ph.D., History
Florida State University

Breaux, Peter
Ph.D., History
Florida State University

Firven, Michael
Ph.D., History
Howard University

Jackson, Wanda
Ph.D., History
University of Kentucky

Introduction

The Department of History prepares students who can demonstrate a general knowledge of the histories of people of the world and use of tools of historical research to expand the fields of knowledge.

GRADUATE DEGREE OFFERED

M.A. Master of Social Science

ADMISSION REQUIREMENTS

Admission to the Graduate School at Southern University

Completion of a minimum of 15 hours of undergraduate courses in history

GRADUATION REQUIREMENTS

Fifteen hours of history courses to be selected in consultation with the graduate advisor

Six hours in each of the two related fields

Thesis (Three credit hours minimum)
Total number of hours = 30 (Minimum of 24 hours of coursework and a minimum of six hours for thesis)

COURSE DESCRIPTIONS

HISTORY

HIST 548. AFRICAN AMERICAN CIVILIZATIONS OF LATIN AMERICA (Credit, 3 hours). An examination of the culture politics, economy, and other social aspects of the Black man in Latin America from the voyages of Columbus to the present.

HIST 494/545. AFRICAN HISTORY (Credit, 3 hours). A study of the history of Africa from prehistoric times to circa 1800.

HIST 546. AFRICAN HISTORY (Credit, 3 hours). A continuation of HIST 494 with emphasis on African History from 1800 to present.

HIST 500. SEMINAR IN SOCIAL SCIENCE (Credit, 3 hours).

Master of **Arts** in **Social** Sciences

HIST 504. AMERICAN HISTORY TO 1861 (Credit, 3 hours). A study of the various interpretations of major developments in the United States to 1861.

HIST 505. AMERICAN HISTORY FROM 1861 (Credit, 3 hours). A study of the new interpretations of the consequences of the Civil War, Reconstruction, urbanization and imperialism.

HIST 506. METHODS AND MATERIALS IN ETHNIC STUDIES (Credit, 3 hours). The design, development and analysis of instructional materials for Ethnic Studies. The course will involve the study and formulation of behavioral objectives, content structures, consideration of materials, devices for evaluation, and various methodologies.

HIST 507. PROBLEMS AND READINGS IN ETHNIC AND MINORITY STUDIES (Credit, 1 - 6 hours). An interdisciplinary course designed to focus attention on the problems, history and culture of various ethnic groups.

HIST 508. SEMINAR IN AMERICAN SLAVERY (Credit, 3 hours). An examination of contemporary writings on American slavery. Emphasis on comparative viewpoints of authorities and their relevance to current values and interpretations.

HIST 510. THE ELDERLY IN AMERICA (Credit, 3 hours). A study of the provisions made to assist the elderly in adapting to new lifestyles.

HIST 530. SEMINAR ON LOUISIANA (Credit, 3 hours). Louisiana Historiography, emphasis on the Black experience.

HIST 550. WEST AFRICAN HISTORY (Credit, 3 hours). A survey of West African History from 1000 A.D. to the present.

HIST 547. HISTORY OF SOUTH AFRICA (Credit, 3 hours). An examination of the social economic and political development in the cape region after the European intrusion and their repercussion to the modern era.

HIST 562. TOPICS IN AFRICAN HISTORY AND CULTURE (Credit, 3 hours). An examination of the history and culture of selected African groups.

HIST 584. SEMINAR IN 20TH CENTURY AMERICA (Credit, 3 hours). Individual and group research of selected issues of problems for analyzing and discussion of Twentieth Century America.

HIST 586. SEMINAR IN THE HISTORY OF AFRICAN AMERICAN IN THE TWENTIETH CENTURY (Credit, 3 hours). Individual and group study of selected topics relating to Blacks since 1900.

HIST 588. SEMINAR IN URBAN HISTORY (Credit, 3 hours). An examination of urban development in the U.S. from early colonial towns to the twentieth century megalopolis.

HIST 593. SEMINAR IN LATIN AMERICA HISTORY (Credit, 3 hours). An examination of the politica,l social, and economic conditions of Latin Americans from the voyages of Columbus to the present.

HIST 598. HISTORY OF THE LABOR MOVEMENT (Credit, 3 hours). This course presents an overview of the history, development, principles, and theory of the trade union movement in the United States, the impact of the trade union movement in the United States, and the impact of the trade unions on the political, social, and economic life of the country.

HIST 599. SUPERVISED RESEARCH (Credit, 3-15 hours).

HIST 600. RESEARCH AND THESIS (Credit, 3 hours).

Master of **Arts** in **Social** Sciences

Political Science Concentration

Chairperson: **Dr. Kingsley Esedo**
P. O. Box 9656
Baton Rouge, Louisiana 70813
Higgins Hall – Room 419
Phone: (225) 771-3210
Fax: (225) 771-2848
E-mail: kesedo@yahoo.com

GRADUATE FACULTY

Professors:

Arp, William
Ph.D., Justice Studies, Public Policy
Arizona State University

Esedo, Kingsley
Ph. D., Political Science
Boston University

Perry, Huey
Ph.D., Political Science
University of Chicago

Hines, Revathi
Ph.D., Political Science
Howard University

Samuels, Albert
Ph.D., Political Science
Louisiana State University

Introduction
The departments of political science, history and sociology jointly offer the Master of Arts in Social Sciences. This interdisciplinary program is designed to meet the needs of metropolitan area teachers, junior and middle level social service, personnel administrators and beginning graduate students who plan a career in law, or will seek the doctorate in one of the social science disciplines.

DEGREES OFFERED

M.A. Master of Arts in Social Sciences

ADMISSIONS REQUIREMENT

Admission to the Graduate School at Southern University

Admission to the Political Science department

Completion of a minimum of 15 hours of undergraduate courses in political science: American Government, Constitutional Law and 9 hours of electives

Deficiencies must be eliminated by taking the necessary undergraduate courses

GRADUATION REQUIREMENTS

Students in the Master of Arts in the Social Sciences program may concentrate in Political Science. They must complete at least one research course in the area of concentration, and the following interdisciplinary seminar:

POL SCI 500 Seminar in American Politics

Students must also complete:
Fifteen hours to include Political Science 502, and at least on course from each of the following groups: Political Theory, American Politics/ Public Law, Comparative Politics/International Law **15**

Six hours in each of two related fields **12**

Thesis 3
TOTAL 30

Academic Average
Students must meet all of the general requirements of the Graduate School. The student must maintain an overall average of "B" in all work credited toward the degree with not more than six semester hours of "C" work.

Thesis and Examination
All students must pass an oral examination on the thesis. An Advisory committee of three faculty members, representing at least two disciplines should be selected for each student by the end of the first semester in the program. This interdisciplinary committee will also serve as the student's thesis examination committee. The chairperson of the committee shall be the major adviser for the thesis.

Each student shall present a seminar on the thesis after the oral examination and prior to the awarding of the master's degree.

All graduate work, including the thesis, must be completed within six years preceding the granting of the degree.

COURSE DESCRIPTIONS

POLS 500. SEMINAR IN AMERICAN POLITICS (Credit, 3 hours). An interdisciplinary course which provides an extensive review of the American political system by focusing on the three major institutions of government (President, Congress, and the Supreme Court) and the role of blacks in the American political arena.

POLS 501. SEMINAR IN BLACK POLITICS (Credit, 3 hours). An extensive review of the research in political science and related disciplines on the nature, role, and techniques of the Black community in American politics at the local, state, and national level.

POLS 502. RESEARCH SEMINAR IN POLITICAL SCIENCE (Credit, 3 hours). Definitions of the scope and subject matter of political science; methodological issues; current leading studies of politics; the current state of research in political science.

Master of **Arts** in **Social** Sciences

POLS 503. METHODOLOGY (Credit, 3 hours). A research seminar designed to introduce advanced students to data processing in political science. "Hands-on" experience at the computer terminal utilizing computer programs.

POLS 505. SEMINAR IN POLITICAL SOCIALIZATION (Credit, 3 hours). An examination of theoretical propositions in findings of recent empirical research in the field of political socialization. Special consideration given to the role of the school and the teacher in the socialization process and the studies on the political socialization of Blacks and other minorities.

POLS 510. SEMINAR IN THE LEGISLATIVE PROCESS (Credit 3, hours). The theory and practice of legislative organization and procedures, policy determination, and executive legislative relationship.

POLS 512. SEMINAR IN INTEREST GROUP POLITICS (Credit 3 hours). An examination of the impact of interest group influence on the governmental process to include strategies, finance, and lobbying.

POLS 515. PUBLIC OPINION AND THE POLITICAL PROCESS (Credit, 3 hours). An analysis of the impact of public opinion on the political process to include an introduction to the development and application of polling and surveying instruments.

POLS 522. INTERNATIONAL LAW AND ORGANIZATIONS (Credit, 3 hours). Nature, sources, and development of international law, general development and basic principles of world organizations, principles, structure, methods, and actual operation of international governmental institutions with emphasis on the United Nations and related agencies.

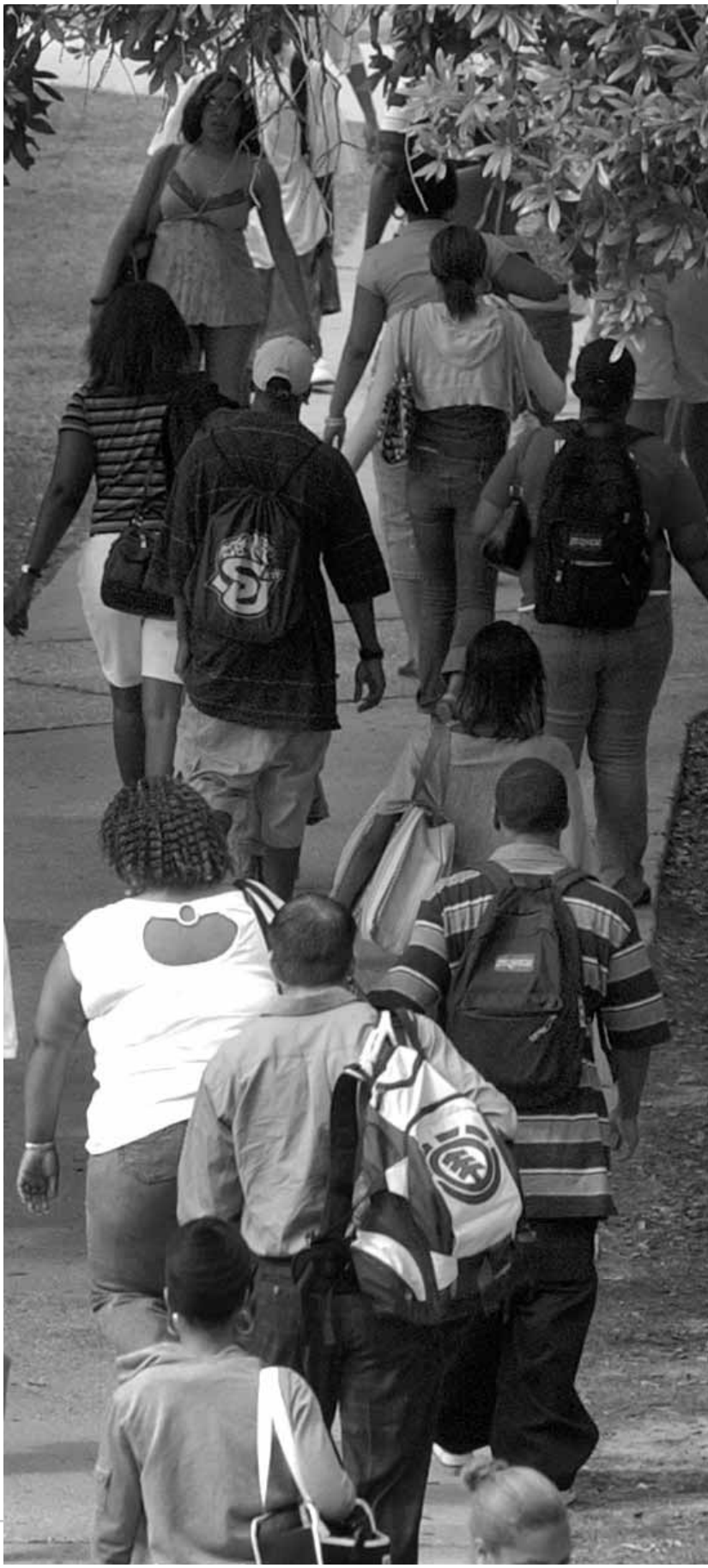
POLS 532. SEMINAR IN COMPARATIVE POLITICS (Credit, 3 hours). An advanced seminar dealing with the analysis of contemporary political systems from the perspective of recent developments in comparative politics.

POLS 550. GOVERNMENT AND POLITICS OF CHINA (Credit, 3 hours). Evolution, structure, and functioning of the Chinese governmental system, the theories, structure and functioning of the communist party in modern China.

POLS 572. SEMINAR IN CIVIL LIBERTIES (Credit, 3 hours). General review of civil liberties in the United States with attention to racial discrimination, freedom of press, speech, religion, and the other civil liberties issues.

POLS 573. SEMINAR IN PUBLIC LAW (Credit, 3 hours). General overview of the origins of law with an emphasis on American constitutional and civil law.

POLS 580. CONTEMPORARY POLITICAL PHILOSOPHIES (Credit, 3 hours). Major tendencies in political philosophy in the 20th century.



Master of **Arts** in **Social** Sciences

POLS 583. GRADUATE SEMINAR IN POLITICAL SCIENCE (Credit, 3 hours). Definitions of the scope and subject matter of political science; methodological issues; current leading studies of politics, and the current state of research in political science.

POLS 584. URBAN COMMUNITY (Credit, 3 hours). An interdisciplinary course in urban community affairs from historical, social, economic, and political perspectives.

POLS 600. THESIS (Credit, 3 hours). Open to students writing a thesis. Three hours of credit given only upon completion of an acceptable thesis.

POLS 601. COMPREHENSIVE (Credit, 8 hours).

Master of **Arts** in **Social** Sciences

Sociology Concentration

Chairperson: **Elouise Spencer, Ph.D.**
Baton Rouge, Louisiana 70813
Higgins Hall – Room 210
Phone: (225) 771-5095
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GRADUATE FACULTY

Professors:

Christian, Ollie
Ph.D., Sociology
Louisiana State University

Hunte, Christopher N.
Ph.D., Education/Sociology
Washington State University

Thornton, Alma
Ph.D., Sociology
Louisiana State University

Yehya, Riad
Ph.D., Sociology
Bowling Green State University

Introduction

The Department of Sociology offers a graduate concentration in sociology. Its Master of Arts program in Social Sciences is jointly offered by the departments of history and political science. This interdisciplinary program is designed to meet the needs of rural and metropolitan area teachers, social analysts, junior and middle level social service and personnel administrators as well as beginning graduate students in the social sciences who plan to pursue further study for the doctorate in one of the social science disciplines.

The basic objectives of the Program are

(1) to prepare students for further study in sociology;

(2) to provide teachers with greater depth in sociology;

(3) to prepare precollegiate level teachers for the multi-ethnic urban and rural areas of America;

(4) to improve the overall quality of sociological knowledge through scientific research;

(5) to enhance the scholarly publications in sociology, and

(6) to improve sociological information and skill levels of social service personnel through appropriate course offerings.

DEGREE OFFERED

The Master of Arts in the Social Sciences. The degree program is interdisciplinary and requires students to concentrate in history, political science or sociology.

ADMISSION REQUIREMENTS

Admission to the Graduate School at Southern University
Admission to the Department of Sociology—GPA 2.7

Completion of a minimum of 15 hours of undergraduate courses in sociology (must include Introduction to Sociology, Contemporary Social Problems, Social Re search, Sociological Theory and Social Statistics)

Course deficiencies are eliminated by completing the necessary undergraduate courses.

DEGREE/GRADUATION REQUIREMENTS

Students pursuing the Master of Arts degree in the social sciences are required to concentrate in history, political science or sociology. Also, they must complete one of the following advanced research seminars: Social Science 500, Sociology 555 or Political Science 502 or 503.

In addition to the requirements above, students are required to complete 15 credit hours in sociology and 6 credit hours in each of the following areas: history and political science. A minimum total of 30 credit hours are required for the Master of Arts degree in the Social Sciences.

Sociology Requirements

SOCL 550	Techniques of Data Collection	3 credits
SOCL 555	Contemporary Social Thought	3 credits
SOCL	Electives (consult graduate advisor)	9 credits
HIS	Electives	6 credits
POL SCI	Electives	6 credits
SOCL 600	Thesis	3 credits
TOTAL		**30 credit**

Students must meet all the general requirements of the Graduate School. The student must maintain an overall average of "B" in all work credited toward the degree with not more than six semester hours of "C" work.

Thesis and Examination

All students must pass an oral examination on his/her research thesis. A Thesis Advisory Committee of not less than three faculty members, representing at least the two other disciplines (history and political science) should be selected by each student by the end of the first semester in the program. This committee serves as the student's thesis examination committee and determines whether the student has passed or failed. The chairperson of the committee serves as the student's thesis major advisor.

All graduate work, including the research thesis, must be completed within six years proceeding the granting of the degree.

COURSE DESCRIPTIONS

SOCL 520. SEMINAR IN SOCIAL PSYCHOLOGY. (Credit 3 hours). A review of contemporary issues related to current research in social psychology.

Master of **Arts** in **Social** Sciences

SOCL 529. URBAN STUDIES: FOCUS ON THE GHETTO (Credit 3 hours). Special emphasis on the nature, structure and function of the ghetto in the urban community; its relation to the larger social organization and internal organization of the ghetto area; controls from within and without; and specific techniques of planning for the ghetto, poverty, and other problems.

SOCL 530. SOCIAL ORGANIZATION: STATICS AND DYNAMICS (Credits, 3 hours). A study of the order, disorder, and change factors that are characteristic of human society.

SOCL 540. SOCIETY, CULTURE AND PERSONALITY (Credit 3 hours). The relationships between society and the individual, culture and personality. Human experience, personal and group behavior viewed from a sociological perspective.

SOCL 550. TECHNIQUES OF DATA COLLECTION AND ANALYSIS (Credit, 3 hours). The study of sampling techniques, interviewing techniques, schedule and questionnaire construction, observation techniques, sociometric and scaling techniques, and data analysis.

SOCL 555. CONTEMPORARY SOCIOLOGICAL THEORY (Credit, 3 hours). An analytical study of major works of empirical sociology from 1900 to the present.

SOCL 560. SOCIAL SCIENCE STATISTICS (Credit, 3 hours). This course focuses on inductive statistics, including sampling, bivariate and multivariate statistical analysis: regression, analysis of variance, multiple discriminant and residual analysis, structural equation, model building, etc. Emphasis is placed on hypothesis testing and its logic, various test requirements and interpretation of statistical outcomes. Pre-requisite: SOCL 350 or its equivalent.

SOCL 598. SUPERVISED RESEARCH (Credits, 1-6 hours). Designed for Social Science masters students concentrating in Sociology. Admission by approval of the instructor.

SOCL 599. Supervised research (Credit, 3 hours). Designed for social science master's degree students concentrating in sociology. Admission by approval of the instructor. Pre-requisite: SOCL 598.

SOCL 600. SOCIOLOGY: THESIS (Credits, 3 hours). Designed for social science masters students concentrating in sociology. The focus is on thesis writing. Admission is based on the approval of the chair or the student's major advisor.

Special Education

Special Education

College of Education

Department: Curriculum and Instruction

Departmental

Chair: **Atley Walker**
P. O. Box 11298
Baton Rouge, LA 70813
Augustus C. Blanks Hall
Phone: (225) 771-3950
Fax: (225) 771-5652

GRADUATE FACULTY

Professors:

Daniels, Vera I.
Ph.D., Special Education
The University of Michigan, Ann Arbor

Assistant Professor:

Patterson, Regina
Ph.D., Special Education
Southern University and A & M College, Baton Rouge

Introduction

Special Education is a program area of Curriculum and Instruction that is within the College of Education. This program area offers a master's and doctoral degree in Special Education (Mild/Moderate Disabilities). These programs are based on the belief that meeting the needs of individuals with disabilities is an ethical responsibility of teachers, clinical practitioners, educational leaders, and administrators. Both programs provide outreach opportunities to the community by way of teaching, research, and service.

DEGREES OFFERED

Doctor of Philosophy (PhD)
Master of Education (M.Ed.)

DOCTOR OF PHILOSOPHY IN SPECIAL EDUCATION - MILD/MODERATE DISABILITIES

The Doctor of Philosophy (PhD) Degree in Special Education is an innovative program that infuses traditional doctoral training on key issues in the field of Special Education with leadership training focused on grant writing, writing for publication, university teaching, and issues in special education administration. This program is designed primarily to meet the needs of working professionals who are unable to attend full-time.

A minimum of 66 credit hours is required. To complete the program in a timely manner, candidates must matriculate through the program as cohorts, thereby enrolling in and completing coursework in the sequence offered.

Application for Admission

Application for admission to the PhD degree program in Special Education may be obtained from the Graduate School or on-line. Application deadlines are determined by the Graduate School. The completed application should be mailed to: Graduate Studies and Research, Southern University and A & M College, P. O. Box 9860, Baton Rouge, Louisiana 70813. Telephone No. (225) 771-5390.

Admission Requirements

Admission to the PhD degree program in Special Education is a three-level process. Level 1 requires the applicant to meet the general requirements of the Graduate School. Level II requires the applicant to meet the admissions requirement of the program. Level III requires the applicant meet the written assessment requirement of the program.

Persons accepted for admission to the PhD degree program in Special Education may be granted regular or conditional admission. Applicants who meet the admissions requirements are admitted for Fall Semesters, only.

Regular Admission

To be eligible for regular admission to the PhD program in Special Education an applicant must meet the requirements of the Graduate School.

In addition to the Graduate School's requirements, the applicant seeking the Ph.D degree in Special Education must:

- Complete an application for admission to the Special Education Program
- Hold a graduate degree in education or closely related field
- Obtain the minimal GRE score on the verbal/quantitative or verbal/analytical sections as required by the program. Scores must be within 5 years of application date
- Submit a resume or vita
- Submit three letters of recommendation on letterhead
- Submit a copy of current teaching certificate, ancillary certificate, and/or specialty area licensure
- Be recommended for admission by the program's Admission Committee

Special Education

- Satisfy Level III written assessment requirement

Conditional Admission

Applicants who satisfy the criteria for admission to the Graduate School, but have not met the GRE requirement of the program or whose credentials are incomplete may be eligible to obtain conditional admission. However, the applicant must satisfy Level III written assessment to be eligible for conditional admission. Students admitted conditionally must remove deficiencies based on the terms and conditions outlined in their letter of admission.

Students with Disabilities

Southern University is committed to providing equal access for all persons with disabilities. Students with a disability that require special materials, accommodations, or modifications must be registered with the Office of Disability Services.

Transfer Credits

Graduate credits toward the PhD degree in Special Education may be transferred only from a regionally accredited university, college, or a recognized university, if international. The maximum number of semester hours that may be transferred is determined by the Graduate School. The transfer credits must be comparable to courses listed on the program of study, and of an age that will render them not more than five years old at the time of initial enrollment in a doctoral program. Credits that were previously used towards a degree cannot be applied. Students must have earned a grade of "B" or better in the courses to be transferred. The statute of limitation for graduate transfer credit in relation to graduation and other regulations are determined by the Graduate School.

Residency Requirements

A candidate enrolled in the doctoral program must complete at least a full year of residency as a full-time student on the Southern University-Baton Rouge campus. A candidate may satisfy the residency requirement by continuous enrollment for a total of 18 semester hours in one academic year, including Maymester and Summer terms.

Statute of Limitation

The statue of limitation is the timeframe during which the PhD degree in Special Education should be completed. This timeframe is determined by the Graduate School.

Program of Study

The program of study for the PhD degree in Special Education addresses critical issues in special education through coursework, mentoring activities, and multidisciplinary field-based and/or clinical experiences. The program requires the completion of 66 semester hours including dissertation research. Graduates of the PhD degree program in Special Education do not automatically qualify for K-12 teacher licensure. Those wishing to obtain this licensure should consult with the Louisiana Department of Education. However, the requirements may lengthen the program of study.

Ph.D. Program in Special Education - Mild/Moderate Disabilities

Research Core*

SEGN 620	Advanced Statistical Methods	3
	or	
SMED 739	Applied Statistics and Data Analysis	
SEGN 621	Research Methods I	3
	or	
SMED 740	Quantitative Research in Science/ Mathematics Education	
SEGN 622	Research Methods II	3
	or	
SMED 741	Quantitative Research in Science/ Mathematics Education	
Total		**9**

*Students who do not complete the dissertation prospectus requirement the semester they pass their final research course must enroll in SEGN 799 Advanced Research until this requirement is met. Students who do not have an approved dissertation prospectus at the end of their second year of doctoral studies can only enroll in SEGN 799 Advanced Research and must focus solely on completing their dissertation prospectus (i.e., they cannot enroll in other courses or take the qualifying examination).

Special Education Core

SEGN 618	Interdisciplinary Clinic	3
SEGN 619	Interdisciplinary Seminar: Medical and Legal Problems Relating to Individuals with Disabilities	3
SEGN 629	Human Exceptionality	3
SEGN 639	Understanding Human Behavior	3
SELD 635	Seminar in Learning Disabilities	3
SEBD 643	Seminar in Emotional and Behavioral Disorders	3
SEMR 650	Seminar in Mental Retardation	3
Total		**21**

Special Education

Leadership Core

SEGN 581	Professional and Grant Writing in Education	3
SEGN 628	Writing for Publication	3
SEGN 640	Administration and Supervision of Special Education Programs	3
SEGN 700	University Teaching Experience	3
Total		**12**

Minor Core

A student selects a minor field of study with the approval of the student's doctoral major professor/advisor and doctoral committee. A total of 12 Semester Hours must be taken in the Minor Core.

Total		**12**

Dissertation Core

SEGN 800	Dissertation Research	12
Total		**12**

Exit Core

SEGN 701	Doctoral Comprehensive	0
SEGN 702	Oral Defense of the Doctoral Dissertation	0
Total		**0**

Total Hours: This program of study requires 66 hours beyond the master's or specialist's degree, excluding prerequisites.

MASTER OF EDUCATION IN SPECIAL EDUCATION - MILD/ MODERATE DISABILITIES

Introduction

The Master of Education (M.Ed.) degree in Special Education (Mild/Moderate Disabilities) prepares professionals with skills to incorporate logical and critical reflective thinking abilities as effective teaching practices. It also prepares individuals to become knowledgeable consumers of available information for using evidence-based practices in the application of instructional practices for learners with disabilities from diverse cultural and linguistic backgrounds. The program is designed to build upon existing experiences, knowledge-bases, and instructional skills while ensuring that individuals acquire the ability to utilize technology and programmatic adaptations to enhance teaching and learning.

Individuals enrolled in the M.Ed. degree program must complete a minimum of 39 semester credit hours. The coursework requires participation in field/clinical experiences that incorporate learning theories, assessment techniques, program planning, instructional strategies, classroom management, cultural awareness, and projects involving the use of technology.

Application for Admission

Application for admission to the M.Ed. degree program in Special Education may be obtained from the Graduate School or on-line. Application deadlines are determined by the Graduate School. The completed application should be mailed to: Graduate Studies and Research, Southern University and A & M College, P. O. Box 9860, Baton Rouge, Louisiana 70813. Telephone No. (225) 771-5390.

Admission Requirements

Persons accepted for admission to the M.Ed. degree program in Special Education may be granted regular or conditional admission.

Regular Admission

To be eligible for regular admission, an applicant must satisfy the requirements of the Graduate School. The applicant must:

- Hold a baccalaureate degree in general education (elementary, middle, or high school), a baccalaureate degree in special education, or add-on or alternative certification in special education from a regionally accredited institution (or a recognized university, if you are an international student)
- Submit to the Graduate School complete official transcript(s) showing all undergraduate and graduate work undertaken at each college/university attended, whether in residence or by extension, and whether or not credit was earned
- Have earned a cumulative grade point average (GPA) of at least 2.7 in all undergraduate work pursued and at least 3.0 on all graduate work completed. (Applicants' whose GPA is less than 2.7 but at least 2.5, may be considered for conditional admission)
- Submit acceptable scores on the General Test of the Graduate Record Examination (GRE)
- Submit three typewritten letters of recommendation (on letter head)
- Be recommended for admission by the Departmental Admissions Committee

In addition to the Graduate School requirements, students seeking the M.Ed. degree in Special Education must:

- Complete an application for admission to the Special Education Program

Special Education

- Submit a resume or vita
- Submit a copy of current teaching certificate, ancillary certificate, or PRAXIS scores

Conditional Admission

Applicants who satisfy the criteria for admission to the Graduate School, but who have undergraduate averages between 2.5 and 2.99, may be admitted conditionally at the discretion of the program area. Conditional admission is only granted upon recommendation of the Admissions Committee within the Special Education Program and approved by the Dean of the Graduate School. Students admitted conditionally must remove deficiencies by taking additional course work, which must be approved in advance by the assigned advisor.

Students with Disabilities

Southern University is committed to providing equal access for all persons with disabilities. Students with a disability that require special materials, accommodations, or modifications must be registered with the Office of Disability Services.

Transfer Credits

Graduate credits may be transferred only from a regionally accredited university or college and must not be more than seven years old at the time of graduation (date on which degree is awarded). The maximum number of semester hours that may be transferred is determined by the Graduate School. The transfer credits must be comparable to courses listed on the program of study, and of an age that will render them not more than five years old at the time of initial enrollment in the M.Ed. degree program. Students must have earned a grade of "B" or better in the courses to be transferred. The statute of limitation for graduate transfer credit in relation to graduation and other regulations are determined by the Graduate School.

Residency Requirements

To satisfy residency requirements for a M.Ed. degree program, a student must complete a minimum of 18 semester hours of degree program credit in residence on the Southern University Baton Rouge campus or one of the approved remote sites. Students who take courses toward graduate degrees at the remote sites operated by Southern University must register through the Graduate School.

Program of Study

SEGN 500	Research Methods	3
SEGN 506	Teaching Students with Learning and Behavior Problems	3
SEGN 507	Multicultural Education	3
SEGN 560	Assessment of Atypical Children I	3
SEGN 561	Assessment of Atypical Children II	3
SEGN 564	Principles of Learning	3
SEGN 565	Behavioral Approaches to Classroom Management	3
SEGN 580	Practicum in Mild/Moderate Disabilities	3
SEGN 569	Seminar: Prevocational, Vocation, and Transition Skills for Students with Disabilities	3
SEGN 599	Special Projects/Capstone	3
SEGN 629	Human Exceptionality	3
**********	General Education Elective	3
**********	General Education Elective	3
SEGN 601	Comprehensive	0
Total		**39**

COURSE DESCRIPTIONS

General Courses

SEGN 500. RESEARCH METHODS (3 credit hours). This is an introductory course in research methodology. Emphasis is on providing basic competencies necessary to understand and evaluate the research of others, and familiarize the beginning researcher with procedures to plan and develop a research proposal.

SEGN 506. TEACHING STUDENTS WITH LEARNING AND BEHAVIOR PROBLEMS (3 credit hours). This course emphasizes innovative instructional and behavioral management methods, strategies, and approaches for preventing and solving classroom, learning, and disciplinary problems. Students are required to complete 25 clock hours of field experience with school-age students.

SEGN 507. MULTICULTURAL EDUCATION (3 credit hours). This course focuses on the study of cultural democracy and the ideology of assimilation in education. Students study theories and issues on inequality in education, intercultural variability, and multicultural education as a social force.

SEGN 560. ASSESSMENT OF ATYPICAL CHILDREN I (3 credit hours). Students receive instruction in the use of psychological tests, achievement tests, teacher made tests, and other instruments related to the assessment and evaluation of children and youth.

SEGN 561. ASSESSMENT OF ATYPICAL CHILDREN II (3 credit hours). Practicum, (continuation of SEGN-560) with 100 clock hours in the administration, scoring, and interpretation of norm referenced and criterion referenced tests including the development of individualized education plans.

Special Education

SEGN 564. PRINCIPLES OF LEARNING (3 credit hours). This course focuses on learning theories with implications for educational research and classroom teaching and learning.

SEGN 565. BEHAVIORAL APPROACHES TO CLASSROOM MANAGEMENT (3 credit hours). This course places emphasis on principles of behavior modification and other behavioral strategies and techniques for managing the behaviors of students with disabilities.

SEGN 569. SEMINAR: PREVOCATION, VOCATION, AND TRANSITION SKILLS FOR STUDENTS WITH DISABILITIES (3 credit hours). Seminar on prevocational, vocational, and transition services for students with disabilities.

SEGN 580. PRACTICUM IN MILD/MODERATE DISABILITIES (3 credit hours). This course is designed to provide students with in-depth participatory experiences with special education professionals and individuals with mild/moderate disabilities. Students must complete a minimum of 120 clock hours of practicum experiences. At least 80 of these hours must be supervised teaching. The other 40 hours must be obtained from documented engagement in professional development activities (e.g., in-services, workshops, professional conferences, videos, etc.).

SEGN 581. PROFESSIONAL AND GRANT WRITING IN EDUCATION (3 credit hours). Course offers students an environment conducive to the development of skills necessary for writing individualized education programs (IEPs) and educational grants. This course will also assist students with identifying funding sources, data gathering, writing narrative and budgets and submitting completed proposals.

SEGN 599. SPECIAL PROJECT/CAPSTONE PROJECT (3 credit hours). This course is designed to provide students with supervised experiences needed to complete their special or capstone projects. The grading scale is “P” (Pass) or “F” (Fail) and will be based on the number of objectives the students meet in their Special Capstone/Project Plan each semester of enrollment. Students must be enrolled in SEGN 599 a minimum of three hours during the semester in which they are enrolled.

SEGN 601 COMPREHENSIVE (0 credit hours). Required of all candidates to determine the extent to which they can demonstrate scholarship and integrate the subject matter learned by making logical applications.

SEGN 618. INTERDISCIPLINARY CLINIC (3 credit hours). The interdisciplinary clinic will provide students with intensive interdisciplinary training in the diagnosis and remediation of individuals with disabilities. Students are required to complete a minimum of 25 clock hours in clinical settings that provide services for individuals with disabilities.

SEGN 619. INTERDISCIPLINARY SEMINAR: MEDICAL AND LEGAL PROBLEMS RELATING TO INDIVIDUALS WITH DISABILITIES (3 credit hours). The interdisciplinary seminar will focus on the medical and legal aspects of individuals with disabilities.

SEGN 621. RESEARCH METHODS I (3 credit hours). This course introduces basic research concepts (e.g., hypotheses, variables, sampling, etc.) and explores five major categories of research methods used in education (e.g., experimental, causal-comparative, descriptive, qualitative, and historical). Descriptive, parametric, and nonparametric statistical concepts and procedures are also addressed where appropriate.

SEGN 622. RESEARCH METHODS II (3 credit hours). This course describes components basic to all single-subject experimental designs; differentiates single-subject descriptive studies from single-subject experimental studies; evaluates relevance of data; and exposes students to new developments and issues in single-subject research.

SEGN 623. RESEARCH METHODS III (3 credit hours). This course examines theories, methodologies, and findings from qualitative education research (e.g., ethnographies, case studies, life histories, document analysis, and interview studies). Qualitative research procedures including data collection, analysis, and presentation are introduced.

SEGN 628. WRITING FOR PUBLICATION (3 credit hours). This course is designed to provide students with experiences that promote their understanding of writing for publication and writing proposals for the “Call for Papers”.

SEGN 629. HUMAN EXCEPTIONALITY (3 credit hours). This course will focus on the characteristics of persons with disabilities and the nature of the services available to them. Emphasis is placed on definition, classification, prevalence, causation, assessment, curriculum needs, and service delivery models. The historical aspects of special education, major special education legislation and litigation are also discussed.

Special Education

SEGN 631. INTERNSHIP IN COLLEGE TEACHING (3 credit hours). Experiences involve candidate shadowing a university professor within the special education program for one semester. Experiences may include, but not limited to class presentations, lectures, and data maintenance.

SELD 635. SEMINAR IN LEARNING DISABILITIES (3 credit hours). This course will include group discussions, individual conferences, oral presentations, and written assignments to explore past and contemporary issues in the field of learning disabilities.

SEGN 639. UNDERSTANDING HUMAN BEHAVIOR (3 credit hours). Provides an overview of major theoretical/conceptual models of human behavior, emphasis is placed on assumptions which underlie each model, sociological concepts of deviance, associated goals and strategies, terms and concepts, and intervention techniques.

SEGN 640. ADMINISTRATION AND SUPERVISION OF SPECIAL EDUCATION PROGRAMS (3 credit hours). An examination of the development and organization of public and private schools, the state department of education, and federal programs in special education. Problems in administration and professional supervision of special education programs will also be addressed.

SEBD 643. SEMINAR: EMOTIONAL AND BEHAVIORAL DISORDERS (3 credit hours). For advanced graduate students. Selected topics in emotional and behavioral disorders will be discussed. Topics may vary each semester, depending upon student interests. May be taken twice when topics vary.

SEGN 648. INDEPENDENT STUDY (3 credit hours). For advanced graduate students who excel in self-direction and intellectual curiosity. Prerequisites: demonstrated writing competence, research potential, scholarly attitude, and interest as attested by instructors; approval of study proposal and consent of advisor prior to enrollment.

SEMR 650. SEMINAR IN MENTAL RETARDATION (3 credit hours). An intensive study of current research, trends, and issues in the field of Special Education as it relates to individuals with mental retardation.

SEGN 699. CURRENT ISSUES IN SPECIAL EDUCATION (3 credit hours). This course is designed to provoke discourse as it pertains to the understanding of the legal mandates, research, and practices that impact the field of special education in the twenty-first century.

SEGN 700. UNIVERSITY TEACHING EXPERIENCE (3 credit hours). This introductory course to university teaching incorporates current literature on teaching and learning in higher education and supervised teaching experiences in undergraduate and graduate level courses. It is designed for doctoral students.

SEGN 701. DOCTORAL COMPREHENSIVE (0 credit hours).

SEGN 702. ORAL DEFENSE OF THE DOCTORAL DISSERTATION (0 credit hours).

SEGN 799. ADVANCED RESEARCH (3-15 credit hours). SEGN 799. ADVANCED RESEARCH (3-15 credit hours). This course is designed to provide doctoral students with supervised research experiences, exclusive of dissertation data collection and defense. These activities could include mini-thesis, identification of a dissertation topic, and the development of a dissertation concept paper or prospectus. Students must be enrolled in SEGN 799 a minimum of three hours the semester(s) they defend advanced research requirements or complete needed revisions. Based on an Advanced Research Semester Plan (e.g., mini-thesis, dissertation prospectus), students completing 70% or more of their SEGN 799 semester objectives will receive a grade of "P" while completing less than 70% will result in the letter grade "NC" (No Credit).

SEGN 800. DISSERTATION/RESEARCH (3-15 credit hours). This course is designed for doctoral students who have an approved dissertation prospectus. It provides supervised experiences needed to collect data and develop and defend the dissertation. Students must be enrolled in SEGN 800 a minimum of three hours the semester(s) they defend their dissertation or completed needed revisions. Based on a Dissertation Semester Plan (e.g., data collection or writing, defending, or revising the dissertation), students completing 70% or more of their SEGN 800 semester objectives will receive a grade of "P" while completing less than 70% will result in the letter grade of "NC" (No Credit).

Emotional and Behavioral Disorders Courses

SEBD 542. CHARACTERISTICS OF INDIVIDUALS WITH BEHAVIORAL DISORDERS (3 credit hours). A review of the major characteristics of individuals with emotional and behavioral disorders.

SEBD 546. PERSONALITY THEORIES AND RESEARCH (3 credit hours). Review of basic concepts, methods, views, and results of research in the field of personality. *(Prerequisite: Mental Hygiene SPED 480.)*

Special Education

SEBD 548. PSYCHOPATHOLOGY IN CHILDHOOD (3 credit hours). Etiological factors associated with deviant behavior (aggression, withdrawal, depression, sociopathy, delinquency, psychosomatic complaints, etc.) will be the main focus of this course.

SEBD 549. BEHAVIORAL THERAPY (3 credit hours). Learning or conditioning approaches to treatment of psychopathology, including techniques of classical conditioning, operant conditioning, and social learning approaches.

SEBD 551. METHODS OF TEACHING INDIVIDUALS WITH EMOTIONAL AND BEHAVIORAL DISORDERS (3 credit hours). Discussion of methods and materials appropriate for use with individuals manifesting various types and degrees of maladaptive behavior.

SEBD 559. FIELD EXPERIENCES WITH THE EMOTIONALLY DISTURBED/BEHAVIORALLY DISORDERED (3 credit hours). Observations and participation in school and community agencies providing services to individuals with emotional and behavioral disorders.

SEBD 560. PRACTICUM IN EMOTIONAL AND BEHAVIORAL DISORDERS (3 credit hours). Field-based experiences with students with emotional/behavioral disorders. Experiences are also provided in settings which include students with other mild/moderate disabilities (e.g., learning disability and mild/moderate mental retardation).

SEBD 640. CRITICAL REVIEW OF THE LITERATURE IN EMOTIONAL AND BEHAVIORAL DISORDERS (3 credit hours). A discussion of sociocultural, educational, medical, transition, diversity and legal issues in the area of emotional and behavioral disorders.

SEBD 642. INTERNSHIP IN EMOTIONAL AND BEHAVIORAL DISORDERS (3 credit hours). To provide doctoral students with supervised instruction and experiences with emotionally disturbed/behaviorally disordered children and youth in a variety of settings (e.g., correctional, public school, non-school, hospital), as well as instruction and experiences with mental health and community agencies concerned with diagnosis, remediation, and/or treatment of emotionally disturbed/behaviorally disordered youth. Students must complete a minimum of 80 clock hours. This course can only be taken during the Fall and Spring semester.

SEBD 643. SEMINAR: EMOTIONAL AND BEHAVIORAL DISORDERS (3 credit hours). For advanced graduate students. Selected topics in emotional and behavioral disorders will be discussed. Topics may vary each semester, depending upon student interests. May be taken twice when topics vary.

SEBD 646. BEHAVIOR MANAGEMENT AND SYSTEMATIC INSTRUCTION FOR THE EMOTIONALLY DISTURBED/BEHAVIORALLY DISORDERED (3 credit hours). Examines the assessment and management of academic, sociocultural, emotional, and behavioral issues of emotionally disturbed/behaviorally disordered students, principles of applied behavior management techniques, remediation of academic skill deficits, measuring and evaluating student progress, individualized educational programs, assessment strategies, selection of instructional objectives, task analysis, data collection, and program evaluation.

SEBD 648. INDEPENDENT STUDY (3 credit hours). For advanced graduate students who excel in self-direction and intellectual curiosity. Prerequisites: demonstrated writing competence, research potential, scholarly attitude, and interest as attested by instructors; approval of study proposal and consent of advisor prior to enrollment.

Learning Disabilities Courses

SELD 541. INTRODUCTION OF LEARNING DISABILITIES (3 credit hours). A survey course designed to explore the etiology, incidence, characteristics, and education of individuals with learning disabilities.

SELD 542. ASSESSMENT, INSTRUCTIONAL, AND COLLABORATIVE PRACTICES IN LEARNING DISABILITIES (3 credit hours). This course provides students with assessment, instructional, and collaborative principles and practices appropriate for identifying and meeting the needs of individuals with learning disabilities.

SELD 543. DIAGNOSIS AND REMEDIATION OF READING DISORDERS (3 credit hours). A course designed to develop knowledge and skills for understanding the reading process and assessing and meeting the literacy needs of individuals with learning disabilities.

SELD 545. LANGUAGE DEVELOPMENT AND LEARNING DISABILITIES (3 credit hours). A course designed to focus on the language development of individuals with learning disabilities.

Special Education

SELD 547. FIELD EXPERIENCE IN LEARNING DISABILITIES (3 credit hours). This course involves classroom and field-based experiences and provides students with supervised observational, collaborative, and instructional experiences with individuals with learning disabilities.

SELD 548. ADVANCED PRACTICUM IN LEARNING DISABILITIES (3 credit hours). This course is designed to provide students with in-depth classroom participatory experiences with special education professionals and individuals with learning disabilities.

SELD 630. THEORIES OF LEARNING DISABILITIES (3 credit hours). A course designed to explore historical and theoretical developments in the field of learning disabilities.

SELD 631. DIAGNOSTIC AND PRESCRIPTIVE TEACHING STRATEGIES (3 credit hours). A course designed to develop advanced concepts for assessment methods and instructional strategies to meet the academic and other needs of individuals with learning disabilities.

SELD 632. DYSLEXIA (3 credit hours). This course is designed to explore factors and implications of severe reading disorders. Assessment and instructional strategies to meet the needs of individuals with dyslexia will also be addressed.

SELD 633. READING COMPREHENSION: THEORIES, RESEARCH, AND METHODS (3 credit hours). This course explores reading comprehension theories, research, and methods for individuals with learning disabilities.

SELD 634. ADVANCED EDUCATIONAL TECHNOLOGY CONCEPTS IN LEARNING DISABILITIES (3 credit hours). This course involves classroom and field-based experiences and provides students with an understanding of the use of technology tools to meet the needs of individuals with learning disabilities.

SELD 635. SEMINAR IN LEARNING DISABILITIES (3 credit hours). This course will include group discussions, individual conferences, oral presentations, and written assignments to explore past and contemporary issues in the field of learning disabilities.

Intellectual Disabilities (Mental Retardation) Courses

SEMR 531. NATURE AND NEEDS OF INDIVIDUALS WITH MENTAL RETARDATION: SEVERE/PROFOUND DISABILITIES (3 credit hours). A study of psychological, social and emotional adjustments of severely/profoundly disabled children and their families.

SEMR 562. THE MENTALLY RETARDED CHILD AND HIS CURRICULUM (3 credit hours). Designed to give experienced teachers guidance in developing curricula for the mentally retarded.

SEMR 563. ORGANIZATION AND ADMINISTRATION OF CLASSES FOR THE MENTALLY RETARDED (3 credit hours). A study of problems in organization and administration involving students who are for the mentally retarded.

SEMR 568. PSYCHOLOGICAL AND SOCIAL PROBLEMS IN MENTAL RETARDATION (3 credit hours). This course emphasizes psychological and social problems of the mentally retarded, the relationship between social functioning and psychological adjustment, and suggestions for improving social skills and overall adjustment.

SEMR 569. PHYSICAL EDUCATION ACTIVITIES FOR STUDENTS WITH MENTAL RETARDATION (3 credit hours). The study of the impact of physical educational skills and/or their lack on the life and the life style of the mentally retarded. Emphasis will be on maximizing these skills, especially as related to the physical, social and recreational aspects of the child's life.

SEMR 572. CURRICULUM FOR INDIVIDUALS WITH SEVERE/PROFOUND LEARNING PROBLEMS (3 credit hours). Designed to provide teachers guidance in developing and adapting procedures, methods, and materials for teaching individuals with severe/profound disabilities.

SEMR 578. EDUCATIONAL ASPECTS OF PERSONS WITH SEVERE AND PROFOUND DISABILITIES (3 credit hours). Effective planning and implementation of training experiences to meet educational needs of students; consideration of factors affecting learning, classroom design, physical location, adaptive equipment, parent training, etc.

SEMR 579. CHARACTERISTICS OF INDIVIDUALS WITH SEVERE AND PROFOUND DISABILITIES (3 credit hours). Designed to provide advanced teachers with knowledge of physical, behavioral, and cognitive characteristics of students with severe/profound disabilities.

Special Education

SEMR 580. HEALTH AND SAFETY PROCEDURES FOR WORKING WITH INDIVIDUALS WITH SEVERE/PROFOUND DISABIITIES (3 credit hours). Understanding and application of first aid, CPR, and seizure management procedures; proper care for colostomies and catheterization. Knowledge of fire and health code requirements for students with severe/profound disabilities, and understanding of legal implications of health and safety procedures.

SEMR 584. FIELD EXPERIENCES WITH STUDENTS WITH MENTAL RETARDATION (3 credit hours). Observations and participation in school and community agencies providing services to persons with mental retardation.

SEMR 585. PRACTICUM WITH STUDENTS WITH INDIVIDUALS WITH MENTAL RETARDATION (3 credit hours). Field-based experiences with students with mild/moderate mental retardation (disability). Experiences are also provided in settings which include students with other mild/moderate disabilities (e.g., learning disability and emotional/behavioral disorders).

SEMR 594. CLASSROOM PARTICIPATION WITH CHILDREN WITH SEVERE/PROFOUND DISABILITIES (3 credit hours). Supervised experiences in classroom management, teaching and vocational training with individuals with severe/profound disabilities.

SEMR 595. PRACTICUM WITH INDIVIDUALS WITH SEVERE/PROFOUND DISABILITIES (3 credit hours). Supervised experiences in classroom management, teaching and vocational training with individuals with severe/profound disabilities.

SEMR 620. THEORIES OF MENTAL RETARDATION (3 credit hours). A study of theories of causation, prevention, intervention and management of persons with mental retardation.

SEMR 621. NATURE AND NEEDS OF INDIVIDUALS WITH MENTAL RETARDATION (3 credit hours). A study of psychological, social, emotional, and personality characteristics of children and youth with lower mental abilities. Stresses, types, causes and management procedures.

SEMR 622. CLINICAL MENTAL TEST: BINET SCALES (3 credit hours). Developmental procedures, administration and interpretation of the Stanford-Binet. Includes supervised Practicum experiences.

SEMR 623. CLINICAL MENTAL TEST: WECHSLER SCALES (3 credit hours). Developmental procedures, administration and interpretation of the Wechsler Scales. Includes supervised practicum experiences.

SEMR 624. PROJECTIVE TECHNIQUES (3 credit hours). Administration and interpretation of word association, sentence completion, figure drawings, and thematic apperception tests for assessing normal and abnormal personalities.

SEMR 625. CREATIVE ARTS FOR INDIVIDUALS WITH DISABILITIES (3 credit hours). Crafts, materials and techniques with emphasis on activities for developing and enhancing the expression of creativity of individuals with disabilities.

SEMR 626. DIAGNOSTIC AND PRESCRIPTIVE TEACHING STRATEGIES FOR PERSONS WITH MENTAL RETARDATION (3 credit hours). Focuses on academic and behavioral diagnostic prescriptive teaching and programming. *(Prerequisites: SEMR 560 and 561).*

SEMR 628. CAREER-VOCATIONAL EDUCATION FOR INDIVIDUALS WITH MENTAL RETARDATION (3 credit hours). An innovative approach to curriculum development for career vocational related areas for individuals with mental retardation. Emphasis is placed on units of instruction in career development, job-related activities, affective competencies, occupationally related experiences, skills, and knowledge for engaging in work as part of a way of life.

SEMR 630. ADVANCED TOPICS IN SEVERE/PROFOUND DISABILITIES (3 credit hours). Designed to provide students with current topics, trends, issues, and research for individuals with severe/profound disabilities.

SEMR 632. ASSESSMENT OF INDIVIDUALS WITH SEVERE/PROFOUND DISABILITIES (3 credit hours). Designed to provide students with current topics, trends, issues, and research for individuals with severe and profound disabilities.

SEMR 633. THE TRANSDISCIPLINARY APPROACH (3 credit hours). Designed to provide teachers and other professionals in the field of special education with effective communication strategies for working with parents, medical professionals, therapists, and others involved in providing services to severely disabled students.

Special Education

SEMR 634. MEDICAL ASPECTS (3 credit hours). To familiarize teachers and other professionals with pertinent medical terminology; the more common chronic diseases and medical conditions and their impact on the severely disabled child; to explore the psychological and social implications of particular medical conditions on the individual, family, and community.

SEMR 650. SEMINAR IN MENTAL RETARDATION (3 credit hours). An intensive study of current research, trends, and issues in the field of special education as it relates to individuals with mental retardation.

Speech Language Pathology

Speech Language Pathology

College of Education

Program Director: Carolyn J. Person, Ph.D.
Augustus C. Blanks Hall
Phone: (225) 771-3950
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GRADUATE FACULTY

Professors:

Enwefa, Stephen
Ph.D., Communication Science & Disorders
Howard University

Lewnau, Elaine B.
Ed.D., Speech Pathology
Columbia University Teachers College

Associate Professors:

Enwefa, Regina
Ph.D., Communication Science & Disorders
Howard University

Person, Carolyn J.
Ph.D., Speech Pathology
University of Illinois

MASTER OF Science
(Speech language Pathology)

Introduction

The Master of Science in Speech Language Pathology at Southern University offers students academic and clinical preparation that meets the requirements of the American Speech-Language Hearing Association (ASHA) for the Certificate of Clinical Competence in Speech-Language Pathology.

The goal of the concentration is to prepare highly competent speech-language pathologists who are dedicated to providing services to individuals who have communication disabilities. This goal is achieved through a curriculum that integrates academic rigor, research activities, technology, and clinical practicum. The curriculum is designed to produce graduates that are capable of interacting effectively in a variety of employment settings such as hospitals, rehabilitation centers, community clinics, private practice, preschool programs, and public schools.

PLAN OF STUDY
MASTER OF SCIENCE
(Speech Language Pathology)

Instructional Core
Basic Science Coursework
(12 semester hours)

SECD 504	Sociolinguistics	3 credits
SECD 505	Psycholinguistics	3 credits
SECD 510	Language of the Normal Child	3 credits
SECD 550	Advanced Anatomy and Physiology	3 credits

Professional Course Work
(30 semester hours)

SECD 530	Phonological Disorders	3 credits
SECD 555	Voice Disorders	3 credits
SECD 558	Neurogenic Disorders of Speech	3 credits
SECD 658	Seminar in Aphasia	3 credits
SECD 560	Stuttering Diagnosis and Management	3 credits
SCED 563	Advanced Aura/Rehabilitation	3 credits
SECD 566	Language Disorders and Assessment	3 credits
SECD 672	Orafacial Disorders	3 credits
SECD 584	Augmentative Communication	3 credits
SECD 667	Dysphagia Assessment and Intervention	3 credits

Clinical Core* (9+ semester hours)

SECD 528	Clinical and Diagnostic Methods	3 credits
SECD 567	Advanced Clinical Practicum	3 credits
SECD 568	Advanced Clinical Practicum	3 credits

**Additional clinical practicum courses may be necessary to fulfill the 400 clock-hour requirement of the American Speech-Language Hearing Association (ASHA)*

Research Core (6 semester hours)

Students must complete a research project or a thesis. To meet this requirement one of the following course sequences must be selected:

SEGN 500	Research Methods	3 credits
SECD 599	Special Project	3-15 credits (3 minimum)

Speech Language Pathology

**Beginning Spring 2003 students will enroll in SECD 500 - Research Methods in Communication Disorders

Exit Core (0 semester hours)
Comprehensive Examination 0 credit
Evidence of having registered for the National Examination in Speech-Language Pathology and Audiology (NESPA)

ADMISSION REQUIREMENTS
In addition to meeting the general admission requirements of the Graduate School, applicants must meet the following criteria for admission into the Communication Disorders Concentration:

An undergraduate degree

An overall GPA of 3.0 in general coursework and a GPA of 3.0 in speech-language pathology

GRE scores showing verbal and quantitative scores that when combined equal 700 or more

Three typewritten letters of recommendation from practitioners and/or educators in speech-language pathology or audiology on professional letterhead

Personal statement of goals

Evidence of undergraduate clinical clock hours with a grade of B or better (including observation hours)

A transcript showing at least twenty-four (24) semester credit hours in undergraduate speech-language pathology courses which must include:

- Phonetics (3 credits)
- Normal speech and language acquisition/development (3 credits)
- Anatomy and physiology of the ear and vocal mechanism (3 credits)
- Introduction to communication disorders (3 credits)
- Introduction to audiology (3 credits)
- Advanced hearing testing (3 credits)

ASHA also requires six (6) credit hours in biological/physical sciences, mathematics, and in behavioral and/or social sciences at the undergraduate level.

Questions concerning admission status should be submitted by writing to:

Speech Language Pathology Program
Post Office Box 11298
Southern University Branch Post Office
Baton Rouge, LA 70813

COURSE DESCRIPTIONS

Speech Language Pathology

SECD 502. LINGUISTICS (3 credit hours). Scientific investigation of the origin, form and structure, and modification of language, includes phonology, morphology, syntax and semantics.

SECD 504. SOCIOLINGUISTICS (3 credit hours). A consideration of the correlation between linguistic structures and sociological variables. Some of the topics covered are the role of standard language, the role and value of dialect and the social functions of language.

SECD 505. PSYCHOLINGUISTICS (3 credit hours). The field of study that blends the disciplines of psychology, and linguistics to analyze areas of human behavior and culture with areas of human learning function.

SECD 506. SPEECH SCIENCE (3 credit hours). The study of sound (acoustics) and the zero dynamics of speech. Instrumentation and measurement of respiratory, laryngeal and supraglottal (kinesmatic) functions of speech production. Discuss the functional flow diagram and speech information process. Consider guidelines and principles for incorporation of microcomputer applications into clinical realms.

SECD 510. LANGUAGE OF NORMAL CHILDREN (3 credit hours). Advanced study of language acquisition and use by normal children, with emphasis on behavioral, semantic, syntactic and pragmatic aspects tools employed in the study of early language development are presented.

SECD 528. CLINICAL AND DIAGNOSTIC METHODS IN COMMUNICATIVE DISORDERS (3 credit hours). Approaches and experiences in differential diagnosis of speech and language disorders, to include the principles and procedures for planning effective management of speech and language disorders.

Speech Language Pathology

SECD 530. PHONOLOGICAL DISORDERS (3 credit hours). A study of the many phonological terms, theories and applications, includes the underlying, covert level of phonological knowledge, and the manifest, overt level of speech production. To include an analysis of the disorders of the sound system in the light of current linguistic theory.

SECD 548. HEARING SCIENCE (3 credit hours). A systematic survey of the current knowledge of the operation of the hearing mechanism, the auditory and perceptual systems.

SECD 549. DISORDERS AND ASSESSMENT OF THE AUDITORY SYSTEM (3 credit hours). Consideration of techniques used in testing hearing of the normal and the disordered auditory mechanisms, to include vocal anatomy, the physical characteristics of speech sounds, and the psychophysiological process involved in hearing.

SECD 550. ADVANCED ANATOMY AND PHYSIOLOGY OF THE SPEECH AND HEARING MECHANISM (3 credit hours). Detailed study of the anatomy of the speech and hearing mechanism, the physiology of speech production with emphasis on the neurological bases of speech.

SECD 551. ADVANCED STUDIES IN ARTICULATION (3 credit hours). Diagnosis and treatment of speech-sound production disorders in children and adults; special reference to sensorimotor and psycholinguistic approaches; critical review of recent research.

SECD 553. ADVANCED AUDIOLOGY (3 credit hours). Laboratory demonstration and practice in the administration and interpretation of tests for site of lesion.

SECD 555. FUNCTIONAL AND ORGANIC VOICE DISORDERS (3 credit hours). Principles of differential diagnosis and clinical management of children and adults presenting voice disorders; a critical review of the literature.

SECD 558. NEUROGENIC DISORDERS OF SPEECH (3 credit hours). Differential diagnosis and management of speech disorders that result from neurological dysfunction. Special consideration to diversity and cultural differences, as well as to concomitant diagnoses such as stroke, traumatic brain injury, and degenerative diseases.

SECD 559. APHASIA (3 credit hours). Assessment and intervention, strategies in aphasia and related language disorders; emphasis on major approaches to treating language impairments in adults with aphasia.

SECD 560. STUTTERING DIAGNOSIS AND MANAGEMENT (3 credit hours). The diagnosis and clinical management of stuttering are considered. Therapy models are presented along with data bearing on the efficacy of particular approaches. Specific rehabilitation procedures are described.

SECD 563. ADVANCED AURAL REHABILITATION (3 credit hours). A detailed survey and study of the pertinent research literature with consideration of the theoretical and methodological approaches of auditory training, amplification, visual speech perception and speech conservation in the rehabilitation process of the hearing impaired.

SECD 566. LANGUAGE DISORDERS AND ASSESSMENT (3 credit hours). Consideration of descriptions and theories, both historical and contemporary, of disordered language in children and related problems. Procedures and tools used in evaluating the language skills of children are presented along with professional reporting methods.

SECD 567. ADVANCED PRACTICUM IN COMMUNICATIVE DISORDERS (3 credit hours). Advanced speech and language practice in supervised laboratory experience in the on-campus as well as off-campus sites.

SECD 568. ADVANCED PRACTICUM IN COMMUNICATIVE DISORDERS (3 credit hours). Continuation of SECD 567.

SECD 569. ADVANCED PRACTICUM IN COMMUNICATIVE DISORDERS (3 credit hours). Continued of SECD 567.

SECD 570. ADVANCED STUDY OF LANGUAGE AND CULTURE (3 credit hours). The study of coping behaviors. The relationship between language and behavior and the variables that affect them in a restricted environment with differences and variations in the prosopic, phonologic, morphologic, syntactic and semantic aspects of language.

SECD 571. ADVANCED PRACTICUM IN COMMUNICATIVE DISORDERS (3 credit hours). Continued of SECD 567.

SECD 572. OROFACIAL DISORDERS (3 credit hours). Emphasizes the effects of orofacial anomalies on the communication process. Topics discussed include types of cleft of palate and lip, velopharyngeal inadequacy, etiology, physical management and speech therapy.

SECD 583. COMPUTER METHODS FOR STUDYING SPEECH AND HEARING PROCESSES (3 credit hours). Review of modern research on digital data processing and specific computer applications.

Speech Language Pathology

SECD 584. AUGMENTATIVE COMMUNICATION (3 credit hours). This course will address current issues, terminology, technological advances and augmentative systems including various sign and symbol systems. Augmentative communication assessment, intervention guidelines and procedures for management to be addressed.

SECD 598. SUPERVISED RESEARCH (3-15 credit hours). This course is designed to enable students to develop knowledge of processes used in research and the integration of research principles into evidenced-based clinical practice.

SECD 599. SPECIAL PROJECT/CAPSTONE PROJECT (3-15 credit hours). This course is designed to enable students to apply research principles and conduct evidenced-based clinical practice based on proposals developed in SECD 598. Students must be currently enrolled in clinical practice. (Prerequisite: SECD 598)

SECD 610. SEMINAR IN LANGUAGE DISORDERS (3 credit hours). Diagnosis and treatment of language disorders in children. Emphasis on research in language problems of the mentally retarded, emotionally disturbed, and language-retarded children.

S**ECD 630. EXPERIMENTAL PHONETICS (3 credit hours).** Advanced transcriptional and feature analysis of abnormal and nonstandard speech patterns. Review and critical study of current experimental literature in acoustics, physiology and perception of speech.

SECD 650. SEMINAR IN SPEECH SCIENCE (3 credit hours). Study in physiology, acoustical, perceptual and linguistical parameters of speech.

SECD 651. SEMINAR IN ARTICULATION DISORDERS (3 credit hours). The etiology, diagnosis and treatment for articulation disorders, current research, procedures and techniques will be addressed.

SECD 655. SEMINAR IN VOICE DISORDERS (3 credit hours). Phonatory disorder with emphasis on etiology, diagnosis and treatment of the voice disorders, including problems related to clefts of the palate.

SECD 658. SEMINAR IN APHASIA (3 credit hours). Analysis of current trends and research on examination and treatment of aphasic patients, principles and procedures and descriptive examination.

SECD 660. SEMINAR IN STUTTERING (3 credit hours). Advanced study of symptoms, theories of causation, and scientific bases for rehabilitation of persons who stutter, with emphasis on critical review and analysis of research.

SECD 667. DYSPHAGIA ASSESSMENT AND INTERVENTION (3 credit hours). This course will include theoretical and applied knowledge of feeding and swallowing disorders in children and adults. The course will include a survey of the research literature, current management trends and professional and health care industry standards utilized in the rehabilitation of patients with dysphagia.

SECD 672. SEMINAR IN CLEFT PALATE (3 credit hours). Incidence, etiology, surgical procedures, parental counseling and intervention considerations, student observation required.

SECD 674. SEMINAR IN CEREBRAL PALSY AND ASSOCIATED DISORDERS (3 credit hours). Etiology, classification, diagnosis, prognosis and treatment, intensive student reviews of current research in selected topics dealing with the dysarthria, the myoneural diseases and the myopathies affecting the speech structures; student exploration, class discussion and evaluation.

SECD 680. ADMINISTRATION AND SUPERVISION IN SPEECH, LANGUAGE AND HEARING PROBLEMS (3 credit hours). Discussion of the problem in the administration, professional supervision, and clinical research. An examination of university programs in speech pathology and problems on the development and organization of public school, language and hearing problems.

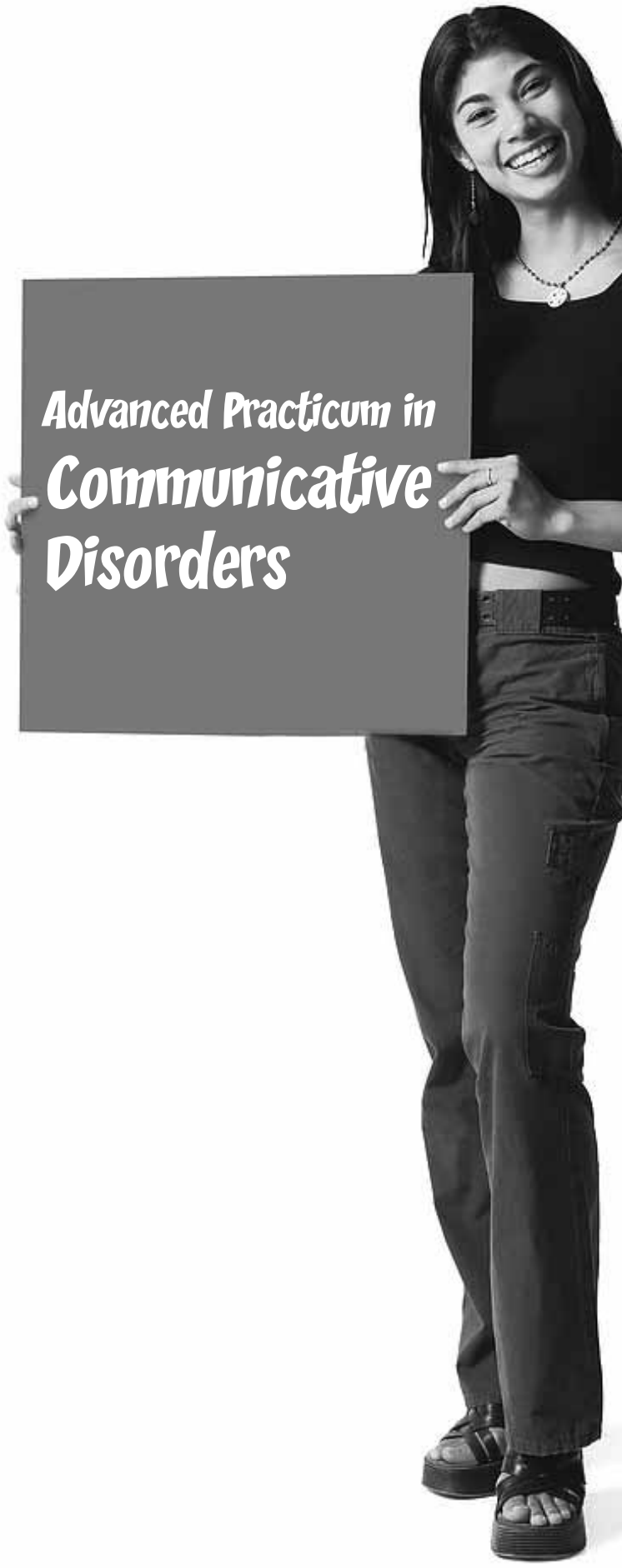
SECD 689. INDEPENDENT STUDY IN COMMUNICATIVE SCIENCE (3 credit hours). Intensive study of selected special problems in speech pathology and audiology.

SECD 799. ADVANCED RESEARCH (3-15 credit hours). This course is designed to provide doctoral students with supervised research experiences, exclusive of dissertation data collection and defense. These activities could include mini-thesis, identification of a dissertation topic, and the development of a dissertation paper and prospectus. Students must be enrolled in SECD 799 a minimum of three hours the semester(s) they defend advanced research requirements or complete needed revisions. Based on an Advanced Research Plan, students completing 70% or more of their SECD 799

Speech Language Pathology

semester objectives will receive a grade of "P" while completing less than 70% will result in the letter grade of "F".

SECD 800. DISSERTATION (3-15 credit hours). This course is designed for doctoral students who have an approved dissertation prospectus. It provides supervised experiences needed to collect data and develop and defend the dissertation. Students must be enrolled in SECD 800 a minimum of three hours the semester(s) they defend their dissertation or complete needed revisions. Based on a Dissertation Semester Plan (e.g., data collection or writing, defending, or revising the dissertation), students completing 70% or more of their SECD 800 semester objectives will receive a grade of "P" while completing less than 70% will result in the letter grade "F".



Therapeutic Recreation and **Leisure** Studies

Therapeutic Recreation and **Leisure** Studies

Coordinator: **Dr. G. Colleen Collins, CTRS**
P. O. Box 9805
Baton Rouge, LA 70813
Seymour Hall, Room 216
Phone: (225) 771-2952
Fax: (225) 771-2621

GRADUATE FACULTY

Professors:

Collins, G. Colleen, Ed.D., CTRS
BFA, Arizona State University
MS, University of West Florida
Ed.D., Temple University

Jones, Kathryn Cage, Ph.D., CTRS
BS, MS, Southern University
Ph.D., Capella University

DEGREES OFFERED

M.S. Therapeutic Recreation

Introduction

Therapeutic Recreation is an allied health profession which utilizes recreation & play experiences to facilitate health promotion and rehabilitation for children, adults, and the elderly. Employment opportunities exist within community, correctional, hospital, and residential settings throughout the United States. Upon completion of the curriculum, students apply to take a national certification examination.

The program emphasizes the following:

Development of professional competency as defined by the American Therapeutic Recreation Association and the National Council for Therapeutic Recreation Certification

Development of oral, written, and electronic communication skills

Development of professional clinical skills

APPLICATION PROCESS

Submit an application to the Graduate School and declare therapeutic recreation as a major on the transcript. With the application, submit to the graduate college the following:

Transcripts of all undergraduate and graduate courses completed (regular admission requires a minimum GPA of 2.7)
A brief essay discussing your reasons for wanting a graduate degree in therapeutic recreation
Three letters of reference
GRE scores

Prerequisites for all students who have not completed courses in the following areas as required by the NCTRC before taking TRLS 513 "practicum".

Human Anatomy and Physiology	3 credits
Developmental Psychology	3 credits
Abnormal Psychology	3 credits

GRADUATION REQUIREMENTS

Graduation requirements will vary depending upon the background of the applicant. Applicants who have not completed an undergraduate therapeutic recreation program and who are not eligible to apply for professional certification, will be required to take additional courses. One of these requirements is an internship of five hundred hours at an approved site. The schedule for the additional courses is determined during advisement.

All students are required to pass the comprehensive examination and complete a research project prior to graduation.

PLAN OF STUDY

MASTER'S OF SCIENCE IN THERAPEUTIC RECREATION

***Three undergraduate courses are required prior to completing the graduate program, to qualify to sit for the therapeutic recreation certification exam AND are prerequisites for "TRLS 513 Practicum in Therapeutic Recreation." These are: 1) Human Anatomy and Physiology, 2) Developmental Psychology, and 3) Abnormal Psychology.

Required Courses:

TRLS 501	Advanced Program Planning in TR	3 credits
TRLS 502	Recreation for the Disabled	3 credits
TRLS 507	Education for Leisure	3 credits
TRLS 512	Leisure Counseling	3 credits
TRLS 513	*Practicum in Therapeutic Recreation	3 credits

(*Practicum: See the above note for prerequisites. Students without an undergraduate TR senior internship must complete a 500 hour full-time internship. Students with an undergraduate TR senior internship must complete a prior approved project and/or fieldwork experience).

Therapeutic Recreation and **Leisure** Studies

TRLS 515	Therapeutic Recreation Seminar	3 credits
TRLS 516	Management of Therapeutic Recreation Services	3 credits
TRLS 524	Problems in Recreation	3 credits
TRLS 526	Recreation for Senior Citizens	3 credits
TRLS 599	Project I	3 min. credits
Statistics Elective (Graduate level)		3 credits
* Open Elective (Graduate level, with advisor's consent)		3 credits

TOTAL HOURS (for students WITH a previous recreation undergraduate degree): 36 credits

*TRLS 504	Principles and Practices of Leisure & Recreation	3 credits

(TRLS 504 is required for all students without a previous recreation undergraduate degree)

TOTAL HOURS (for students WITHOUT a recreation undergraduate degree): 39 credits

COURSE DESCRIPTIONS

TRLS 500. PRINCIPLES OF RECREATION METHODS (3 credit hours). Study of leadership methodology in recreation.

TRLS 501. ADVANCED PROGRAM PLANNING IN THERAPEUTIC RECREATION (3 credit hours). Emphasizes efficacy-based programming and treatment modalities.

TRLS 502. RECREATION FOR PEOPLE WITH DISABILITIES (3 credit hours). Provides an in-depth understanding of the implications of chronic illness and developmental disabilities for the practice of therapeutic recreation.

TRLS 504. PRINCIPLES AND PRACTICES OF LEISURE AND RECREATION SERVICES (3 credit hours). Historical, philosophical and practical applications of basic concepts for professionals in leisure and recreational studies.

TRLS 505. OUTDOOR RECREATION (3 credit hours). Provides an introduction to ecological concepts and outdoor survival skills. Emphasis will be placed on outdoor skill development.

TRLS 506. MANAGEMENT OF PARKS AND RECREATION (3 credit hours). Emphasizes the roles of the legislative process, financing and budgeting, staff organizational structures, governmental controls, and technology in the organizational and implementation of recreational services.

TRLS 507. EDUCATION FOR LEISURE (3 credit hours). An exploration of various agencies, cultural pursuits, and trends impacting the use of leisure.

TRLS 510. MANAGEMENT OF SCHOOL AND COLLEGE RECREATIONAL PROGRAMS (3 credit hours). Emphasizes effective intramural and social programming.

TRLS 511. RECREATION FACILITIES (3 credit hours). Analyzes the scope of recreation areas and facilities and the impact of the environment, society and clientele on the planning and operation of those facilities and programs.

TRLS 512. LEISURE COUNSELING (3 credit hours). A study of the role of the professional re-creator in providing guidance in the development of a positive leisure life-style.

TRLS 513. PRACTICUM IN THERAPEUTIC RECREATION (3 credit hours). Supervised clinical experience in therapeutic recreation.

TRLS 514. THESIS AND RESEARCH (3 credit hours). Available by request as an elective to students who would like to complete a thesis.

TRLS 515. THERAPEUTIC RECREATION SEMINAR (3 credit hours). Readings and the history and philosophy of therapeutic recreation services. Emphasis on the background of current issues and trends in professional practice.

TRLS 516. MANAGEMENT OF THERAPEUTIC RECREATION SERVICES (3 credit hours). Emphasis on understanding professional and legal standards for program development, staff selection and supervision, facility design and program financing.

TRLS 521. MANAGEMENT OF SCHOOL CAMPING (3 credit hours). A study of various designs for the organization and implementation of school camping. The role of the school in providing camping experiences.

TRLS 524. PROBLEMS IN RECREATION (3 credit hours). In-depth study of problems and issues in professional practices. Provides guidance for the completion of the master's paper.

TRLS 526. RECREATION FOR SENIOR CITIZENS (3 credit hours). Emphasis on understanding the impact of aging on the design and implementation of recreational programs for senior citizens.

Therapeutic Recreation and **Leisure** Studies

TRLS 600. COMPREHENSIVE (0 credit hours). Instructor's permission required.

TRLS 604. ORIENTEERING (3 credit hours). Principles and techniques of navigation over unfamiliar terrain using a map and compass.

TRLS 605. PHARMACOLOGY FOR THERAPEUTIC RECREATION SPECIALIST (3 credit hours). An introduction to the primary drugs and drug families used by clientele serviced by therapeutic re-creators. Emphasis on the implications of use on participation and service.

TRLS 606. PUBLIC RELATIONS (3 credit hours). Emphasis placed on communication theory, problem solving, analysis of the public, marketing theory, and the use of various media and technology for program promotion.

Urban Forestry

Urban Forestry

College of Agricultural, Family and Consumer Sciences

Program Director: **Dr. Kamran Abdollahi**
Urban Forestry
Southern Branch Post Office
Southern University and A&M College
Baton Rouge, LA 70813
Phone: (225) 771-6291
Fax: (225) 771-6293
Contact Person: Kamran Abdollahi
E-mail: kamrana664@cs.com

FACULTY

Professor:

Abdollahi, Kamran K.
Ph.D., Forestry/Ecophysiology
Stephen F. Austin State University

Collins, Daniel J.
Ph.D., Plant Pathology
University of Missouri-Columbia

Namwamba, Fulbert
Ph.D., Water Resources
Iowa State University

Ning, Zhu H.
Ph.D., Forestry/Ecophysiology
Stephen F. Austin State University

Qi, Yadong
Ph.D., Forestry/Ecology
Stephen F. Austin State University

Associate Professor:

Johnson, Andra
Ph.D., Urban Forestry Management
The Pennsylvania State University

Introduction

The urban forestry graduate program was established in the fall of 1998. The mission of the graduate program is to provide graduate students with a curriculum that offers sound academic training and experiential learning activities for professional career positions in governmental agencies, research organizations, and private firms. The program will utilize an interdisciplinary, total quality management approach to train students so that they can ultimately address critical issues and concerns in the management of urban forestry and natural resources within urban areas. Each student will follow a prescribed program of course work and conduct a capstone project or research tailored toward emerging issues or problems in urban forestry.

The overall objectives of the program in urban forestry are:

To develop student's ability to synthesize relevant knowledge and skills in urban forestry and related disciplines for sound urban forestry practices

To extend advanced training in urban forestry to high school teachers for the advancement of the art and science of urban forestry

To provide the latest technology and training to tree care professionals to preserve the urban environment

To academically prepare students for study at the doctoral level at various universities in the nation

To initiate and sustain collaborative efforts with various governmental, public and private and organizations to address issues and concerns in urban forestry and to promote urban forest health and natural resource preservation

To conduct research aimed at addressing natural resource issues in urban environment

GRADUATE DEGREE OFFERED

M. S. Master of Science in Urban Forestry
(thesis and nonthesis options)

ADMISSION REQUIREMENTS

To be considered for admission to the M. S. degree program in urban forestry, prospective students must meet the following criteria:

A baccalaureate degree from any accredited institution in natural resources, forestry, natural or environmental sciences.

Must have a minimum over-all grade point average (G.P.A.) of 2.7 on a 4.0 scale for all undergraduate work.

Must take the Graduate Record Examination (GRE)

Must submit a Curriculum vitae/Resume

Urban Forestry

Concise essay on research background and career goals.

Three written letters of recommendation, two of which must be from advisors in student major field.

All students must take the urban forestry diagnostic exam for advisement and placement.

Students found to be deficient in urban forestry or related fields must take remedial courses as deemed necessary by the graduate committee.

DEGREE REQUIREMENT Master of Science in Urban Forestry

In addition to the requirements of the Graduate School, the nonthesis candidate must complete a minimum of 32 semester credit hours of graduate course work including a capstone project approved by the graduate committee. Thesis candidates must complete a minimum of 24 semester credit hours of graduate course work, a minimum of 6 semester hours of thesis and supervised research plus a completed thesis approved by the graduate committee.

PLAN OF STUDY

Masters of Science in Urban Forestry

Number of Credit Hours—Thesis Option

Graduation Requirements

Core courses:

UFOR 553	Advanced Urban Forest Management	3 credits
UFOR 523	Tree Growth and Development	3 credits
UFOR 514	Experimental Statistics and Design	3 credits
UFOR 535	Global Change and Environmental Consequences	3 credits
UFOR 562	Applications of Integrated GIS/GPS in Urban Forestry	3 credits
UFOR 537	Plant Biosecurity	3 credits
UFOR 501	Research Problem in Urban Forestry	3 credits
UFOR 540	Urban Forest Ecophysiology	3 credits
Thesis Research		6 credits
Total		**30 credits**

Number of Credit Hours—Non-Thesis Option

GRADUATION REQUIREMENTS

Core courses:

UFOR 540	Urban Forest Ecophysiology	3 credits
UFOR 553	Advanced Urban Forest Management	3 credits
UFOR 523	Tree Growth and Development	3 credits
UFOR 514	Experimental Statistics and Design	3 credits
UFOR 535	Global Change and Environmental Consequences	3 credits
UFOR 562	Applications of Integrated GIS/GPS in Urban Forestry	3 credits
UFOR 537	Plant Biosecurity	3 credits
UFOR 501	Research Problem in Urban Forestry	2 credits
Unrestricted Elective		3 credits
Area of Emphasis Elective		6 credits
Capstone Project		0 credit
Total	**32 credits**	

COURSE DESCRIPTIONS

UFOR 500. ENVIRONMENTAL HORTICULTURE (3 credit hours: 2 hrs lecture, 2 hrs lab). Scientific and practical approaches of horticulture in urban environments.

UFOR 501. RESEARCH PROBLEMS IN URBAN FORESTRY (1 credit hour: 2 hrs seminar). Individual projects and group discussions concerning current research issues in urban forestry. Students will review relevant literature and develop research prospectus on selected topics of individual interest.

UFOR 502. SPECIAL TOPICS IN URBAN FORESTRY (3 credit hours: 1 hour lecture, 3 hrs seminar). Applications of ecological, social, economic theories to problems of managing urban forest ecosystems. Students will examine topics of individual interest related to the planning and management of urban forests uses and benefits.

UFOR 503. URBAN TREE LAW (3 credit hours: 3 hrs lecture). General features of the constitutional, statutory and administrative laws, institutions and processes which establish or limit the powers of public managers. Development of practical student competencies in legal reasoning and research on trees in urban areas.

UFOR 505. PLANT TISSUE CULTURE (4 credit hours: 2 hrs lecture, 2 hrs lab). Theoretical and practical aspects of isolation culture of higher plant cells, tissues and organs.

Urban Forestry

UFOR 514. EXPERIMENTAL STATISTICS AND RESEARCH METHODS (3 credit hours: 2 hrs lecture, 2 hrs lab). An overview of the conceptual and methodological bases of research design, data analysis, and interpretation. Case studies and individual research projects critiqued.

UFOR 518. AGRO-FORESTRY AND SUSTAINABLE SYSTEMS. (3 credit hours: 3 hours lecture). Principles and techniques of agro-forestry and sustainable systems. Special emphasis will be placed on establishment, cultural and management practices.

UFOR 520. ECOSYSTEM ANALYSIS (3 credit hours: 2 hrs lecture, 2 hrs lab). Analysis of ecological dynamics of various ecosystems including urban, terrestrial and aquatic ecosystems. Analysis includes physical, chemical and biological properties, energy balance, biogeochemical cycles and their interrelationships.

UFOR 523. TREE GROWTH AND DEVELOPMENT (3 credit hours: 2 hrs lecture, 2 hrs lab). The study of tree constituents, their occurrence, transformation and metabolism and their changes influenced by the environments. Major emphasis will be placed on effects of urban environmental factors.

UFOR 528. PLANT-AIR POLLUTION (4 credit hours: 2 hrs lecture, 2 hrs lab). Study of the interactions between plants and major air pollutants such as 03, S02, N02, and particulate pollutants. This course addresses the role of urban vegetation in removing gaseous pollutants. Physiological, morphological, and anatomical responses of plants are discussed. Laboratory works involve: measurement of gaseous fluxes, quantification of pollutant removal by individual species of plants and more. Specific projects are designed for students to provide experiential learning and research opportunities.

UFOR 532. NUTRITION OF URBAN TREES (3 credit hours: 3 hrs lecture). Nutrient requirements of urban plants and the functions of these nutrient elements in their adaptation under urban stressful environment.

UFOR 535. GLOBAL CHANGE AND ENVIRONMENTAL CONSEQUENCES (3 credit hours: 2 hours lecture, 2 hrs lab). The concepts and concerns regarding global effects of a continued increase in atmospheric greenhouse gases and the consequences on earth systems as well as urban forestry ecosystems.

UFOR 537. PLANT BIOSECURITY. (3 credit hours: 2 hrs lecture, 2 hrs lab). The study of various groups of agricultural chemicals and plant growth regulators, their modes of action, and their effects on plant growth and development.

UFOR 540. URBAN FOREST ECOPHYSIOLOGY (3 credit hours: 2 hrs lecture, 2 hrs Lab). Evaluation of the effects of various environmental factors on the whole plant physiological processes in urban environments. Subjects including the physiological background, causes and consequences of ecological process, especially those related to the atmosphere and climactic changes in the past, present, and future.

UFOR 545. ENVIRONMENTAL SOIL CHEMISTRY AND PROPERTIES (3 credit hours: 2 hrs lecture, 2 hrs lab). Soil chemical reactions on plant growth, environmental aspects of soil chemical reactions, fate of pollutants in the soil and remediation of contaminated soils.

UFOR 553. ADVANCED URBAN AND COMMUNITY FOREST MANAGEMENT (3 credit hours: 3 hrs lecture). Application of systems and principles of management of urban ecosystems; issues and methodology for integrating biological, social, legal, and economic aspects of ecosystem studies.

UFOR 555. RESTORATION ECOLOGY (3 credit hours: 2 hrs lecture, 2 hrs lab). Application of ecological knowledge in repairing and restoring damaged ecosystems. Major emphasis will be placed on urban ecosystems.

UFOR 559. METHODS IN ENVIRONMENTAL IMPACT ASSESSMENT (3 credit hours: 2 hrs lecture, 2 hrs lab). Principles of environmental analysis, preparation of environmental impact statement, sampling of aquatic and terrestrial plants and animals and ecological issues in urban ecosystems in the South.

UFOR 560. URBAN FOREST ECONOMICS (3 credit hours: 3 hour lecture). Principles and methods of urban economics. Analysis of the role of urban forests on investment, commercial, industrial, and business opportunities in urban areas. (To be jointly offered by Agricultural Economics and Urban Forestry faculty.)

UFOR 561. TREE BIOMECHANICS (3 credit hours: 2 hrs lecture, 2 hrs lab). Principles of tree stress physiology. Major emphasis will be placed on factors attributing to the structural failure of the tree resulting from environmental manifestations.

Urban Forestry

Tree failure analysis and other diagnostic measures with reference to tree forms will be covered.

UFOR 562. APPLICATION OF INTEGRATED GIS/GPS IN URBAN FORESTRY (3 credit hours: 1 hour lecture, 4 hrs lab). A survey of current research and issues in GIS, GPS and related fields. Analysis of the practical applications of integrated GIS/GPS. Practice in the use of GIS/GPS systems in the urban forest environment.

UFOR 570. URBAN WATER RESOURCE MANAGEMENT (4 credit hours: 2 hrs lecture, 2 hrs lab). Qualitative understanding of hydrological processes in the urban areas and methods for quantifying hydrologic parameters and processes associated with these environmental systems. (Prerequisite: UFOR 271 or consent of the instructor.)

UFOR 598. CAPSTONE PROJECT (0 credit hours: Individual time). A special project of the student's interest in urban forestry and related areas to be pursued as a partial requirement toward the M.S. degree by non-thesis majors.

UFOR 599. SUPERVISED RESEARCH (3-12 credit hours: Satisfactory/Unsatisfactory grade). Research, under the guidance of the graduate faculty member, for Master's students before registration of thesis proposal and/or registration for Master's thesis. Designed for students who have been accepted into the master's degree program and have satisfied the basic skill and knowledge requirements in urban forestry. Not open to students who have not been admitted into and/or enrolled in the graduate degree program.

UFOR 600. THESIS RESEARCH (1-9 credit hours). Research for Master's thesis.

Urban Forestry Doctor of Philosophy

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DOCTOR OF PHILOSOPHY IN URBAN FORESTRY

Chair Person: **Dr. Kamran Abdollahi**
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Website: www.urbanforestry.subr.edu

FACULTY

Professors:

Abdollahi, Kamran K.
Ph.D. Forestry/Ecophysiology
S.F. Austin State University
Post-Doctoral Certificate
Urban Forestry Institute, University of Florida

Collins, Daniel J.
Ph.D. Plant Pathology
University of Missouri-Columbia

Namwamba, Fulbert
Ph.D., Water Resources Engineering
Iowa State University
Post-Doctoral Certificate, ESRI, Inc.

Ning, Zhu H.
Ph.D. Forestry/Tree Physiology
S.F. Austin State University
Post-Doctoral Certificate
Urban Forestry Institute, University of Florida

Qi, Yadong
Ph.D. Forestry/Ecology
S.F. Austin State University
Post-Doctoral Certificate
Urban Forestry Institute, University of Florida

Associate Professors:

Johnson, Andra
Ph.D. Urban Forest Management
The Pennsylvania State University

Adjunct Professors:

Nowak, David
Scientist
USDA Forest Service
Ph.D. Urban Forest Ecology
University of California, Berkeley

Klepzig, Kier
Scientist
USDA Forest Service
Ph.D. Plant Pathology/Entomology
University of Wisconsin-Madison

Chaney, William
Professor, Purdue University
Ph.D. Forestry and Botany
University of Wisconsin

Introduction

The available areas of concentration include Urban Forest Science (Ecophysiology, Tree Physiology/Anatomy, Plant Pathology, Entomology, Urban Forest Ecology, Soil Science Biotechnology) and Urban Forest Management (Arboriculture, Urban Forest Management, Water Resource Management/GIS). The nature of the program is essentially defined by an advanced training in the theory and practice of urban forestry and the conduct of research in issues and concerns in urban forestry and urban natural resources. The objectives of the proposed degree program are: a) to offer the targeted students opportunities to acquire a broad-based knowledge of several areas in urban forestry and natural resources that impact the State of Louisiana and the nation, and b) to enable the graduates of the program to be highly marketable and competitive in the field. The overall goal of the program is to produce high caliber scientists in urban forestry and natural resources.

The program will uniquely address the increasing concerns on (a) the decline of the quality and quantity of our urban and community forests and natural resources, (b) the preservation, restoration and enhancement of environmental quality, and (c) the long-term effects on the urban infrastructure. In addition, the program will train future professionals in urban forestry to effect planning, management, and policy of urban societies and to provide a healthier urban environment to live in.

The uniqueness of the program will address urban forestry problems and emerging issues in urban forestry and natural resources. The Ph.D. training program will effectively prepare

Urban Forestry

students for a variety of job opportunities in State and Federal agencies, industries, and academia.

Curriculum for the Ph.D. in Urban Forestry Degree Program
The Ph.D. degree requires at least three academic years of graduate study beyond the M.S. degree. A student must complete 60 credit hours of graduate work for credit, of which a minimum of 24 hours must be in technical courses and seminar work in the Urban Forestry Program at Southern University and A&M College, 9 hours of electives, 24 hours of dissertation research and 6 hours of advanced research.

Table 1. Urban Forestry Ph.D. Curriculum/Full-Time Plan of Study

Fall, Year1		**Credits**
UFOR 701	Urban Forestry and Arboricultural Research	3
UFOR 702	Advanced Statistics and Experimental Design	3
UFOR 708	Urban Plant Pathology	3

Spring, Year 1		**Credits**
UFOR 704	Remote Sensing and Environmental Model Simulations in Urban Forestry	3
UFOR 705	Seminar	1
UFOR 706	Applied Urban Forest Ecology	3
UFOR 707	Urban Tree Stress Physiology	3
	Prescription Examination	

Summer, Year 1		**Credits**
Technical elective		3
UFOR 799	Advanced Research	3

Fall, Year 2		Credtis
UFOR 708	Planning and Management of Urban Green Spaces	3
	Technical elective	3
UFOR 799	Advanced Research	3

Spring, Year 2		**Credits**
UFOR 705	Seminar	1
	Technical elective	3
UFOR 718	Urban – Wildland Interface	3
UFOR 800	Dissertation Research	3
	Qualifying Exam	

Summer, Year 2		**Credits**
Technical elective		3
UFOR 800	Dissertation Research	3

Fall, Year 3		**Credits**
UFOR 800	Dissertation Research	9

Spring, Year 3		**Credits**
UFOR 800	Dissertation Research	9
	Dissertation Defense	

Technical electives toward the degree study must be selected from courses listed in the electives:

Technical electives:

UFOR 703	Louisiana Watershed Management Issues	3 Hours
UFOR 711	Ecology and Management of Soilborne Plant Pathogens	3 Hours
UFOR 712	Urban Plant Entomology	3 Hours
UFOR 713	Urban Phyto-remediation	3 hours
UFOR 710	Advanced Urban Ecosystem Studies	3 hours
UFOR 723	Urban Soil and Urban Trees	3 Hours
UFOR 709	Ecology of Urban Tree Roots	3 Hour
UFOR 717	Biogeochemistry	3 Hours
UFOR 717	Urban Forest Fragmentation	3 Hours
UFOR 718	Sustainable Urban-Wildland Interface	3 Hours
UFOR 719	Microscopy as a Research Tool	3 Hours
UFOR 720	Special Problems	3 Hours
UFOR 721	Topical Problems	3 Hours, Lecture
UFOR 722	Proposal Development and Grant Writing	3 Hours, Lecture

Special Requirements:

In addition to the general requirements specified by the Southern University Graduate School, the proposed Ph.D. in Urban Forestry Program has seven special requirements:

1. Admission requirements: A master's degrees in urban forestry, forestry, renewable and natural resources, plant and soil sciences, biology, chemistry, and environmental sciences, and other related areas are required for all applicants.

2. Students without the backgrounds mentioned above are required to take some or all of the following classes:

Dendrology (UFOR 278)
Soil and Environment (UFOR 251)
Urban Forestry Management (UFOR 400)

Urban Forestry

Tree Physiology (UFOR 483)
Urban Forest Pathology (UFOR 415)

3. A prescription examination is required for all Ph.D. candidates. Through this examination the graduate committee determines the student's background, interests, and deficiencies early. The main purpose of this exam is to guide the student in the development of a plan of study. This exam is administered before the end of the second semester of residence.

4. Plan of Study: A plan of study will be developed for every student indicating the set of courses to be taken, credits to be obtained, and dissertation to be completed. An individual student's plan of study may vary with the selected option, with the academic level of the student at the time of admission, and the quality of the previous program completed. A student holding a master's degree in a natural resource discipline, or holding a master's equivalent, will follow the standard curriculum described above. This assumes that the master's degree already held is current and sufficiently comprehensive; if not, some additional courses may be required. Several elective courses are available to the students while they are taking the required core courses. These are discipline specific graduate courses which fit within a given option. In addition to the common core courses, detailed course requirements based on the candidate's academic background, professional experience and career goals, will be specified in the plan of study.

5. Research Proficiency: Students will develop research proficiency in courses such as advanced statistics and experimental design, quantitative research methods, and advances in research methods in urban forestry, and dissertation research. Research topics for individual students will be selected based on the candidate's academic background, professional experience and career goals. It should be noted that the research requirements are essential for this program. It is expected that the dissertation research will lead to publications in refereed journals. Research and subsequent publications are central to the positive impact that this program and its graduates are to have on the University educational mission in particular and the American educational enterprise in general.

6. A general qualifying ("preliminary examination") is required of all candidates for the degree of Doctor of Philosophy. It consists of written and oral testing by the student advisory committee in the student's major and minor fields. The primary purpose of the preliminary exam is to assess the students understanding of the broad body of knowledge of urban forestry and natural resources. The exam also affords the advisory committee an opportunity to review the students proposed research and understanding of research methods and literatures in the chosen field. If this examination reveals deficiencies in any areas, the advisory committee may recommend remedial work, re-examination, or discontinuation of doctoral study. It is recommended that this be taken after completion of all course work.

7. Final dissertation defense in accordance with the rules and regulation of the Graduate School of Southern University and A&M College, Baton Rouge, LA.

COURSE DESCRIPTIONS

UFOR 701. URBAN FORESTRY AND ARBORICULTURAL RESEARCH (Credit 3 hours). An extensive research in urban forestry and arboriculture. Provides an understanding of the advanced arboricultural research within the context of urban forest ecosystem preservation and restoration. Particular emphasis is placed upon the areas of municipal arboriculture, commercial arboriculture and consulting arboriculture. Each area is explored in terms of advanced techniques utilized in research and development. The course follows the International Society of Arboriculture's (ISA) current research agenda.

UFOR 703. LOUISIANA URBAN WATERSHED MANAGEMENT ISSUES (Credit 3 hours). A qualitative understanding of watershed management in urban areas, advanced methods of quantifying hydrologic parameters and processes associated with these environmental systems.

UFOR 704. REMOTE SENSING AND ENVIRONMENTAL SIMULATION IN URBAN FORESTRY (Credit 3 hours). A qualitative understanding of environmental remote sensing application urban areas, methodology and specific applications of model simulation of urban environmental systems.
UFOR 705. SEMINAR (Credit 1 hour).

UFOR 706. APPLIED URBAN FOREST ECOLOGY (Credit 3 hours). Application of ecological principles to urban forest analysis including modeling ecosystems, assessing ecological changes, measuring the urban forest effects on environment, exploiting biotic and abiotic variability, managing populations and pests, conserving communities, and establishing urban forest ecosystems.

UFOR 707. URBAN TREE STRESS PHYSIOLOGY (Credit 3 hours). Assessment of advance studies pertaining to the

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effects of environmental stresses on the whole tree ecological and physiological processes in urban environments. Subjects include the advance ecological and physiological background, causes and consequences of environmental stresses, stress tolerance and mitigation.

UFOR 709. ECOLOGY OF URBAN TREE ROOTS (Credit 3 hours). The study of root growth, form, and functions under environmental conditions. Subjects include root strategies used to meet essential functions of water and nutrient acquisition, and transport, storage and structural support under urban conditions.

UFOR 799. ADVANCED RESEARCH. (Credit 3 hours).

UFOR 800. DISSERTATION RESEARCH. (Credit 3 hours).

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Urban Forestry

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UFOR 706. APPLIED URBAN FOREST ECOLOGY (Credit 3 hours). Application of ecological principles to urban forest analysis including modeling ecosystems, assessing ecological changes, measuring the urban forest effects on the environment, exploiting biotic and abiotic variability, managing populations and pests, conserving communities, and establishing urban forest ecosystems.

U**FOR 707. URBAN TREE STRESS PHYSIOLOGY (Credit 3 hours).** Assessment of advance studies pertaining to the effects of environmental stresses on the whole tree ecological and physiological processes in urban environments. Subjects include the advance ecological and physiological background, causes and consequences of environmental stresses, stress tolerance and mitigation.

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UFOR 799. ADVANCED RESEARCH. (Credit 3 hours).

UFOR 800. DISSERTATION RESEARCH. (Credit 3 hours).

Special Facilities and Programs

Special Facilities and Programs

OFFICE OF RESEARCH AND STRATEGIC INITIATIVES (ORSI)

Location: 730 Harding Blvd.
Baton Rouge, LA 70813
8:00 a.m. to 5:00 p.m.
Monday through Friday
Phone: (225) 771-3890
Fax: (225) 771-5231

The Vice Chancellor for Research serves as head of the Office of Research and Strategic Initiatives (ORSI) and has the authority to recommend research policy and procedure on a campus-wide basis. The ORSI provides administrative management and supervision in planning, coordinating, and implementing all aspects of research and development programs, institutes, and centers at the University. This office is the channel through which the University interacts with the external research sector to share its aspirations, achievements and expertise. It offers services to faculty, staff, and administration in identifying funding opportunities and in facilitating their efforts in securing and managing sponsored and elective research and creative activities. It also promotes technology transfer; faculty development activities; strengthening curricula, courses, and laboratories through incorporation of advances in research-based teaching and learning; and partnerships and collaboration with other academic institutions, industrial laboratories, and federally supported research centers to ensure research experiences that complement undergraduate and graduate studies. This office also gives administrative oversight management to those sponsored programs (strategic Initiatives) on the campus that deal primarily with research experiences for undergraduates and other mentoring activities. The Office of Research and Strategic Initiatives (ORSI) was established in August 1996.

OFFICE OF SPONSORED PROGRAMS (OSP)

Location: 730 Harding Blvd.
Baton Rouge, LA 70813
8:00 a.m. to 5:00 p.m.
Monday through Friday
Phone: (225) 771-2890
Fax: (225) 771-5231

Under the administrative oversight of the Office of Research and Strategic Initiatives (ORSI), a director supervises the Office of Sponsored Programs (OSP). The OSP is the central unit responsible for serving faculty, administrators, and community, by coordinating pre- and post-award functions related to sponsored and elective programs. This service includes coordinating the acquisition, monitoring, modification, and close-out of grants, contracts, and cooperative agreements. This office, within the policy of ORSI, has the authority to decide the manner in which pre-award and post-award activities are conducted campus-wide. It supports the efforts of the Office of Research by assisting faculty and others in obtaining external funds and by serving as an additional link between the University and public and private funding sources. The OSP was established in 1987.

Mission Statement and University Commitment to Research

—-"The University is committed to a broad program of research, both basic and applied, and creative work to stimulate the faculty and students in quest for knowledge and to aid society in resolving its scientific, technological, socioeconomic, and cultural problems".

As Southern University and A&M College moves to achieve Doctoral University II Status (Doctoral Research University Intensive), it is more committed to diligently promote, enhance, and sustain an infrastructure (internal research and development support structures) to facilitate the successful integration of research, instruction, public service, economic development, and related activities (creative activities, strategic initiatives, technology transfer, partnerships). Further, it makes research and creative activity components of instruments used in evaluating faculty for promotion, tenure, and merit raises.

Institutional Research Vision (Goal) Statement

The vision for research at Southern University and A&M College is to build and sustain an infrastructure that encourages greater participation by faculty in sponsored and elective research, creative pursuits, and related activities. The ultimate measurable outcomes of achieving this vision are that such research efforts would result in an increased number of publications in refereed journals; greater and more significant opportunities for its graduate and undergraduate students to participate in creative pursuits, research, and other scholarly activities with their professors; and building nationally reputable and competitive academic department, colleges, schools, and centers.

Special Facilities and Programs

RESEARCH CENTERS and INSTITUTE
CAPITAL SMALL BUSINESS DEVELOPMENT CENTER (Est. 1986)

The Capitol Small Business Development Center (Capital SBDC) is a public service unit of the College of Business at Southern University at Baton Rouge. The Capital SBDC is one of twelve (12) university sub-centers and is affiliated with the Louisiana Small Business Development Consortium (LSBC). The purpose of the Capital SBDC is to provide basic counseling services, training programs and seminars, and information assistance to potential and existing small businesses in a nine (9) parish area of South Louisiana. The counseling services include, but are not limited to: business transfer, minority business development, productivity improvement analysis, economic and financial analysis, and business management acumen. The workshops and seminars, offered by the center, cover a myriad of business owners and managers. In addition to the counseling and training services, the Capital SBDC maintains a resource library that contains business publications and general readings on starting and managing a small business.

CENTER FOR ENERGY AND ENVIRONMENTAL STUDIES

The Center for Energy and Environmental Studies (CEES) was developed to promote interdisciplinary research, coordinate environmental and energy curricula development activities, provide services to a diverse public, and participate in the public policy arena where energy and environmental issues are concerned. These objectives are addressed through basic, applied and policy research projects, sponsorship of workshops, seminars and conferences for students, professionals and the general public and through facilitating technology transfer to effect the state of the environment. CEES focuses special emphasis on local environmental challenges, including hazardous waste contamination, air and water pollution in the vicinity of the University and its neighboring community through the implementation of its following major components: Research programs, Education and Training, Environmental Policy and Assessment Research, Community Involvement. The Center has a multidisciplinary thrust involving a core staff of civil, environmental and mechanical engineers, microbiologists, environmental toxicologists, hydrogeologists and faculty and students from each college/school at the University.

CENTER FOR INTERNATIONAL DEVELOPMENT PROGRAMS (Est. 1982)

The mission of the Center for International Development Programs is to provide a system wide programmatic mechanism for promoting, initiating, and implementing international programs, consistent with Southern University's interest and capabilities as an autonomous entity, or in concert with other institutions or agencies. Ongoing projects include the Tertiary Education Linkage Project with Vista University in South Africa (capability building, staff development, public administration, history/sociology and mathematics), University of Zulu Land in South Africa Linkage (Institutional Building-Agricultural), and Democracy in Africa (Rule of Law, Constitutional reform, legal systems).

Involvement in international development and research for over thirty years with operations totaling over $70 million; a leading center in applied research and technology transfer to small-scale farmers; technical assistance in institution building; a variety of short-term training courses; and several national and international linkages for faculty and student exchange.

HEALTH RESEARCH CENTER (Est. 1960)

The Health Research Center (HRC) is designed to advance biomedical knowledge through scientific research. Activities of the center are designed to strengthen, enrich, and promote the academic programs of participating departments of the University through scholarly and productive research efforts, seminars, presentations, symposia and community services. The HRC was established at Southern University, Baton Rouge through a matching grant from the Health Research Facilities of the Division of Research Resources of the National Institutes of Health (NIH). This particular NIH grant covers the cost of construction and equipping health research centers at public and non-public institutions that have demonstrated the capability to perform health research or research in the basic sciences related to health. The major purpose of the center is to conduct basic and applied research in biomedical sciences and to promote and encourage productive research. The center also assists faculty members in securing financial support for research, provides facilities for the same, and provides research training in the basic biomedical sciences for both graduate and undergraduate students. The Health Research Center is University-wide in its origin and interdepartmental in its roles and functions. Its faculty members are research investigators drawn from different research-oriented departments of the University with special emphasis on biomedical

Special Facilities and Programs

and/or related research projects. The Health Research Center also sponsors seminars and workshops on subjects of special interest to the University community and general public.

CENTER FOR RURAL and SMALL BUSINESS DEVELOPMENT

The Center for Rural and Small Business Development operates as the result of a contractual agreement between Southern University and A&M College and the U.S. Department of Agriculture Rural Business-Cooperative Service. The center provides management and technical assistance to persons in the parishes of East (northern section) and West Baton Rouge, East and West Feliciana, Point Coupee, St. Helena and Iberville. The scope of work at the center, in general, is to provide business counseling and assistance to rural businesses and persons interested in expanding and/or starting a business venture. Specifically, the center provides assistance in areas such as: personnel, management, fiscal management, loan packaging, procurement, certification, construction, bonding, marketing, public relations, etc. Additionally, BISNet (Business Information System Network) is an electronic telecommunications initiative that allows rural areas access to the Internet and is jointly sponsored by Rural Development and Southern University. BISNet allows community leaders to share successful business development concepts. It also links leaders to a network of corporate, government, and private entities. Visit the website at: http://bisnet.cmps.subr.edu.

CENTER FOR SOCIAL RESEARCH (Est. 1969)

The Center for Social Research was established to conduct interdisciplinary research and to implement programs that address needs of African Americans. Studies are conducted on experiences and conditions of Blacks in the Southern region with emphasis on Blacks in the State of Louisiana. The goals of the center include: conducting research on the attitudes and behaviors of African Americans; developing and implementing interdisciplinary applied research programs; targeting social problems in minority and disadvantaged communities; providing a mechanism by which students and faculty have increased participation in developing strategies and implementing programs which address the problems and concerns of the community. The center's research focuses on social, economic and demographic analysis, as well as, comparative studies of political behavior and attitudes of African Americans. Research areas include studies on drug abuse, gang activity, teenage pregnancy, welfare dependency, housing conditions, crime and delinquency, school dropout and literacy concerns, problems of the elderly and health related issues.

NATIONAL PLANT DATA CENTER (Est. 1994)

The National Plant Data Center (NPDC) was established by the United States Department of Agriculture, Natural Resources Conservation Service (NRCS). The NPDC focuses resources on acquiring and integrating standard plant data required for field office activities and automated conservation tools. The data support natural resources information exchange throughout the NRCS and across Federal and State agencies. The center develops and maintains the PLANTS Web site <plants.usda.gov>, which serves to disseminate much of the developed information. The center ensures efficient development of plant data and non-duplication of effort. The center maintains a staff at the University of California-Davis and the Montana Plant Materials Center-Bridger. Automation support is provided by the NRCS-Information Technology Center, Ft. Collins, Colorado. The mission of the NPDC is to provide leadership for the design, prioritization, collection, quality control, development, management, access, dissemination, interpretation, and marketing of plant information for the agency. The center also participates in national and international projects to develop, standardize, and disseminate plant information. One project is the International Organization for Plant Information's Global Plant Checklist <iopi.csu.edu.au/iopi/>. Some agencies and organizations involved in partnering projects include the following: Alcorn State University, Biota of North America Program, Bishop Museum-Honolulu, Botanischer Garten and Botanisches Museum-Berlin, Integrated Taxonomic Information System <www.itis.usda.gov>, Santa Barbara Botanic Garden, Smithsonian Institution, Southern University, University of Guam, University of Texas, University of Wyoming, USDA-Animal and Plant Health Inspection Service, USDA-Forest Service, and Utah State University.

RESEARCH INSTITUTE OF PURE AND APPLIED SCIENCES

The Southern University Research Institute of Pure and Applied Sciences (SURIPAS) was recently approved. SURIPAS mostly coordinates the University's research efforts in applied areas and is a cooperative effort with Louisiana State University in the spirit of the Consent Decree. The SURIPAS program, however, also has collaborative links with the University of New Orleans and Florida State University. Scholars of proven research capabilities will be associated in increasing numbers with SURIPAS. They will initiate projects, provide lectures and short courses, engender group discussions, and host meetings, to further promote an atmosphere conducive to quality research at Southern University and other participating institutions. Current project areas are Magnetic Materials, Molecular Electronic Structure and Spectroscopy, Optogalvanic Analysis,

Special Facilities and Programs

and Nuclear Research. The primary source of funding is the U.S. Department of Energy.

SMALL FARM FAMILY RESOURCE DEVELOPMENT CENTER (Est. 1986)

The mission of the Small Farm Family Resource Development Center is to improve the status of its clientele by providing educational and technical assistance aimed at increasing the productivity and profitability of Louisiana's small scale farms and addressing related clientele needs. A major part of the Center's thrust involves the evaluation and development of ecologically and economically sound sustainable agricultural production systems. Current and future research efforts include an array of agricultural commodities such as vegetables, small fruits, herbs, small animals and the economics potential of value-added processing. The center's programs are multi-disciplinary with collaboration among plant and soil scientists, economists and other social scientists, nutritionists, food scientists and animal scientists. The center works closely with the Cooperative Extension Program (CEP) in developing the outreach educational and technical assistance infrastructure for program delivery. CEP's outreach efforts are organized and intensified to reflect the strengths of the center and the College of Agricultural, Family and Consumer Sciences (CAFCS) and to address the needs of the identified clientele. Some of the research projects include the use of prostaglandins to improve the reproductive efficiency in rabbits; the use of the Boer goat genome to enhance the growth and carcass characteristics of goats; the evaluation of cultural practices for herb (dill, basal, etc.) production in the southeast; kenaf and crayfish waste as potential protein supplements for livestock feed; obesity in African-American women; drip irrigation and soil fertility; photoperiod effect on mirlitons; and the development of sustainable vegetable production systems.

STRATEGIC INITIATIVES

Louis Stokes Louisiana Alliance for Minority Participation (LS-LAMP)

The Louis Stokes-Louisiana Alliance for Minority Participation (LS-LAMP) is one of twenty-seven (27) National Science Foundation (NSF) alliance programs nationwide. LS-LAMP is designed to substantially increase the quantity and quality of minority students receiving baccalaureate degrees in science, technology, engineering, and mathematics, (STEM) and, subsequently to increase the number of minority students entering graduate schools to earn doctorates in STEM fields supported by the National Science Foundation.

The long term goals of the LS-LAMP program are to double the number of Louisiana minority students receiving BS degrees in STEM disciplines (from 500 to 1000) and for at least 20% of these BS recipients to be accepted into STEM graduate school programs. The basic strategy is the statewide replication and enhancement of exemplary mentoring and outreach programs currently underway at Southern University such as the Timbuktu Academy and the Southern University HBCU-UP-SMART undergraduate research and mentoring programs.

Undergraduate enhancement activities including financial support, rigorous mentoring, research participation, and guidance to graduate school are incorporated into each of the undergraduate STEM programs at the eleven (11)LAMP institutions (Dillard University, Grambling State University, Louisiana State University, McNeese State University, Nunez Community College, Southern University and A&M College, Southern University at New Orleans, Southern University at Shreveport, Tulane University, University of New Orleans, University of Southwestern Louisiana, and Louisiana Universities Marine Consortium - LUMCON.

The Louisiana Alliance is led by Southern University and A&M College with the active input and advice of an array of collaborating public and private sector entities including the LAMP Governing Board, chaired by the Commissioner of Higher Education.

The HBCU-UP -Strengthening Minority Access to Research and Training (SMART)

"Strengthening Minority Access to Research and Training" (SMART) is Southern University's, National Science Foundation supported, HBCU-UP long-range strategic plan of action which addresses the historical under-representation of minorities in baccalaureate and doctoral ranks of science, technology , engineering, and mathematics (STEM) disciplines. The objectives of SMART are to help increase retention and graduation rates of STEM majors and to increase the number of the STEM baccalaureates who pursue doctoral degrees in STEM disciplines.

This program includes all majors in biology, chemistry, computer science, physics, urban forestry, architecture, agricultural sciences, mathematics, and engineering (chemical, civil, electrical, and mechanical), engineering technology, and a special emphasis on oral and written communication. It proposes to close the loop by targeting a large population of STEM students and faculty not being served by other

Special Facilities and Programs

programs. The program's design, however, is to reinforce the goals and objectives and strengthen the outcomes of similar programs such as the NSF sponsored Louis Stokes-Louisiana Alliance for Minority Participation.

As part of the undergraduate research experience component, SMART provides stipends to full-time SUBR undergraduate students (U.S. citizens and permanent residents) to support hands-on involvement in research and educational activities in STEM areas during summers and academic semesters. It also offers financial support for curricula and faculty development.

Timbuktu Academy

The Timbuktu Academy is an umbrella recruitment, advisement, mentoring, support, guidance, and research participation program for undergraduate and pre-college scholars. It is primarily focused in the Department of Physics, but includes the Departments of Engineering, Chemistry, and Mathematics. The academy was established in 1990-91 with funding from the National Science Foundation and Louisiana Stimulus for Excellence in Research (LaSER). Major funding from the Department of Navy, Office of Naval Research (ONR), in the fall of 1993, was pivotal in strengthening the academy and its expansion to engineering, chemistry, and mathematics.

The objectives of the Timbuktu Academy are to produce well-trained science, engineering, and mathematics graduates; guide these graduates to Ph.D. degree programs; and produce new professional and educational services to local and national communities, in general, and to pre-college students in particular.

RESEARCH LABORATORIES (Colleges of Engineering and Sciences)

COLLEGE OF ENGINEERING

The College of Engineering has six computer research laboratories. Computer equipment includes a medium-size mainframe computer system. The college has four microcomputer labs installed within the complex. Two of these labs are already linked by a local area network. The entire college will be linked via a fiber optics dual ring FDDI network with the mainframe computer serving as an outside link to national networks such as Internet, Suranet, MuSpin, etc. The present computer facilities provide UNIX, CMS and McGill University System for Interactive Computing (MUSIC) operating system environments. Languages such as FORTRAN, PASCAL, C, and ADA are all available for student usage. Additionally, other design tools such as MATHCAD, AUTOCAD, ORCAD, and Micrologic are currently available.

Collaboration with the Engineering Education Coalition, sponsored by the National Science Foundation, has enhanced capability to the College of Engineering through additional computers, such as Sun, IBM R/S 6000, and Apple Workstations.

The Department of Civil Engineering has equipment to perform most fundamental laboratory experiments in environmental and water resources engineering. Equipment also is available for experiments in fluid flow in open channels and closed conduits. The department's environmental laboratories support research and instructions in water and wastewater analysis, solid and hazardous waste, air quality and bioremediation. Civil Engineering has a comprehensive wet chemistry laboratory with gas chromatographs, mass spectrophotometers and atomic absorption spectrophotometers. Faculty and students have access to a full complement of mainframe, workstation, and microcomputer hardware and software for theoretical research in environmental and water resources engineering. A fully equipped geo-technical laboratory also supports work performed by faculty and students.

The Department of Electrical Engineering currently operates five laboratories. A telecommunication lab contains modular communications components from which students currently build and study IS & FM transmitters and receivers and data modems. Oscilloscopes, spectrum analyzes, and other test equipment provides the capability to measure performance and signal characteristics. The lab also houses Analog/Digital conversion hardware and a set of workstations running Digital Signal Processing software for modeling and study of digital filtering techniques. Solid-state Devices and VLSI Laboratory houses equipment such as water probing station and transistor parametric tester. They are used for characterization and testing of devices and integrated circuits. A High Performance Computing Multi-Media Laboratory is used extensively in government and industry supported research of high-speed data interfaces and protocols

COLLEGE OF SCIENCES

The Department of Biology has several laboratories that are equipped with state-of-the- art instrumentation and animal quarters for health and biological science research. A new two-story building with five additional research labs was recently built for biological and biochemical research. A transmission electron microscope and a biotechnology lab are the

Graduate Faculty

Graduate Faculty

CRITERIA FOR FACULTY APPOINTMENTS

Criteria for Appointment to Levels I and II

The graduate faculty includes only those members of the Southern University faculty appointed by the Dean of the Graduate School, by authorization of the Chancellor of the Baton rouge campus, and upon the approval of the Graduate Council. Members of the faculty who hold the rank of assistant professor or above at Southern University-Baton Rouge may qualify for appointment to the graduate faculty upon the submission of an application with appropriate documentation of credentials and scholarly accomplishments attached. All applicants must meet the required established criteria in order to receive appointment in either category.

Faculty may receive appointment in two categories:

Graduate Studies Faculty Level I – eligible to serve as a member on theses and/or dissertation supervisory committees and direct (chair) master's theses.*

Graduate Studies Faculty Level II – eligible to serve and direct (chair) master's theses and doctoral dissertations.

Maintenance of Graduate Faculty Status

Appointment to the graduate faculty may be made provisional or permanent. Provisional appointment is normally given to non-tenured faculty with the rank of Assistant Professor. Provisional appointment is for a maximum period of two years and requires a review of scholarly activity at the end of the provisional period by the Graduate Council for approval of permanent status.

Faculty granted permanent graduate faculty status must submit to the graduate council and updated curriculum vita every five years. After review of the vita, the Council may revoke graduate faculty status if it is determined that there is insufficient scholarly activity.

* Faculty holding Graduate Studies Faculty I status, with an active record of research and scholarship, may petition the Graduate Council for permission to chair dissertation committees. The petition must include the following: current curriculum vita detailing research activity; endorsement letter from department's GSF Level II faculty; endorsement of Department Chair and College Dean. The Graduate Council, upon review of the petition, may approve the petition for a specific dissertation ONLY, or a temporary period until such time as the faculty member qualifies for GSF Level II status.

Adjunct Faculty

Adjunct graduate status may be granted to individuals hired to teach graduate courses on a temporary and/or part-time basis and faculty form other accredited institutions seeking to serve on supervisory committees for master's theses and/or doctoral dissertations. Faculty from other institutions must submit evidence of graduate faculty status at their home institution.

Individuals hired by academic units as adjunct faculty to teach graduate courses must submit their credentials to the Graduate Council for approval prior to the start of the semester in which they will be instructing.

Graduate Faculty

Alphabetical listing of Graduate Faculty:

Abdollahi, Kamran K., 1992
Professor,
B.S. The Pennsylvania State University
M.S. The Pennsylvania State University
Ph.D.S.F. Austin State University

Albert, Harry, 1977
Professor,
B.S. Southern University
M.Ed. Southern University
Ph.D. Kansas State University

Allen, Troy, 1996
Professor,
B.A. Point Park College,
M.A. The Ohio State University
Ph.D. Temple University

Al-Raoush, Riyadh, 2005
Assistant Professor,
B.S. Jordan University of Science and Technology, Jordan
M.S. Jordan University of Science and Technology, Jordan
Ph.D. Louisiana State University

Amini, Abolfazi M., 1994
Professor,
B.S. Southern University
M.S. University of New Orleans
Ph.D. Tulane University

Anadi, Allison, 2004
Associate Professor,
B.S. Eastern Michigan University
M.S. Eastern Michigan University
Ph.D. Michigan State University

Anderson, Donald Wayne, Sr., 1997
Associate Professor,
Ed.D. Texas A&M University

Arasteh, Davoud, 1999
Associate Professor
MSEE, University of Lafayette
Ph.D., University of New Orleans

Andrews, Donald, R., 1974
Professor and Dean,
Ph.D. Texas A&M University

Arceneaux, Clayton, 2004
Associate Professor,
B.S. Grambling State University
M.Ed. Southern University
Ed.D. University of Missouri-Columbia

Arp, William III, 1991
Professor,
B.A. Southern University
M.S. Southern University
Ph.D. Arizona State University

Bachireddy, Veeraraghava Reddy, 1997
Professor and Program Leader,
B.S. Andhra Pradesh Agriculture University
M.S. Andhra Pradesh Agriculture University
Ph.D. University of Arkansas

Bagayoko, Diola, 1984
Professor and Chair,
B.S. Ecole Normale Superieure de Bamako
M.S. Lehigh University
Ph.D. Louisiana State University

Baham, Eva, 2003
Associate Professor,
B.A. Southern University
M.A. Purdue University
Ph.D. Purdue University

Bai, Shuju, 2003
Associate Professor,
B.S. Beijing Forestry University
M.S. Academy of Science
M.S. Southern University
Ph.D. Purdue University

Ball- Atkins, Deidra, 2004
Assistant Professor,
B.S. Louisiana State University
M.S. Louisiana state University
Ph.D. Meharry Medical College

Bates, Juanita James, 1967
Professor,
B.S. Southern University
M.S. Atlanta University
Ph.D. Louisiana State University

Bechtel, Gregory, 1999
Associate Professor,
B.S.N. Valdesta State College,
M.P.H. University of South Carolina,
Ph.D. Texas Women's University

Bhattacharya, Pradeep K., 1998
Professor and Chair,
Ph.D. University of Indore

Bienemy, Cynthia, 2004
Associate Professor,
B.S. Southeastern Louisiana University,
M.S. McNeese State University,
Ph.D. Southern University

Blevins, Edgar, 1987
Professor,
B.S. Southern University,
M.S. Georgia Institute of Technology,
Ph.D. University of Alabama in Huntsville

Bobba, Rambabu, 1986
Professor,
B.S. Andhra University,
M.S. Vikram University,
Ph.D. Indian Institute of Technology

Braima, Mahmoud, 1997
Professor and Chair,
B.A. King Saud University, Saudi Arabia,
M.A. Murray State University,
Ph.D. Southern Illinois University

Brown, Sandra Chaisson, 1995
Professor,
B.S.N. University of Southwestern Louisiana
M.N. Louisiana State University
D.N.S. Louisiana State University
Post Doctoral, University of Tennessee, Memphis

Bryant, Charles, 1990
Associate Professor,
B.S. Southern University
M.S Southern University
J.D. Southern University, Law Center

Carriere, Patrick, 1998
Professor,
B.S. Faulte des Sciences Appliquees,
M.S. Texas A&M University,
Ph.D. Texas A&M University

Chin, Kit L., 1976
Professor,
Ph.D. Louisiana State University

Christian, Ollie G., 1994
Professor,
M.S. Louisiana State University
M.A. Louisiana State University
Ph.D. Louisiana State University

Chung, Walters, 2000
Assistant Professor,
B.A. Southern Illinois University
M.S. Southern Illinois University
Ph.D. Ohio State University

Clarke, Deborah, 1997
Associate Professor
B.S., Grambling State University
M.S., Oklahoma State University
Ph.D., Southern University

Claville, Michelle, 2004
Professor,
B.A. University of Florida
B.S. University of Florida
Ph.D. University of Florida

Collins, Daniel, 1999
Associate Professor,
B.A. Jackson State University
M.A. Alabama A&M University
Ph.D. University of Missouri

Comminey, Shawn C., 1990
Associate Professor,
B.A. Southern University
M.A. Southern University
Ph.D. Florida State University

Crosby, Janice C., 1991
Professor
B. A. Mercer University,
M. A. Kent State University,
Ph D Louisiana State University

Crosby, Karen, 2000
Associate Professor,
B.S. Southern University,
M.S. Louisiana State University
Ph.D. Louisiana State University

Cunningham, Katrina, 1992
Assistant Professor,
B.S. Louisiana State University,
M.A. University of Georgia,
Ph.D. Saint Louis University

Daniels, Vera Inez, 1982
Professor,
B.S. Alcron State University,
M.Ed. Southeastern Louisiana University
Ph.D. University of Michigan

D'Auvergne, Oswald, 1994
Assistant Professor,
B.S. Southern University,
M.P.H. University of California,
M.S. University of Michigan

Davis, Sheila, 2002
Associate Professor,
B.S.N University of Birmingham
M.S.N University of Birmingham
Ph.D. Georgia State University

Dawkins, Russell, 1999
Chair and Professor,
B.S. Rutgers University
M.S University of Southern California
Ph.D. University of Maryland

Diack, Moustapha, 1995
Professor,
M.S. University Charleroi
M.S. University of Nancy
Ph.D. University of Metz

Diwan, Ravinder M., 1985
Professor,
B.E. University of Roorkee
M.E. University of Florida
Ph.D. University of Florida

Dutta, Alo, 2002
Assistant Professor,
B.S. University of Calcutta
M.A. Southern University
Ph.D. University of Illinois

Ejigiri, Damien D., 1987
Professor,
B.A. George Washington University

Graduate Faculty

MURP Virginia Polytechnic Institute
Ph.D. Texas A&M University

Elliott, Clarence W., 1982
Professor,
B. S. University of Arkansas,
M. B. A. University of Arkansas
Ph. D. University of Arkansas
Certified Public Accountant

Enwefa, Regina, 2005
Associate Professor,
B.S. Grambling State University
M.A. University of Illinois Urbana-Champaign
Ph.D. Howard University

Enwefa, Stephen C., 2006
Professor,
B.S. Grambling State University
M.A. University of Illinois Urbana-Champaign
Ph.D. Howard University

Esedo, Kingsley, 1990
Professor,
B.A. University of Massachusetts
M.A. Northern University of Boston
Ph.D. Boston University

Fan, J.D., 1989
Associate Professor,
B.S. Yunan University
M.S. University of Houston
Ph.D. University of Houston

Fazely, Ali R., 1991
Professor,
Ph.D. Kent State University

Ferdinand, Daphne P., 2009
BSN, Dillard University
MN, Louisiana State University
Ph.D., Southern University

Fomby, Betty, 1996
Associate Professor,
B.S.N University of Maryland
M.P.H John Hopkins University
M.S.N Northwest State University
Ph.D. Texas Women's University

Fontenot, Michael J., 1982
Professor,
B.A. Louisiana State University
M.A. Louisiana State University
Ph.D. Louisiana State University

Fox, Ola, 2002
Associate professor,
B.S.N. University of South Alabama
M.S.N. University of South Alabama
D.N.S Louisiana State University

Fuller, Lorraine, 2003
Associate Professor,
B.S. Southern Illinois University
M.S. Southern Illinois University
Ph.D. Southern Illinois University

Gardner, Roxanne, 2000
Assistant Professor,
B.S. University of New Orleans
M.A. Xavier University of Louisiana
Ph.D. Southern Illinois University

Ghebreiyessus, Ghimay, 2002
Professor,
B.S. Khartoum University
M.S. University of Strathclyde
Ph.D. University of Strathclyde

Ghebreiyessus, Yemane, 1991
Professor,
Ph.D. University of Missouri

Gray, Wesley, 1997
Professor,
Ph.D. University of Maryland

Guo, Dong-Sheng, 1992
Professor,
Ph.D. Illinois Institute of Technology

Gwee, Nigel, 2004
Assistant Professor,
Mus. B. University of Western Australia
M.S. Louisiana State University
Ph.D. Louisiana State University

Harrison, Murelle, 1971
Professor,
B.S. Southern University
M.A Michigan State University
Ph.D. Louisiana State University

Henry, Laurence L., 1995
Professor,
B.S. Andrews University
M.S. Andrews University
Ph. D Wayne State University

Hill, Jacqueline, 1994
Associate Professor,
B.S.N. Southern University,
M.S.N. Southern University,
Ph.D. Louisiana State University

Hines, Revathi, 1998
Associate Professor and Chair,
B.S. Bombay University, Indian,
M.P.A Southern University,
Ph.D. Howard University

Huang, Chun Ling, 1997
Professor,
B.S. Chung Yuan University,
M.S. Chung Yuan University,
Ph.D. University of Alabama

Hunte, Christopher N., 1976
Professor,
Ph.D. Washington State University

Hutchinson, Sharon, 2006
Associate Professor and Chair,
B.S. Louisiana State University Medical Center
M.N. Louisiana State University Medical Center
Ph.D. University of New Orleans

Ibekwe, Samuel, 1991
Professor and Chair,
B.S. University of Nigeria,
M.S. South Dakota School of Mines
Ph.D. South Dakota School of Mines

Jackson, Wanda F., 2000
Associate Professor,
B.A. Grambling State University
M.A. Bowling Green State University
Ph.D University of Kentucky

Jacob, Willis H., 1991
Associate Professor,
Ph.D. University of Kansas

Jacob, Roy L., 1980,
Professor,
M.Ed. southern University
Ed.D. Vanderbilt University

Jana, Amitava, 1987
Professor,
B.S. Calcutta University
M.S. Calcutta University
M.S. New Jersey Institute of Technology
Ph.D New Jersey Institute of Technology

Jaros, Stephen J., 1995
Associate Professor,
B.S. University of South Florida
M.B.A. University of South Florida
Ph.D. University of South Florida

Javier, Walfredo, 2000
Associate Professor,
B.S. University of Philippines,Philippines
M.S. University of Philippines, Philippines
Ph.D. Bowling Green State University

Jerro Dwayne, 2002
Associate Professor,
B.S. Southern University
Ph.D Louisiana State University

Johnson-Ward, Alice, 1995
Associate Professor
B.S. Alabama A&M University
Ph.D. Iowa State University

Johnson, Andra, 2002
Associate Professor,
B.S. Southern University,
M.S. Pennsylvania State University
Ph.D. Pennsylvania State University

Johnson, Clyde E., 1970
Professor,
B.S. West Virginia University
M.S. West Virginia University
Ph.D. West Virginia University

Jones, Chanika, 2008
Assistant Professor
B.A., M.A., Ph.D., Louisiana State University

Jones, Kathryn C., 2006
Assistant Professor,
B.S. Southern University, M.S. Southern University, Ph.D. Capella University

Joshi, Ghanashyam, 1995
Professor,
B.S. India Institute of Technology
M.S. North Dakota State University
Ph.D. Michigan Technological University

Kandara, Osman, 2004
Assistant Professor,
B.S. Marmara University, Turkey
M.S. Louisiana State University
Ph.D. Louisiana State University

Khosravi Ebrahim, 1997
Professor, Chair,
Ph.D. Louisiana State University

Kleinpeter, Eva, 1965
Professor,
B.A. Southern University,
M.Ed. Southern University,
Ph.D. Kansas State University

Kourouma, Matheiu, 2006
Assistant Professor,
B.E. University of Conakry,
M.S. University of Louisiana,
Ph.D. University of Louisiana

Kundu, Madan M., 1984
Professor and Chair,
B.S. University of Calcutta,
M.A. Michigan State University,
Ph.D. Michigan State University

Lacy, Fred, 2002
Assistant Professor,
B. S. E. E. Howard University,
M. S. E. John Hopkins University,
Ph. D. Howard University

Lam, Pui-Man, 1992
Professor,
Ph. D Washington University

Larson, James, 2005
Professor,
B.A Colgate University,
M. A. Southern Methodist University,
Ph. D. Southern Illinois University

Graduate Faculty

Lee, Jung-Soon, 1992
Associate Professor,
B. S. Kyungpook National University, Korea,
M. S. North Carolina State University,
Ph. D. Louisiana State University

Lewis, Bryan A., 1991
Professor,
B. S. Southern University,
M. S McNeese State University,
Ph. D University of Southern Mississippi

Lewnau, Elaine Bremer, 1985
Professor,
B. S. Southern University,
M. A. Columbia University,
Ph. D Columbia University

Li, Guoqiang, 2003
Associate Professor,
Ph. D. Southeast University

Lockett, Raymond J., 1990,
Professor,
B. A Southern University,
M. Ed. Southern University,
M. A, Southern University,
Ed. S. University of Colorado,
Ed. D University of Colorado

Logan, Dewayne, 2002,
Professor,
B. S. Jackson State University,
Ph. D. Louisiana State University

Luo, Jiecal, 2001,
Associate Professor,
B. S. Tongji University of China,
M. S Huangzhong University of Science and Technology of China,
Ph. D. University of Minnesota

Mahadallah, Hassan, 1955
Associate Professor
B.A., Rust College
M.A., Baylor University
Ph.D. Tulane University

Majlesein, Hamid, 1992,
Associate Professor,
B. S. Southern University,
M. S. Louisiana Tech University,
Ph. D. Louisiana Tech University

Martinez-Cebellos, Eduardo, 2007
Assistant Professor
B.S., M.S. Technological Institute of Durando
Ph.D., Tulane University

Marx, Jo Ann, 1968
Associate Professor,
Ph. D. University of Kentucky

Matthews, James M., 1997
Professor,
B. S. University of Michigan,
Ph. D. University of Wisconsin-Madison

Mbanka, Victor, 2004
Associate Professor,
B. S. University of Michigan,
Ph. D. University of Wisconsin-Madison

McGee, Bernestine, 1979
Professor,
B. S. Southern University,
M. S. University of Iowa,
Ph. D. University of Iowa

McGuire, Stephen, 1999
Professor
B. S. Southern University,
M. S. University of Rochester,
Ph. D. Cornell University

Mensah, Patrick, 1991
Professor,
B. S. University of Wisconsin,
M. S. University of Wisconsin,
Ph. D. Louisiana State University

Meyinsse, Joseph A., 1995
Professor, Chair and Interim Dean,
B. S. Knoxville College,
M. S. Southern University,
Ph. D. Louisiana State University

Miller, Doreen, 1986
Professor,
B. A. Central Michigan University,
M. S. Washington State University,
Ph. D. Southern Illinois University

Miller, Robert H., 1965
Professor and Dean,
B. S. Alabama A&M University,
Ph. D. Ohio University

Mohamadian, Habib P., 1979
Professor,
B. S. University of Texas,
M. S. Louisiana State University,
Ph. D. Louisiana State University

Moore, William Earl, 1989
Professor,
B. S. Southern University,
Ph. D. Purdue University,
Post Doctoral, Universitie Catholique de Louvain

Moreman, Douglas, 1983
Assistant Professor,
B.A. University of Texas,
M. A. University of Texas,
Ph. D. Auburn University

Muhammad, Andrew, 2000
Assistant Professor,
B. S. Southern University
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