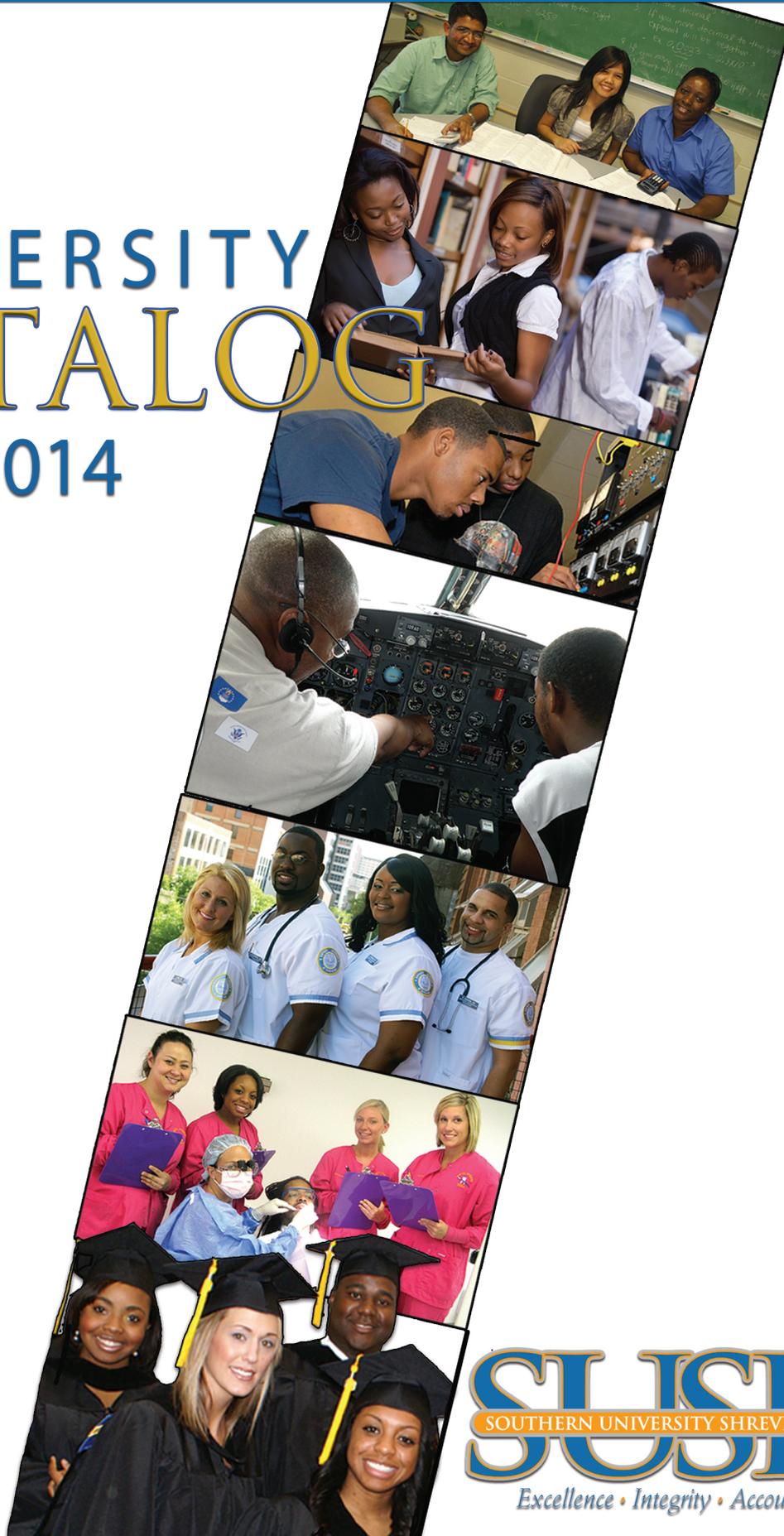


UNIVERSITY CATALOG 2012-2014



SUSLA
SOUTHERN UNIVERSITY SHREVEPORT LOUISIANA
Excellence • Integrity • Accountability • Service



UNIVERSITY CATALOG 2012-2014

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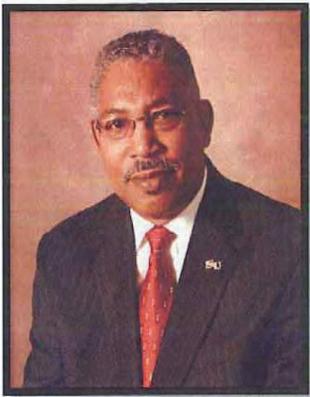
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Excellence • Integrity • Accountability • Service

Office of the Chancellor

Chancellor's Message

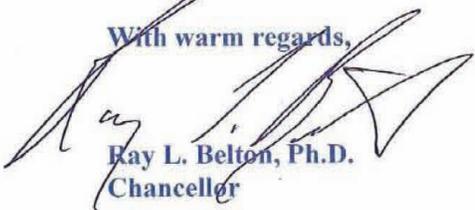


Please allow me this opportunity to welcome you to Southern University at Shreveport Louisiana (SUSLA). As you will soon become keenly aware, the University takes great pride in shaping its environment to support your educational aspirations through multiple facets, including the availability of quality programs and activities designed purposely to enrich your stay at the institution. Readily seen are our stellar academic programs that afford you opportunities to not only engage in the global marketplace, but to sustain your employability despite fluctuations in the economy. Hence, in no small way, we remain excited about the ongoing evolution of this great institution and continue to trust in our longstanding tradition of providing exceptional experiences for our students. This year, that tradition continues with a dedicated and caring faculty and staff who are guided by the goal of embracing academic excellence.

I feel compelled to commend you for making the decision to continue your pursuit of attaining your educational goals. Therein, this catalog is extended to you with the aim of directing you to the many programs of study offered by the university and to introduce you to a wide array of courses that would support your matriculation to four-year senior institutions. Moreover, these credit and non-credit courses promise to upgrade your skills in the latest trends in business and industry and prepare you to realize your dreams in career pathways that maintain national prominence. The catalog will also share with you information regarding administrative regulations, admissions standards, and an overview of support services intended exclusively to ensure your success as a member of the university family. Should you find that this catalog does not answer a particular question, you are encouraged to contact the Office of the Registrar who stands ready to assist you.

Again, it is with great pleasure that I welcome you to an institution that brings a focused commitment to academic excellence. It is my wish that you find the year a rewarding and productive experience, as we too will continue to elevate the distinction of this institution as one that is supportive given any endeavor.

With warm regards,



Ray L. Belton, Ph.D.
Chancellor

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TOLL FREE: 1-800-458-1472, #6312

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Campus Map



Buildings and Locations



X=METRO CENTER -610 Texas St. (Downtown) Y=AEROSPACE CENTER 1500 Airport Dr. Hanger #20 Z=WEB

**3050 Martin Luther King, Jr. Drive
Shreveport, Louisiana**

MISSION STATEMENT

Southern University at Shreveport Louisiana, an institution within the Southern University A & M System, seeks to provide quality education for its students while being committed to the total community. This institution prepares students for careers in technical and occupational fields; awards certificates, diplomas and associate degrees; and offers course and programs that are transferable to other colleges and universities. Dedicated to excellence in instruction and community service, this open enrollment institution promotes cultural diversity, provides developmental and continuing education, and seeks partnerships with business and industry.

To fulfill this mission, SUSLA is committed to:

- Providing university parallel college transfer programs designed to meet the requirements for the lower division of four-year college or university programs.
- Offering one-and two-year career programs designed to meet the demand for technicians, semi-professional workers, and skilled craftsmen for employment in industry, business, the professions, and government, including associate degrees in art, sciences, applied sciences, as well as certificate programs.
- Providing developmental education designed to prepare individuals for successful completion of occupational-technical curricula or university parallel college transfer curricula.
- Conducting continuing education programs carefully designed to meet the lifelong learning needs of the communities served by the University; Continuing education courses are non-credit or for-credit. Non-credit courses can be taken for occupational upgrade, personal satisfaction and enhancement. Credit courses can be used for transfer credit, an associate degree or certificate, occupational upgrade or career change.
- Operating comprehensive student development services such as counseling and advising designed to facilitate educational, vocational, social and personal growth.
- Conducting research of the type appropriate to the Institution, especially the development of new and/or enhanced educational programs and offerings based on community needs.
- Providing specialized community service programs that are designed to improve the quality of life and meet identified cultural and educational needs within the Institution's service area.

ACCREDITATION

Southern University at Shreveport is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (*1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501*) to award certificate and associate degrees.

History

Southern University at Shreveport, a unit of the Southern University System located at Baton Rouge, Louisiana, was created by Act 42 of the ordinary session of the Louisiana Legislature on May 11, 1964, and designated a two-year commuter college to serve the Shreveport-Bossier City area. Its basic emphasis was to provide the first two years of typical college and university work.

ACT No. 42

AN ACT

To establish, as a branch or extension of Southern University, a two-year junior commuters' college in the Shreveport-Bossier City area and to direct the State Board of Education to determine the location for the college, acquire the necessary land therefore, to erect, equip and furnish necessary buildings for the establishment of the college, and to administer the college.

Be it enacted by the Legislature of Louisiana:

Section 1. There is hereby established, as a branch or extension of Southern University, a two-year junior commuters' college which shall be located in the Shreveport-Bossier City area.

Section 2. The State Board of Education shall determine the location for the college, shall acquire the necessary land therefore and shall construct, equip and furnish the buildings necessary therefore.

Section 3. The State Board of Education shall administer the college.

Section 4. If any provision or item of this Act or the application thereof is held invalid, such invalidity shall not affect other provisions, items or applications of this Act which can be given effect without the invalid provisions, items or application, and to this end the provisions of this Act are hereby declared severable.

Section 5. All laws or parts of laws in conflict herewith are hereby repealed.

Governor John H. McKeithen signed this Act on June 27, 1964, and the Institution was opened for instruction on September 19, 1967. The definitive designation of Southern University at Shreveport as a "unit" of the Southern University System reflects historical precedence. On October 28, 1974, the Louisiana Coordinating Council for Higher Education (now Board of Regents) granted to the Institution its approval of six associate degree programs in Business, Office Administration, Natural Sciences, Medical Office Assistant, Social Sciences, and Humanities. The Board's approval resolved any conflict of definition in the historical statement of purpose. Therefore, today, applying the terminology of the Southern Association of Colleges and Schools, Southern University at Shreveport is a unit of the Southern University System, rather than a branch or extension of the Baton Rouge campus.

Furthermore, in 1977, the Board of Regents' Master Plan for Higher Education in Louisiana cited, "Southern University should begin immediately to plan programs and services of the type appropriate to a comprehensive community college in order to contribute to the future economic development of the greater Shreveport area." Therein, the Institution was charged to expand its one- and two-year offerings in keeping with the manpower needs of the Shreveport area and to cooperate with nearby vocational-technical schools where possible. The Master Plan defined research activities as "appropriate to further the role of the Institution as a comprehensive community college, with lower level undergraduate instruction and public service receiving top priority."

In 1981, the Federal Justice Department mandated that the Southern University System enter into a Consent Decree that led to several major changes for the Institution.

The Consent Decree, in part, involved the acquisition of a satellite campus site, "preferably in an area of the city that was amenable and accessible to the diverse multi-cultures served by the Institution." A downtown location was deemed best, primarily because of the large number of business sites and office workers employed in that area. After conducting assessments of the kinds of educational training needs projected by the downtown employee population, the Institution chose to bid on portions of 610 Texas Street in 1987. The Southern University Board of Supervisors, the State Board of Regents, and the Division of Administration approved the bid by October 1987.

Southern University at Shreveport held its first classes at the downtown site, the Metro Center, in Spring, 1988. Specific educational programs are housed at the Metro Center in order to place them in close proximity to the business community. Sections of general education and computer classes are also taught at the Center.

Throughout the years, outstanding leadership has guided Southern University at Shreveport. Dr. Walter Austin served as the Institution's first chief executive officer, followed by Dr. Leonard C. Barnes. Upon the recommendation of President G. Leon Netterville to the State Board of Education, Dr. Barnes was appointed to serve as Vice President of the Shreveport Campus in July 1971. The Board of Supervisors for the Southern University System changed the title of Vice President to Chancellor in March 1977; therefore, Dr. Barnes continued to serve the University as Chancellor until July, 1987. Dr. Robert H. Smith served as the University's third executive officer. Under Dr. Smith's leadership, more than 1,000 students were enrolled during the 1988 spring

semester, the largest enrollment in the history of the Institution at that time. Dr. Mary L. Wilson was appointed as the Interim Chancellor in June 1993. She was the first woman chief executive of the University. Dr. Jerome G. Greene, Jr., assumed duties as Chancellor in November, 1993. Under his tenure a General Studies degree program was developed, and a groundbreaking ceremony for a new gymnasium and physical education building was held. Mr. S. Albert Gilliam was appointed Interim Chancellor, August 1998. Dr. James C. Brown assumed the role of Chancellor in May, 1999, and in October, 2000, Dr. Press L. Robinson was appointed Interim Chancellor preceding the November, 2000 Southern University Board of Supervisors' decision to name Dr. Ray L. Belton Chancellor effective December, 2000.

Under Dr. Ray Belton's leadership, an all-time record enrollment of over 3,000 students was reached. Moreover, high school articulations were formed and academic programs were expanded. Under the Belton Administration, the Administration Building was named after former Chancellor and Chancellor Emeritus Leonard C. Barnes. At that time, the Science Building was also named Louis Collier Hall after former professor Louis Collier and the Science Lecture Hall was called Jesse N. Stone Lecture Hall, for Past System President and prominent lawyer in the Shreveport-Bossier communities, Jesse N. Stone.

At present the Southern University at Shreveport Metro Center occupies the 610 Texas Street Office Building, housing computer labs, allied health labs, classrooms, academic and administrative offices, a media productions studio, the Southern University Museum of Art at Shreveport, and a compressed video distance-learning classroom. The Aerospace Technology Center, located at the Shreveport Downtown Airport, 1560 Airport Drive, occupies two aircraft hangars with classroom space in the main terminal building. The Downtown Airport was Shreveport's first commercial airport. The Aerospace Technology Center is housed in the first hangar ever built at the airport.

On June 20, 2002, the Student Activity Center was renamed as the Johnny L. Vance, Jr. Student Activity Center. The building was dedicated to the memory of Johnny Vance (1954 – 2001), an educator and community leader who began his academic career as a SUSLA student and later returned to serve with SUSLA as Counselor, Recruiter, Financial Aid Director, Dean of Students, Student Support Services Director, and Vice Chancellor for Student Affairs. The Johnny L. Vance Jr. Student Activity Center was the first building to be named after an individual who has contributed to the evolution of the Shreveport Campus. In 2009, the Johnny Vance Student Center was expanded and renovated to provide complete food service for on campus and commuting students.

In the Fall 2008, the Jaguar Courtyard opened providing residential housing for the first time. The courtyard includes 240 fully-furnished 2 and 4 bedroom units with all inclusive utilities, high speed internet and basic cable, and all the amenities and security of a gated community. Located in the center of the campus, adjacent to the Library and classrooms, the Jaguar Courtyard offers to students an optimal living and learning environment.

In addition, in that same year, the University opened the Southern University Business and Community Development Center, located on the corner of Hilary Huckaby Blvd and Martin Luther King, Jr. Drive. It was a joint effort between the City of Shreveport, Housing and Urban Development, the MLK Community and SUSLA to meet the needs of small businesses.

ACADEMIC CALENDAR

Contact the SUSLA Testing Center or Registrar's Office for the American College Test (ACT)
and Scholastic Aptitude Test (SAT) requirements and information

FALL SEMESTER 2012

AUGUST

20	(M)	Faculty/Staff Institute (Faculty Reporting Date)
21	(T)	Testing and Registration (Freshmen and First-Time Transfers)
22-24	(W-F)	General Registration Period (Alphabetically)
25	(Sat)	Registration – All Students (Begins 9:00 a.m. – 12:00 Noon)
27	(M)	Classes Begin
27-31	(M-F)	Late Registration Period

SEPTEMBER

3	(M)	Labor Day Holiday (7:00 a.m.)
4	(T)	Classes Resume (7:00 a.m.)
7	(F)	Deadline for Graduation Applications (Spring 2013 Semester)
12	(W)	Last Day to Register and Add Courses for Credit and Last Day to Pay Fees
14	(F)	14th Class Day/Purge All Unpaid Students

OCTOBER

3	(W)	Last Day for Removal of "I" Grades for (Spring & Summer 2012)
10-13	(W-Sat)	Midterm Examinations Period
17	(W)	Midterm Grades Due (Web Posting by 12:00 Noon) "I" Grades Due (Spring & Summer 2012)
18-20	(R-Sat)	Fall Break (Begins 7:00 a.m.)
22	(M)	Classes Resume (7:00 a.m.)

NOVEMBER

1	(R)	Deadline for Dropping Courses
5	(M)	Online Registration for Spring 2013 Semester Begins
16	(F)	Deadline for Withdrawing from the University
21-24	(W-Sat)	Thanksgiving Holiday (Begins 7:00 a.m.)
26	(M)	Classes Resume (7:00 a.m.)
26-28	(M-W)	Final Examination for Graduation Candidates
30	(F)	Graduation Candidates Grades Due (Web Posting by 4:00pm)

DECEMBER

6	(R)	Last Day of Classes
7	(F)	Quiet Day
8-14	(Sat-F)	Final Examination Period
15	(Sat)	University Commencement
18	(T)	Final Grades Due (Web Posting by 12:00 Noon)
20	(R)	Fall Semester Ends
26	(W)	Viewing of Final Grades via Web (Students)

ACADEMIC CALENDAR

Contact the SUSLA Testing Center or Registrar's Office for the American College Test (ACT) and Scholastic Aptitude Test (SAT) requirements and information

SPRING SEMESTER 2013

JANUARY

7	(M)	Faculty/Staff Institute (Faculty Reporting Date)
8	(T)	Testing and Registration (Freshmen and First-Time Transfers)
9-11	(W-F)	General Registration Period (Alphabetically)
12	(Sat)	Registration – All Students (9:00 a.m. – 12 Noon)
14	(M)	Classes Begin (7:00 a.m.)
14-18	(M-F)	Late Registration Period
21	(M)	Martin Luther King, Jr. Birthday
22	(T)	Classes Resume (7:00 a.m.)
25	(F)	Fall Graduation Application Due
30	(W)	Last Day to Register or Add Courses for Credit
31	(R)	Last Day to Pay Fees

FEBRUARY

1	(F)	14 th Class Day/Purge Any Unpaid Students
11-12	(M-T)	Mardi Gras Holiday (7:00 a.m.)
13	(W)	Classes Resume (7:00 a.m.)
19	(T)	Last Day for Removal of “I” Grades for Fall 2012
22	(F)	Last Day to Submit Graduation Application Fall 2013

MARCH

6-9	(W-S)	Midterm Examination Period
12	(T)	Founders Day Observance
13	(W)	Midterm Grades Due (Web Posting by 4:00 p.m.)/”I” Grades Due Fall 2012
20	(W)	Deadline for Dropping Courses
22	(F)	Online Registration Begins – Summer I
25	(M)	Spring Break (Begins 7:00 a.m.)
29	(F)	Good Friday

APRIL

2	(T)	Classes Resume (7:00 a.m.)
26	(F)	Deadline for Withdrawing from the University
29-30	(M-T)	Final Examination for Graduation Candidates

MAY

1	(W)	Graduation Candidates Grades Due (Web Posting by 4:00 p.m.)
2	(R)	Last day of Class
3	(F)	Quiet Day/Honors and Awards Convocation
4-10	(S-F)	Final Examination Period
11	(Sat)	University Commencement
15	(W)	Final Grades Due (Web Posting and Registrar's Office by 12:00 Noon)
17	(F)	Spring Semester Ends
20	(M)	Viewing of Final Grades via Web (Students)

ACADEMIC CALENDAR

Contact the SUSLA Testing Center or Registrar's Office for the American College Test (ACT) and Scholastic Aptitude Test (SAT) requirements and information

SUMMER TERM 2013

Session I - 9 week classes (June 3 - August 6)
 Session I - 4 week classes (June 3 – July 5)
 Session II - 4 week classes (July 8 – August 6)
 (Final Examinations on the Last Class Day of Each Session)

JUNE

3	(M)	Faculty Reporting Date
3	(M)	Testing and Registration (Freshmen and First-Time Transfers)
4	(T)	General Registration Session I (All Students)
5	(W)	Classes Begin/Late Registration – Sessions I and II
12	(W)	Last Day to Register or Add Courses for Credit - Sessions I and II
13	(M)	7th Class Day/Purge all Unpaid Students - Sessions I and II
17	(T)	Last Day to Drop Courses – Session I (4 weeks)
24	(F)	Last Day to Withdraw from the University – Session I (4 weeks)

JULY

3	(W)	Last Day of Classes/Final Examination Session I (4 weeks)
4	(R)	Independence Holiday (7:00 a.m.)
5	(F)	Final Grades Due – Session I Ends (4 weeks)
8	(M)	General Registration – Session II – All students
9	(T)	Classes Begin/Late Registration - Session II
12	(F)	Last Day to Drop Courses – Session I (9 weeks)
17	(W)	7th Class Day/Purge all Unpaid Students – Session II (4 weeks)
22	(M)	Last Day to Drop Courses - Session II (4 weeks)
23	(T)	Last Day to Withdraw from the University – Sessions I and II

AUGUST

5	(M)	Last Day of Classes/Final Examinations - Sessions II and II
6	(T)	Sessions End/Grades Due (Web Posting by 12:00 Noon)
8	(R)	Viewing of Final Grades via Web (Students)

ACADEMIC CALENDAR

Contact the SUSLA Testing Center or Registrar's Office for the American College Test (ACT) and Scholastic Aptitude Test (SAT) requirements and information

FALL SEMESTER 2013

AUGUST

19	(M)	Faculty/Staff Institute (Faculty Reporting Date)
20	(T)	Testing and Registration (Freshmen and First-Time Transfers)
21-23	(W-F)	General Registration Period (Alphabetically)
24	(Sat)	Registration – All Students (9:00 a.m. – 12:00 Noon)
26	(M)	Classes Begin
26-30	(M-F)	Late Registration Period

SEPTEMBER

2	(M)	Labor Day Holiday (Begins 7:00 a.m.)
3	(T)	Classes Resume (7:00 a.m.)
9	(M)	Deadline for Graduation Applications for Spring 2014
12	(R)	Last Day to Register or Add Courses for Credit and Last Day to Pay Fees
13	(F)	14th Class Day/Purge all Unpaid Students

OCTOBER

4	(F)	Last Day for Removal of "I" Grades for (Spring/Summer 2013)
9-12	(W-Sat)	Midterm Examination Period
16	(W)	Midterm Grades Due (Web Posting by 4:00 p.m.)/"I" Grades for Spring/Summer 2013 Due
17-19	(R-Sat)	Fall Break (Begins 7:00 a.m.)
21	(M)	Classes Resume (7:00 a.m.)
23	(W)	Deadline for Dropping Courses
24	(R)	Online Registrations Begins – Spring 2014

NOVEMBER

11	(M)	Deadline for Withdrawing from the University
25-26	(M-T)	Final Examination Period for Graduates
27-30	(W-Sat)	Thanksgiving Holiday (Begins 7:00 a.m.)

DECEMBER

2	(M)	Classes Resume (7:00 a.m.)
2	(M)	Graduation Candidates Grades Due (Web Posting by 4:00 p.m.)
5	(R)	Last Class Day
6	(F)	Quiet Day
7-13	(S-F)	Final Examination Period
14	(S)	University Commencement
18	(W)	Final Grades Due (Web Posting and Registrar's Office by 4:00)
20	(F)	Semester Ends
25	(W)	Viewing of Final Grades via Web (Students)

ACADEMIC CALENDAR

Contact the SUSLA Testing Center or Registrar's Office for the American College Test (ACT) and Scholastic Aptitude Test (SAT) requirements and information

SPRING SEMESTER 2014

JANUARY

6	(M)	Faculty/Staff Institute (Faculty Reporting Date)
7	(T)	Testing and Registration (Freshmen and First-Time Transfers)
8-10	(W-F)	General Registration Period (Alphabetically)
11	(Sat)	Registration – All Students (9:00 a.m. – 12 Noon)
13	(M)	Classes Begin (7:00 a.m.)
13-17	(M-F)	Late Registration Period
20	(M)	Martin Luther King Holiday
29	(W)	Last Day to Register or Add Courses for Credit and Last Day to Pay Fees
31	(F)	14 th Class Day/Purge Any Unpaid Students)

FEBRUARY

11	(M-T)	University Convocation
14	(F)	Last Day to Submit Graduation Application Summer and Fall 2014
21	(F)	Last Day for Removal for "I" Grades
21-27	(F-R)	Midterm Examination Period

MARCH

3-4	(M-T)	Mardi Gras Holiday (Begins 7:00 a.m.)
5	(W)	Classes Resume (7:00 a.m.)
5	(W)	Midterm Grades Due (Web Posting by 4:00 p.m./"I" Grades for Fall 2013 Due
14	(F)	Deadline for Dropping Courses

APRIL

4	(F)	Deadline for Withdrawing from the University
7-12	(M-Sat)	Spring Break (Begins 7:00 a.m.)
14	(M)	Classes Resume (7:00 a.m.)
16	(W)	Online Registration begins – Summer and Fall 2014
18-21	(F-M)	Good Friday/Easter Break (Begins 7:00 a.m.)
22	(T)	Classes Resume (7:00 a.m.)
28-29	(M-T)	Final Examination for Graduates
30	(W)	Graduation Candidates Grades Due (Web Posting by 4:00 p.m.)

MAY

1	®	Last Class Day
2	(F)	Quiet Day/Honors and Award Convocation
3-9	(Sat-F)	Final Examination Period
10	(Sat)	University Commencement
14	(W)	Final Grades Due (Web Posting and Registrar's Office by 12:00 Noon)
16	(F)	Semester Ends
21	(W)	Viewing of Final Grades via Web (Students)

ACADEMIC CALENDAR

Contact the SUSLA Testing Center or Registrar's Office for the American College Test (ACT) and Scholastic Aptitude Test (SAT) requirements and information

SUMMER TERM 2014

Session I - 9 week classes (June 2 - August 5)

Session I - 4 week classes (June 2 – July 3)

Session II - 4 week classes (July 7 – August 5)

(Final Examinations Given on the Last Class Day of Each Session)

JUNE

2	(M)	Faculty Reporting Day
2	(M)	Testing and Registration (Freshmen and First-Time Transfers)
3	(T)	General Registration – Session I (All Students)
4	(W)	Classes Begin/Late Registration – Session I (9 and 4 weeks)
11	(W)	Last Day to Register or Add Courses for Credit – Session I (4 weeks)
12	(R)	7th Class Day/Purge Any Unpaid Students
13	(F)	Last Day to Drop Courses – Session I (4 weeks)
24	(T)	Last Day to Withdraw from the University Session I (4 weeks)

JULY

2	(W)	Last Day of Classes/Final Examination – Session I (4 weeks)
3	(R)	Final Grades Due/Session I Ends (4 weeks)
4	(F)	Independence Day Holiday (Begins 7:00 a.m.)
7	(M)	General Registration – Session II (All Students)
8	(T)	Classes Begin/Late Registration (Session II)
16	(W)	7 th Class Day/Purge All Unpaid Students Session II (4 weeks)
18	(F)	Last Day to Drop Courses – Sessions I and II
22	(T)	Last Day to Withdraw from the University - Sessions I and II

AUGUST

4	(M)	Last Day of Classes/Final Examination – Sessions I and II
5	(T)	Semester Ends/Grades Due (Web Posting by 12:00 Noon)
8	(F)	Viewing of Final Grades Via Web (Students)

CAMPUS TELEPHONE DIRECTORY

SWITCHBOARD

Area Code (318) 670-6000

Academic Affairs	670-9315
Academic Outreach	670-9418
Admissions	670-9426
Aerospace Technology	670-6590
Allied Health Sciences Division	670-9690
Alumni Affairs	670-9684
Athletics	670-6335
Behavioral Sciences/Education Division	670-9354
Bookstore	670-6309
Bursar (Cashier)	670-9305
Business Studies Division	670-9714
Continuing Education	670-9636
Counseling Center	670-9473/9474
Community Outreach Workforce Development/Title III	670-9470
Facilities	670-9377
Financial Aid & Scholarships	670-9221
Finance and Administration	670-9302
Foundation	670-9681
GED Program	670-9696
Human Resources	670-9351
Humanities Division	670-9466
Information Technology Center	670-9490
Institutional Research, Assessment and Planning	670-9434
Library/Learning Resources Center	670-9392
Metro Center	670-9684
Public Information	670-9472
Recruitment	670-9328
Registrar's Office/Degree Auditor	670-9488
Registrar's Office/Transcripts	670-9223/9240
School of Nursing	670-9641
Science and Technology Division	670-9414
Student Activities	670-9433
Student Affairs	670-9337
Student Government Association	670-9456
Student Support Services	670-9306
Student Activity Center (<i>Johnny L. Vance, Jr. Student Activity Center</i>)	670-9433
Southern University Museum of Arts (SUMAS)	670-6631
Trio Programs	670-9611
Testing and Assessment	670-9450
Tutorial Lab	670-6412
University Police	670-9349
Veterans Affairs	670-9345
Workforce Development	670-9670

TOLL-FREE

1-800-458-1472

www.susla.edu

E-mail: admissions@susla.edu.

University Admissions

The Office of Admissions has administrative responsibility for administering the admissions policies of the University. The Office of Admissions is a component of the Division of Student Affairs. The staff assists prospective students in completing the admissions process. Additionally, the staff assists SUSLA students who seek readmission to the University. Students interested in applying for admission or readmission to the University should contact the Office of Admissions.

Students should apply for admission at least thirty-(30) days prior to the start of a semester. If applicants apply prior to registration and completed, admissions records are received in the Office of Admissions before the registration period, the applicant will be notified regarding their eligibility.

If applicants apply during registration and do not bring a complete registration package, they may be denied admission or granted provisional admission (see steps below). An application may be obtained from and returned to the Office of Admissions, 3050 Martin Luther King, Jr., Drive, Shreveport Louisiana 71107. Prospective students may also apply online by visiting our website at www.susla.edu.

ADMISSION PROCEDURES

General Admissions Guidelines:

Applicants must submit a complete application package including the following items:

- An application for admission
- A non-refundable twenty (\$20.00) dollar money order to cover application
- Official transcript(s) from all previous schools (including evidence of obtaining a high school diploma) or evidence of successful completion of the Test of General Educational Development (GED) in the form of an official report of test scores.
- Submit the American College Test (ACT) or Scholastic Aptitude Test (SAT) scores. Applicants who have not taken the ACT may take the Residual ACT on site on one of the test dates set by the SUSLA Testing Center staff. All students who are seeking admission in an associate degree program are required to take the ACT. Contact the SUSLA Testing Center at the University address or call (318) 670-6450 for testing dates.
- All first-time, full-time freshmen are required to take the American College Test (ACT) and submit score reports to the Office. Students who have not taken the ACT may do so at the campus. A Scholastic Aptitude Test (SAT) score report may be used in lieu of an ACT score report through the SUSLA's Testing Center. A student who scores below 18 in the English, mathematics, or reading components of the ACT will be required to take placement tests in those specific components to determine course placement.
- Provisional admission of thirty-(30) days may be granted pending receipt of required data. The registration of any student whose admission records are still incomplete thirty-(30) days after the first day of classes may be automatically cancelled with no refund of fees. Students admitted provisionally are not eligible to receive federal financial aid.
- For students born after 1956, proof of immunization or immunity to measles, mumps, rubella, tetanus/diphtheria must be provided to the Office of Admissions prior to registration. This policy applies to all students entering Southern University at Shreveport for the first time and all students returning after an absence of one semester or more. A student may claim exemption from the immunization requirement for medical or personal reasons by executing the appropriate forms that may be obtained from the Admissions Office. However, in the event of an outbreak of measles, mumps, or rubella, the University will require the student to leave the campus and be excluded from class.
Students claiming exemption will not be permitted to return to campus or class until the outbreak is over or until proof of adequate immunization has been submitted to the Office of Admissions.

- All official documents submitted become the property of the University and will not be returned.
- Falsification of any information when applying for admission may result in the denial of admission to or dismissal from the University.

Application priority deadline dates for admission are:

- July 1 for Fall Semester
- April 1 for Summer Session
- November 1 for Spring Semester

Orientation

This program includes placement testing, and affords the student an opportunity to meet with an advisor and is a part of the registration process for the fall semester.

All first-time freshmen must participate in the orientation program.

Early Admission & Concurrent Enrollment

Early admission permits high school students who have not completed all the requirements for a high school diploma to apply for admissions to Southern University as regular students. Students are considered on the basis of academic achievement, general maturity and readiness to begin college work. However, some minimum requirements must be met.

- **Completion of eleventh grade in high school.**
- **A G.P.A. of at least 3.5 (out of 4.0) on all academic work pursued during the last three years of six semesters of high school.**
- **ACT score of 24 or better**
- **Recommendations from high school principal or counselor**
- **A letter from applicant stating the reason for seeking early admission**
- **A Maximum of hours 15 or less**
- **Permission statement issued and signed by parents allowing student to participate.**

Admission to Freshmen Standing

I. First Time Freshmen Traditional

- Students who are entering college for the first time with a high school diploma or high school equivalence diploma (GED) from a SBESE-Louisiana State Board of Elementary and Secondary Education or out-of-state equivalent.

II. Transfer Student

A. Enrollment

A student who has earned collegiate semester credit hours at another accredited college/university will be admitted as a transfer student. The following steps are required:

1. Transfer applicants must acknowledge attendance at each college or university, whether or not credit was earned. Failure to acknowledge attendance at each school in which he or she has been enrolled is subject to dismissal from the University.
2. Determination of eligibility for admission cannot be rendered until the completed application and all official transcripts from each college and/or university attended have been received.
3. Transfer students suspended for academic or disciplinary reasons from other institutions may be admitted to the University on academic probation, only if the period of suspension has been completed. However, if the period of suspension has not been completed, a student can appeal for admission to the University by following the academic appeals process as outlined below:
 - a) Submit typed letter to Academic Appeals Committee requesting permission to enroll and explain in letter reason(s) for suspension and course of action to rectify the situation.
 - b) Letter from suspending institution for permission to enroll at Southern.
 - c) Copy of all transcripts.

- d) Any other documentation the student would like to include.
4. Students entering SUSLA with a degree and those transferring at least 32 earned semester credit hours or more will not be required to take Freshman Seminar.

B. Provisional Admissions for Transfer Students

Provisional admission may be granted based on incomplete or unofficial transcripts, if the other required documents are received, such as letter of good standing, ACT/SAT scores, and immunization records. Official transcripts should be received within thirty (30) days following the beginning of the semester in which the student was admitted provisionally. Failure to comply within 30 days subjects the student to administrative withdrawal from the University or the student may not be permitted to attend the subsequent semesters.

Applicants who are non-residents of Louisiana must have an average of at least 2.0 on total college semester credit hours attempted at the previous institution. Students granted provisional admission, are not eligible for financial aid.

C. Acceptance for Transfer Semester Credit Hours

Semester credit hours earned from colleges and universities accredited by a regional accrediting association may be accepted by the University. The Registrar’s Office will review the course description, prerequisites and transfer hours acceptable thirty (30) days prior to the end of the general registration period.

Transfer semester credit hours accepted by the Registrar’s Office are subject to final review by Division Chair and determination of the extent to which semester credit hours will be applied toward a degree.

Transfer credit will be allowed for those courses in which a grade of C or better is achieved.

No credit is accepted for a letter grade of “D” or for “remedial or developmental courses”.

All applicants will be informed of the amount of credit that will be accepted in transfer semester credit hours prior to the end of their first semester of enrollment. Evaluation of transcripts for credit will not be performed prior to the receipt of a completed application, with fee, and official transcripts from each college and/or university attended and immunization record, if applicable.

Allowable semester credit hours for degree programs are outlined below:

<i>Required Degree Credit Hours</i>	<i>Acceptable Transfer Credit Hours</i>
60 to 64	Up to 31
65 to 68	Up to 36
69 to 72	Up to 40

D. Appeal of Accepted Transfer Semester Credit Hours

Applicants who wish to appeal a transfer credit decision must apply to the Vice Chancellor for Academic Affairs within thirty-(30) days after notification of acceptance of transfer semester credit hours. No transfer credit will be accepted past the established 30-day provisional period.

III. Admissions of International Students

In applying for admission to Southern University at Shreveport, international students must submit the following material before eligibility for admission can be determined:

- Complete an application package and pay thirty (\$30.00) dollars application fee.
- Submit an official transcript of high school and college credits.
- Provide Certification of Financial Resources, certified by a bank or government official stating ability to meet all expenses.
- Submit an official copy of the Test of English as Foreign Language (TOEFL) scores for students who use English as second language.
- Submit official scores on the American College Test (ACT) or take the Residual ACT at the time of registration.

Once the University has accepted the student, it will issue the Form, I-20 A-B, certifying that the student is eligible for enrollment in an academic program consisting of a full course of study. The Division of Student Affairs is available to assist students with their problems and to assist them in adjusting to the Southern University at Shreveport community.

IV. Summer Term-Only Applicant

Students who wish to matriculate for the summer session only should adhere to these guidelines:

- Complete an application for admissions - \$20.00 Application Fee.
- Submit a letter of good standing to continue at the other institution in lieu of college records. This letter must include the Total Credit Hours previously earned.
- Provisional admission may be granted when it is impossible to receive these records prior to scheduled registration date. The admission may be canceled if records are not received within five (5) business days from the first day of classes or if when received, it is determined that applicant does not qualify for admission.
- The student assumes full responsibility for the selection of courses to be accepted at the institution in which he/she is pursuing a degree and is advised to seek guidance from that institution.
- The student who wishes to return during the fall semester must complete a re-admit application for admission and follow the admission guidelines
- Summer term only applicants are not eligible to receive federal financial aid.
- Admission will terminate at the end of the summer term.

OFFICE OF THE REGISTRAR

A student is not officially enrolled until all steps prescribed by the Institution are completed. Registration procedures are made available to students at the beginning of each registration period and are published in the semester class bulletin. If a student fails to complete registration within a designated period, a late fee may be charged. No credit is allowed for courses taken in which the student is not officially enrolled. A student is not officially enrolled until all fees have been paid.

CROSS ENROLLMENT PROGRAM WITH LSU-S

With appropriate approval, a full-time student at SUSLA may register for one course at Louisiana State University at Shreveport without the payment of additional fees. The combination of cross-enrolled hours plus on-campus hours may not exceed 21 semester credit hours. Additional information may be obtained from the Registrar's Office. A full-time student at LSU may also register for one course at SUSLA at no additional cost.

ACADEMIC ADVISORY SYSTEM

An academic advisory system has been established at SUSLA whereby students are given information and guidance about their academic programs throughout the entire period of attendance at the Institution. At the beginning of, and/or during, early, regular, and late registration periods, students are required to consult with their advisor to develop course schedule.

ADDING AND DROPPING COURSES

A student may add or drop courses or change from one section of a course to another with the approval of his/her advisor as per established deadlines. All transactions must be completed and filed in the Registrar's Office.

Students will be held responsible for all courses appearing on their schedules unless changes are official and in accordance with University regulations. A student may not add courses for credit after the date specified in the official academic calendar. If a course is dropped after the add/drop period but before the deadline for dropping a course, a "W" (withdrew) is recorded. A student may not drop a course after the date specified in the official academic calendar (unless approved by the appropriate University Officials).

DEFINITION OF A FULL-TIME STUDENT

The minimum number of semester credit hours for which a student may enroll and be considered as a full-time student is fifteen (15). For financial aid purposes, a full-time student is one who is enrolled for at least twelve (12) semester credit hours. No student will be allowed to enroll in more than eighteen (18) semester credit hours without permission of the Vice Chancellor for Academic Affairs. Students enrolled in six (6) credit hours during any summer term are considered to have full-time status.

DEFINITION OF A PART-TIME STUDENT

Any student pursuing fewer than twelve (12) semester credit hours in a regular semester or fewer than six (6) hours in a summer session is a part-time student.

MAXIMUM COURSE LOAD

No student will be allowed to enroll in more than 18 semester credit hours during the Spring or Fall Semester without permission of the Division Chair and the Vice Chancellor for Academic Affairs. The maximum number of credit hours that will be allowed is 21. During the Summer Sessions, fifteen (15) credit hours will be the maximum that may be pursued in any combination of sessions.

WITHDRAWAL

A student who finds it necessary to withdraw from the University should begin the process by securing the proper form from the Registrar's Office. Please note the [refund policy](#) and deadline date as listed in the [Academic Calendar](#). A student is not officially withdrawn from the University until the request is approved by all departments listed on the withdrawal form and returned to the Registrar's Office. An exit withdrawal survey is also conducted during this time and is administrated by the Counseling Center Director. The student must return this form with all required signatures to the University Registrar's Office within seven (7) calendar days of the withdrawal process and obtain a new withdrawal request date prior to the withdrawal deadline.

CREDIT BY EXAMINATION AND OTHER NON-UNIVERSITY SOURCES

SUSLA recognizes academic competence through superior attainment and permits students to demonstrate academic competence through experience and by examination. A student with superior ability and preparation or a student who has already obtained a fundamental knowledge of subjects offered at the University and demonstrates competence through a series of tests or experience may be granted credit for basic and/or advanced courses. These experiences and/or examinations are recorded on the permanent academic record as "credit by examination or experience" with a grade of "P." Grades of "P" are not used in computing grade point averages.

1. Credit by Experience

In order to recognize competence attained through educational experiences other than University instruction, the student must adhere to the following guidelines:

- Students must have been admitted to SUSLA and must be in "good standing."
- Credit is awarded only in areas that fall within SUSLA's regular curricular offerings and that are appropriately related to the student's educational goals.
- After a student has completed at least 15 semester hours of credit at Southern University at Shreveport, the student's Division Chair will determine the extent to which the credit is applicable toward the degree.
- Credit is limited to one-fourth of the number of hours required for the associate degree.
- Students enrolled in non-degree-seeking status are not eligible for credit by experience or examination.

2. Credit By Examination

In order to recognize competence attained through credit by examination other than University instruction, the student must adhere to the following guidelines:

The College-Level Examination Program (CLEP) and the Defense Activity for Non-Traditional Education Support (DANTES) examinations will be available upon request. Students who earn acceptable scores on these examinations are allowed to receive credit based upon the following regulations:

- The student must have been admitted to SUSLA and must be in “good standing.” If the examinations are taken while the student is not enrolled at SUSLA, credit will be considered after registration for resident study. Students enrolled in non-degree-seeking status are not eligible for credit examinations.
- A non-refundable fee is charged prior to administration of the examination.
- Credit is awarded only in areas that fall within SUSLA’s regular curricular offerings and that are appropriately related to the student’s educational goals.
- To initiate the examination, permission must be obtained from the appropriate head of the division offering the course, after such permission is granted, the Registrar’s Office will issue an official permit.
- Credit by examination is limited to one-fourth of the number of hours required for the associate degree.
- Administration of credit examinations must be completed by mid-term.
- The permit to take the examination is forwarded to the Testing and Assessment Center for ordering and scheduling purposes.
- Specific course credit will be awarded by the Registrar to students who score at or above the 50th percentile and after consultation with the appropriate Division Chair concerning minimum required scores and the acceptance of credit.
- A student may take a credit examination in a particular course only once.
- Credit earned through credit examinations will not be used in computing the student’s grade-point-average.
- Students are not permitted to schedule credit examinations in courses they have audited, earned unsatisfactory grades, received credit for a higher course in a series of sequential courses, or in courses they have dropped and received a “W.”

3. Academic Proficiency Testing

The College Assessment of Academic Proficiency (CAAP) test is required of all students scheduled to graduate including student receiving certificates and technical diplomas. The CAAP is scheduled annually and dates are published in the schedule of classes and on the University website. Students are strongly encouraged to take the CAAP on the designated test date. Students who must reschedule the CAAP are charged a fee, which includes the cost of additional assessment materials, shipping and handling fees.

Persons Age Fifty-Five And Over

Any person age fifty-five (55) years or over who registers for one or more courses of instruction at the University and who is a resident of Louisiana shall be exempt from the payment of tuition. The tuition exemption shall be provided only if and to the extent that there are sufficient funds appropriated by the legislature to reimburse the University granting it. The student is responsible for the payment of all university fees.

Readmission

A former student who was not enrolled on the SUSLA campus for the preceding regular semester must file a formal application for readmission. A student who has been enrolled at another institution since enrollment at SUSLA must submit transcripts from all institutions enrolled in, regardless of whether credit was earned. Provisional admission may be granted for thirty (30) days pending receipt of complete and official academic records. Failure to receive required documents may result in cancellation of classes and/or denial of admission for the next semester. Students admitted provisionally are not eligible to receive financial aid funds. Students whose enrollment is interrupted for at least one semester, will be subject to the catalog in effect at the time of their re-entry or any subsequent catalog enforced during their enrollment at this University.

If a former student has been suspended for academic or other reasons, it may be necessary to appeal for readmission to the Vice Chancellor for Academic Affairs. If readmission is approved, the student is subject to the academic requirements and regulations in effect at the time of readmission. A former student must complete an application and return it to the Office of Admissions.

Credits Over 10 Years

Credits which are over 10 years old only with the approval of the Division Head or Dean, may or may not be applied toward degree requirements.”

Home-Schooled Students

Home-schooled students are defined as those who have been educated in their homes. Home-schooled students possessing a GED must submit their GED scores to the University and complete all admissions requirements. Home-Schooled students not possessing a GED must successfully pass the Ability-to-Benefit Exam.

Academic Policies and Procedures

Catalog Governing Degree Requirements

Students must meet the curricular requirements for a degree outlined in an appropriate issue of the Southern University at Shreveport Catalog. Students are required to know degree requirements. They may complete work for graduation according to requirements in the catalog of the year in which they enter, or those of any catalog in force during their enrollment at this University, providing their residence enrollment is continuous and does not exceed ten years. Students, whose enrollment is interrupted for at least two consecutive semesters, will be subject to the catalog in effect at the time of their reentry or subsequent catalog in force during their enrollment at this University.

Transferring from one institution to another is not regarded in itself as an interruption of enrollment. The interval between withdrawal from the previous institution, if any, and enrollment at this University, is the controlling factor.

The student is responsible for obtaining in writing from the academic advisor with approval of the department chair, division chair, dean, and vice chancellor, any waiver or other deviation from the approved curriculum and from requirements for the degree sought.

Changes in Degree Requirements

The University reserves the right to add or delete degree requirements and course offerings. Students in continuous full-time attendance, with no change in curriculum major, are entitled to graduate under the degree provisions of the catalog in effect at the time of their entry at Southern University. Students may choose any issue of the catalog in force during their residence at Southern University upon approval of the division chair or dean, with the following exceptions:

- A catalog more than five (5) years old shall not be used.
- Students in continuous attendance as part-time students with no change in curriculum shall satisfy the degree requirements listed in the catalog in effect at the time of entrance, provided graduation occurs no later than 10 years after initial enrollment. If graduation occurs after the tenth year, the catalog in force will be determined with the approval of the concerned division chair or dean.
- Students in continuous full-time attendance who change their major curriculum shall satisfy the degree requirements listed in the catalog in force at the time the change in curriculum becomes effective. Upon the recommendation of the division chair or dean, a subsequent catalog may be used.
- A student whose enrollment is interrupted for two or more consecutive semesters shall satisfy the degree requirements listed in the catalog in force at the time of reentry. The failure to attend summer school or absence due to military service or to major illness attested to by a physician will not be considered an interruption.
- If progress toward a degree is interrupted for two or more consecutive semesters, credit earned prior to the interruption must be evaluated at the time of readmission by the academic advisor to determine the applicability of credits earned during the previous period of enrollment to the current curricular requirements. Final approval by the division chair or dean and the vice chancellor is required.

Requirements for Catalog Change

Continuing students may elect a subsequent catalog when a new major is selected or when a catalog reflects a revised curriculum. The University will make a reasonable effort to honor the statement of curricular requirements in the chosen issue of the catalog. However, because courses and programs are sometimes discontinued and requirements are changed as a result of actions by accrediting associations and other external agencies, the University having sole discretion, shall make the final determination whether or not degree requirements are met.

Procedures to Change Catalog

If a student wishes to request a change of University Catalog for graduation requirements, the student must complete a Request for Change of University Catalog for Degree or Certificate Requirements Form. (www.susla.edu/registrar). This form must be signed by the student's advisor, division chair or dean, and vice chancellor for academic affairs if the catalog request is over five years old.

ACADEMIC STANDING

Students of Southern University at Shreveport Louisiana are governed by the following Southern University System approved regulations regarding scholarship standards:

PROBATION, SUSPENSION, AND READMISSION REGULATIONS

- A full-time or part-time student who earns a semester average below 1.5 on all hours during a semester will be placed on probation.
- A student on probation will be given one semester to earn a C average (2.0). This will remove him/her from probation; if the student does not earn a C average (2.0), he/she will be suspended for one semester.
- After the lapse of one semester or if approval of an appeal is granted, a student may re-enter on probationary status, but he/she must earn at least a C average (2.0) or be suspended a second time.
- A student suspended at the end of the spring semester may attend the summer term unless other restrictions apply. Grades earned will not change the probationary or suspension status of a student during summer term.
- A student suspended for scholastic deficiencies may re-enroll after the expiration of one (1) semester until a fourth suspension, which dismisses the student permanently.
- Appeals must be made to the Academic Appeals committee appointed/established to execute the rules.

DEFINITION OF HOURS PURSUED

“Hours pursued” is defined as all courses attempted. In the event that a student repeats a course, only grades earned in the last course will be used in the calculations for the grade point average.

SYSTEM OF GRADING

The University uses a letter system of grading as follows: A - Excellent; B - Above Average; C - Average Quality; D - Below Average; F - Failure; I - Incomplete; W - Withdrawal; AU - Audit; NC - No Credit; CR - Credit; P - Pass.

Credit for any course in which a student has received a grade of “F” can be obtained only by repeating and passing the course.

DEFINITION OF GRADE POINT AVERAGE

Semester Average

The semester grade-point-average is the total number of quality points earned divided by the total number of semester credit hours attempted by the student. The grades of A, B, C, D and F are included in the computation of the semester grade point average. Grades of AU, NC, I, W, CR and P are disregarded in the computation of the semester grade-point-average.

Cumulative Average

The cumulative average is determined by dividing the total cumulative quality points earned by the total cumulative hours pursued. A student is allowed to retake a course in which he/she has previously enrolled at SUSLA but the last grade received becomes the final grade for the course and is computed in the grade point average. The previous grade(s) will not be computed in the GPA. A “W” grade does not delete a prior grade. The grades of A, B, C, D, and F are included in the computation of the cumulative average. All courses pursued and grades earned at Southern University at Shreveport remain a part of the permanent record.

A student’s cumulative average is used in determining eligibility for holding campus office or graduating with honors. It is computed by dividing the total quality points earned by the total semester credit hours attempted, exclusive of grades of AU, NC, I, CR, W and P.

QUALITY POINT SYSTEM

Institutions under the jurisdiction of the Southern University Board of Supervisors adhere to the quality point allotment of four points for an A, three points for a B, two points for a C, one point for a D, and 0 points for an F; for example, 2.0 denotes a C average.

AUDITING A COURSE

To audit courses, applicants must be eligible to enter the University as regular, visiting, or special students. They must obtain permission of the instructor, the director of the program in which the course is taught, and the chairman of the division in which they are enrolled. Students may not audit a laboratory-type or activity course. Tuition fees will be assessed for courses audited, but credit will not be given. An audit may not be changed to credit after completing the course. The semester course load is inclusive of audited courses.

HONORS

A student who completes a semester with at least fifteen (15) semester credit hours (excluding remedial courses) and a grade-point-average of 3.75 or above, without grades of D, F or I, will be placed on the Chancellor’s List. These requirements apply only to the semester for which the student is being considered for inclusion on the Chancellor’s List.

A student who completes a semester with at least fifteen (15) semester credit hours (excluding remedial courses) and a grade-point-average of 3.00 to 3.74, without grades of D, F or I, will be placed on the Honor’s List. These requirements apply only to the semester for which the student is being considered for inclusion on the Honor’s List.

CLASSIFICATION OF STUDENTS

Freshman - earned less than 32 semester credit hours.

Sophomore - earned 32 or more semester credit hours.

Special - student who has accumulated 60 or more semester credit hours.

INCOMPLETE GRADES

A faculty member may give an “I” grade only when work is of a passing quality, but because of extenuating circumstances, may be incomplete beyond the student’s control. Incomplete grades must be removed by the end of the first six weeks of the following semester in which the student is in residence or within one year if the student is not in residence. Otherwise, the grade will automatically default to F.

REPEAT-DELETE POLICY

A student is allowed to retake a course in which he or she has previously enrolled at SUSLA. The last grade received becomes the final grade for the course and is computed in the grade point average. The previous grade(s) will not be computed in the grade point average. A “W” grade does not delete a prior grade.

SATISFACTORY COMPLETION OF COURSES

A standard letter grade of "C" or better in a major area course constitutes satisfactory completion. A standard letter grade of “D” or better in a general education core curricular course constitutes satisfactory completion with the exception of the Nursing program. The grade of “D” in a general education core curricular course, but not in a major area course, is acceptable where such a course is a prerequisite for another course. However, a letter grade of “D” in a general education core curricular course is not transferable. A prerequisite is a course that must be completed BEFORE enrolling in some courses and requires satisfactory completion before the student will be allowed to enroll in that course.

ACADEMIC APPEALS GUIDELINES

A. Appeal of Academic Standing

A student may appeal a suspension only if the student can provide written verification of having been seriously ill during the semester prior to the suspension (a physician’s affidavit is required) or that the death of a member of the immediate family occurred (parent or guardian, sibling, or family member residing in the student’s home), or that some event of a similar disruptive proportion occurred. While on suspension, a student may enroll in developmental courses only.

A student who has been suspended two or more times because of poor grades and who fails to achieve at least a 2.0 semester grade-point average (on a 4.0 scale) during the first period of enrollment following the second suspension shall not be eligible for appeal under any circumstances.

A fourth academic suspension shall result in permanent expulsion from the University. Permanent expulsion is not subject to appeal.

B. Appeal of Final Grade

A student may only appeal a final grade. In order to be considered for a grade appeal, a student must be able to demonstrate that the grade awarded was inaccurate or inappropriate. Final grades may be challenged until the end of the regular semester immediately following the semester in which the grade was received. The general procedures for grade appeals must be adhered to in the following order:

- **The student discusses the matter with the instructor and attempts to resolve it informally. If not resolved, the student meets with the Chair of the Division in which the course is taught to seek assistance in resolving the matter.**
- **If there is no satisfaction informally, the student should write a letter of appeal to the Vice Chancellor for Academic Affairs with an explanation as to why he/she feels the grade was awarded inaccurately or inappropriately. Once the appeal is logged in, it will be sent to the Appeals Committee by the next business day.**
- **The committee is given one (1) week to respond to the appeal.**
- **If the committee has not responded in one week, a written notification is sent to the Chair of the Committee with a request that a recommendation is needed within a week.**
- **Upon receipt of a recommendation, the student is notified by the Office of Academic Affairs as to the disposition of the appeal.**

- **If the student has not received notification within two (2) weeks, the student should notify the Vice Chancellor of Academic Affairs.**
- **If a student disagrees with the recommendation of the Appeals Committee, he/she may appeal directly to the Vice Chancellor for Academic Affairs.**
- **If a student so desires, a final appeal may be sought by submitting a letter to the Chancellor.**

ACADEMIC AMNESTY

Any student who has not been enrolled at a college or university for three (3) consecutive years may elect **only once** to deny all work attempted at a college or university prior to the three-year period. If the student transfers, the academic amnesty may or may not be accepted by other institutions of higher learning. The three-year period does not need to immediately precede the exercise of the option. The forgiven academic record will appear on the student's permanent record but will not be used in computing the student's grade point average at SUSLA. The only exceptions are to determine honors for graduation and eligibility for financial aid and/or scholarships.

The student must be officially enrolled at the University before applying for academic amnesty. They must apply for amnesty or forgiveness of credit courses in the Office of Academic Affairs at the time of application for admission or readmission to SUSLA or within one calendar year from the first date of enrollment or readmission. **The declaration must be completed prior to the deadline for resigning from the University in the semester in which it is made. A decision to declare academic amnesty is final and irreversible.**

For enrolled students who plan to matriculate into professional academic degree programs (i.e. allied health, nursing) at SUSLA, an exception of the 3-year requirement (only) may be waived with the appropriate approvals from the Program Director, Division Chairman, Dean (if applicable), and the Vice Chancellor for Academic Affairs. **All other requirements to declare academic amnesty cannot be waived.**

CLASS ATTENDANCE REGULATIONS

Students are required to attend classes regularly and punctually, as a minimum academic obligation. Failure to observe this policy may seriously jeopardize a student's academic standing. Tardiness and excused absences should be brought to the attention of the instructor(s) by the student. The following class attendance policies apply:

- A student required to be absent from class because of illness or other unavoidable circumstances should promptly report the reasons to the instructor and, if required present excuses. The instructor should make clear to the student that excuses explain absences, but do not remove them.
- Students are required to adhere to attendance policies established by their colleges and stated by the instructors on course syllabi.
- Excuses for participation in University-sponsored activities will be initiated by the sponsoring unit and approved by the college division chair and the Office of Academic Affairs.
- Students who wish to be absent from classes for reasons not covered by these regulations must apply to their department head for a leave of absence. All excuses or explanations must be submitted in writing to the student's department head within three school days after the student returns to classes.

STUDENT CONDUCT

Administrative regulations governing the conduct of students enrolled at SUSLA are contained in *The Student Handbook*. Included in this publication are rules and regulations governing students' rights and responsibilities, disciplinary sanctions, penalties, violations, and types of offenses. A copy of *The Student Handbook* may be obtained from the Division of Student Affairs.

ACADEMIC GRIEVANCES

If a student has a grievance that cannot be settled in the course of immediate post class discussion, the following procedures are to be followed until the issue is resolved:

- A special conference between the faculty member and the student should be arranged;
- Discussion before the faculty member's department or program director;
- Grievance presented in writing to the faculty member's Division Chair;
- Discussion before the faculty member's Division Chair;
- As a final option, the matter should be brought to the Office of Vice Chancellor for Academic Affairs in writing.

ACADEMIC DISHONESTY

The University defines academic dishonesty in two categories – premeditated and non-premeditated fraudulent behavior. Premeditated fraud is defined as conscious, pre-planned deliberate cheating with materials prepared in advance. It may consist of the following:

- collaborating during an exam without authority;
- stealing, buying, or otherwise obtaining all or part of an examination;
- using specially prepared materials;
- selling or giving away all or part of an examination or examination information;
- bribing another person to obtain an examination or information;
- substituting for another student, or permitting another person to substitute for oneself to take an examination;
- submitting as one's own any work prepared totally or in part by another;
- selling, giving, or otherwise supplying materials to another student for use in fulfilling academic requirements (e.g., term paper, course project, etc.);
- breaking and/or entering a building or office for the purpose of obtaining examinations (administered or un-administered);
- changing, or being an accessory to the changing, of grades in a grade book, on an examination paper, or on other work for which a grade is given, on a "drop slip" or other official academic records of the University which involve grades;
- proposing and/or entering into an arrangement with an instructor or receiving a reduced grade in a course, on an examination or any other assigned work in lieu of being charged with academic dishonesty;
- committing plagiarism – failing to identify sources, published or unpublished, copyrighted or uncopyrighted, from which information was taken;
- acquiring answers for any assigned work or examination from an unauthorized source;
- falsifying references;
- listing sources in a bibliography not used in the academic assignment;
- inventing data or source information for research or other academic endeavors;
- forging the signature of a faculty member or any academic officer on an academic document;
- altering or being an accessory to altering the contents of an academic document (i.e. registration forms, pre-registration forms, add/drop forms, transcripts, fee exemption forms, registration card, etc.);
- using computers in any act of academic dishonesty; or
- submitting falsified or altered transcripts.

Unpremeditated fraud is defined as cheating without the benefit of materials prepared in advance. It may consist of:

- copying from another student's examination paper
- allowing another student to copy from an examination paper
- using textbook(s) or materials brought to class but not authorized for use during an examination.

Sanctions and the appeals process may be found in The Student Handbook.

ACCESS TO AND UTILIZATION OF STUDENT RECORDS (PRIVACY ACT)

SUSLA's policy on the release of information on students is based on the premise that a student's record is confidential and must be protected from those who would use it for other than legitimate purposes. At the same time, the policy must be flexible enough so as not to hamper the student or the University in the pursuit of legitimate endeavors.

Release of information on any student ordinarily will be made only on the written request or authorization of that student. This policy also applies to the issuance of transcripts. Telephone requests for transcripts will not be honored nor will requests for transcripts made by the parent, spouse or prospective employer of an adult student except on the authorization from the student. The parent of a student under eighteen (18) years of age may be provided a copy of that student's transcript for personal use on written request. Transcripts may be issued on written requests to institutions from which a student has graduated or transferred, institutions to which a student transfers, or to organizations that sponsor a student, provided the student concurs in the request.

Students may not inspect and review the following: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the Institution will permit access only to that part of the record which pertains to the inquiring student.

The only information ordinarily released concerning students will be that considered "Directory Information". SUSLA defines this as name; address; telephone number; 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, awards, and honors received, including naming to honor rolls and the previous educational agency or institution attended.

During the first fourteen class days of a regular semester or the first five class days of a summer term, a student who has enrolled can request that directory information be withheld by completing the appropriate form available in the Registrar's Office.

SUSLA maintains only those student records necessary for conducting of business. Information in student records will be released to outside investigating agencies only with the written consent of the student involved. Once consent has been received by the University, information requested from academic records of students, students' permanent folders (containing admission credentials, transcripts, etc.), and students' personnel records may be released to properly identified investigators through authorized staff personnel in the Office of the Registrar. The University is obliged to provide information on students pursuant to court orders or subpoenas.

Records of disciplinary actions taken by the University against students are maintained for intramural purposes, and information relating thereto will be released to inquirers only with written authorization of students concerned. Notices of suspension for non-academic reasons are not a part of the academic transcript, but are maintained by the Office of the Chancellor, and will be governed by the same release-authorization requirements as a transcript.

Faculty members may review the academic records of their students to the extent that such reviews serve legitimate educational interests. Each regular semester SUSLA will publish in the Class Bulletin for that semester, the fact that certain records are kept on students, that these records are available to students, and that students have the right to challenge the contents of these records. The types of educational records kept on students at SUSLA are as follows:

INSTRUCTORS: A record is maintained on each student by the instructor. Such items as attendance, test grades, reports, etc., are noted by the instructor. The instructor treats this information in a confidential manner, and a student's grades in the class can be divulged only to him/her.

ACADEMIC ADVISORS: Upon matriculation at the University, each student is assigned an academic advisor who maintains a record of his/her academic progress. If the student changes majors, this record is transferred to the new advisor. The material in this record is of an academic nature, indicating the past and present matriculation record, current academic status, and curriculum. Only the academic advisor has access to this record, and it can be reviewed by the student in the academic advisor's office. These records are unofficial and are placed in an inactive status if the student's education is interrupted.

REGISTRAR: The Registrar is the keeper of the official academic record of the student. The student's application for admission to the University and other materials of an academic nature are kept in this office. The academic records in the Registrar's Office are permanent and can be reviewed by the student. This includes records on all veterans receiving assistance from the Veterans Administration.

FINANCIAL AID OFFICE: All students who are receiving scholarships, loans from state and federal sources, or who are student workers and receive some financial assistance through the University have records in this office. The student can review all of his or her records.

SUSLA TESTING CENTER: The SUSLA Testing Center maintains a record of test scores submitted to the University. These records are available to the student, faculty, advisor, and other authorized University personnel concerned with the student. Scores are not released to anyone other than authorized University personnel except on a request by the student.

APPEAL

SUSLA shall provide each student an opportunity for a hearing to challenge the contents of his/her educational records in order to ensure that the records are not inaccurate, misleading, or otherwise in violation of privacy or other rights of students, and to provide an opportunity for the correction or deletion of any inaccurate, misleading or otherwise inappropriate data contained therein. The University will attempt to settle disputes with students regarding the content of their educational records through informal meetings and discussions. When these informal means are not satisfactory to the student or the University, more formal proceedings will be conducted. On the written request of students to the University concerning the inaccuracy of material contained in their records, a board composed of the Registrar, a representative of the Faculty Senate, the Vice Chancellor for Academic Affairs, a representative of the heads of academic divisions and a representative of the Student Government Association will hear the complaints and make a recommendation to the Chancellor. Hearings shall be conducted within five working days following receipt of the request for the hearing. If any member of the hearing board is involved in the case in question, the Chancellor will select an individual who does not have a direct interest in the outcome of the hearing. The student or the University is to be afforded a full and fair opportunity to present evidence relevant to the issue raised. The recommendation shall be rendered in writing to the Chancellor for his consideration, and his recommendation will be communicated to the parties involved within ten working days after conclusion of the hearing. If the recommendations are unsatisfactory to the student, the student may place, with the education records, statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panel. The statements will be placed in the education records, maintained as part of the student's records, and released whenever the records in question are disclosed.

POLICIES AND PROCEDURES

For important information regarding policies on sexual harassment, Student Right-To-Know and Campus Security Act, Americans with Disabilities Act of 1990, Acquired Immune Deficiency Syndrome (AIDS), and other infectious diseases, Drug Abuse and Testing, and Student Alcohol Use, please consult the SUSLA Student Handbook.

REQUIREMENTS FOR GRADUATION

- All students must complete the academic requirements for their degree or certificate program prior to graduation.

- All financial and other obligations to the University must have been met.
- If a student is eligible for graduation and plans to commence during the spring semester and completes all coursework prior to that semester, the student is not required to take classes during any other semester prior to that commencing period. Any classes taken prior to commencing period are at the student's discretion.
- All students expecting to receive degrees/certificates should complete the Application for Graduation one semester prior to their expected graduation. The Application for Graduation is available from the student's respective Department Heads.
- A fee is required to cover costs of caps, gowns and diplomas.
- All students must have a minimum of sixty-two (62) semester credit hours and a cumulative 2.0 average on all hours pursued. The sixty-two (62) hours exclude all developmental courses.
- All students must have a minimum an overall "C" (2.0) in all courses pursued in the major area.
- All students expecting to receive degrees must take the CAAP Test (College Assessment of Academic Proficiency) after acquiring at least forty-five (45) hours of college credit.
- All graduates must complete a checkout form before receiving a diploma.
- All graduates must have a 2.0 or above grade point average, excluding developmental course.

CONCURRENT DEGREES/DUAL DEGREES

Students who earn two (2) or more certificates/degrees in the same semester must satisfy the requirements for both degrees and earn the following additional hours to receive a dual degree.

- Nine (9) related hours for certificates
- Fifteen (15) related hours for associates

AWARDING OF A DEGREE POSTHUMOUSLY

SUSLA will award the Associate degree posthumously to a student who has completed all graduation requirements or to a student who meets all of the following requirements:

- Enrolled courses must be those which, if completed, would have fulfilled graduation requirements.
- The student must have a grade point average at the time of death which meets SUSLA's graduation requirements.

RESIDENT CREDIT REQUIREMENTS

The University requires that each student seeking an associate degree must earn at least thirty (30) semester hours of credit as a resident attending Southern University at Shreveport.

Student Fees and Expenses

FEES AND EXPENSES (Subject to Change – Revised 2012)

Application Fees

There is a non-refundable \$20.00 fee for new admission applications. There is a non-refundable \$15.00 application fee for international students.

Louisiana Resident Students

A general registration fee of \$1,652.00 per regular semester and \$467.00 for the summer session is charged to all full-time Louisiana resident students.

Out-of-State Residents

An out-of-state resident fee of \$650.00 per regular semester and \$319.00 for the summer session in addition to the general registration fee will be charged for all non-resident students.

Add/Drop Courses

There is a \$2.00 fee for each add or drop course transaction.

Transcript Request

A fee of \$3.00 will be charged for each transcript requested from the University. Fee payment must be in the form of cash, cashier's check, Money Order, VISA, MasterCard or Discover.

Technology Fee

A state-mandated technology fee is included in the Fee Schedule. The purpose of this fee is to meet the growing technological needs of the students. The amount of the fee is based on the number of credit hours pursued. However, there is a five (\$5.00) per credit charge - minimum of \$5.00, maximum of \$60.00.

Summary of Fees and Expenses

Included in the \$1,652.00 full-time twelve (12) hour tuition and fees per regular semester are (1) general registration, (2) technology fees, and (3) student assessments: student activities, lyceum, insurance, class dues, ID card, student publications, athletics, social activities, student government, etc.

Late Registration Fee

A late registration charge of \$25.00 is imposed on students on or after the date classes begin in any semester.

FEE SCHEDULE

Fall Semester

(Subject to Change - Revised 2012)

Part-Time Credit Hours	Fees
0 Audit	\$ 789
1	814
2	842
3	870
4	897
5	927
6	1,135
7	1,175
8	1,201
9	1,451
10	1,477
11	1,504

Full-Time Credit Hours	Fees
12 or more	\$1,652

FEE SCHEDULE
Spring Semester
(Subject to Change - Revised 2012)

Part-Time Credit Hours	Fees
0 Audit	\$ 789
1	814
2	842
3	870
4	897
5	927
6	1,135
7	1,175
8	1,201
9	1,451
10	1,477
11	1,504

Full-Time Credit Hours	Fees
12 or more	\$1,652

FEE SCHEDULE
(Subject to Change – Revised 2012)
Summer Term – All Sessions

Credit Hours	Fees
0 Audit	\$ 252
1	252
2	262
3	272
4	397
5	427
6	437
7	447
8	457
9 or more	467

REFUND POLICY

The general fee, which includes student assessed fees and non-resident fees, is refundable on the following basis for students who register, pay fees, and resign from the University:

Fall and Spring Semesters

Before the fourteenth (14th) day of class, 100% refund will be given. After the fourteenth (14th) class (fall and spring semesters) to the end of the semester, no refund will be made.

Summer Term

Before the seventh day (7th) day of class 100% refund will be given. After the seventh (7th) day of class to the end of the term, no refund will be made.

Jaguar Courtyard

3052 Martin Luther King Jr. Drive
Shreveport, Louisiana 71107
(888) 440-5644 (toll –free)
jaguarcourtyard@ambling.com

Floor Plans and Rates (6 or 12 Month Leases)

2 Bedroom/1 Bath.....	\$645 per month (ALL BILLS PAID)
4 Bedroom/2 Bath.....	\$540 per month (ALL BILLS PAID)

FEES AND DEPOSITS

Security Deposit.....	\$100 (Refundable)
Application Fee.....	\$35 (Non Refundable)
Reservation Fee.....	\$200(Non Refundable)

Property Amenities

- Multiple station computer lab
- Controlled access gates with perimeter fencing
- Half court basketball
- Game room with kitchen
- Resident lounge with two 42” plasma TVs
- Billiards table
- Gazebo areas with courtyard
- Outdoor grills and picnic areas
- Blue light phones throughout property
- Centrally located laundry facilities in each building
- Residence Life programs
- Study areas
- Fitness Center

Unit Amenities

- Frost free refrigerator with icemaker
- Range with oven
- Microwave/Dishwasher
- Swipe card access to main entry door
- Complete furniture package

ALL Inclusive Rental Payment (All Services Listed Below are included)

- Electricity
- Cable television
- Telephone
- High Speed Internet Access
- Water/Trash removal
- Pest Control

****Prices are subject to change****

Financial Aid and Scholarships

The mission of the Office of Financial Aid and Scholarships is to assist students in obtaining funds to achieve their educational potential. The University provides assistance to students through three basic sources: grants, employment and scholarships. The primary purpose of financial aid is to provide assistance to students who, without such aid would find it difficult or impossible to attend college. Our primary source of funding is from federally funded programs. To determine eligibility, students must complete a Free Application for Student Aid (FAFSA), which takes into consideration all factors that affect a family's financial status. The FAFSA must be completed each year you plan to attend school. Students may begin the process on January 1st of each year. The FAFSA may be completed online at www.fafsa.gov. SUSLA's Title IV code of 007686 must be included to ensure that the results are accessible to the financial aid staff. In addition to completing the FAFSA, students must meet the following requirements:

- Be enrolled or accepted for enrollment as a regular student working toward a degree or certificate in an eligible program.
- Be a U. S. citizen or eligible non-citizen
- Have a valid social security number
- Submit an official high school transcript or General Education Development (GED) certificate to the Admissions Office, if a beginning freshman
- Certify that all federal/state student aid awarded will be used for educational purposes only by signing a Statement of Educational Purpose; which is located on the FAFSA
- Must not be in default on a federal student loan or owe a refund on a federal grant
- If male and aged 18 through 25, register with the Selective Service. Students may give Selective Service permission to register them by checking a box on the FAFSA or via the Internet at <http://www.sss.gov>
- Must not have earned an Associate Degree or Bachelor's Degree
- Must maintain satisfactory academic progress

A select number of students who apply for federal financial aid must verify the information submitted on the FAFSA application. Therefore, students must be prepared to submit income documents to the Financial Aid Office. All requested documents must be submitted in a timely fashion to ensure the prompt processing of financial aid requests.

Students who transfer to Southern University at Shreveport from any other college/university or vocational/technical schools must take the necessary steps to ensure that they will be eligible for financial aid as it does not automatically transfer. Official academic transcripts from all schools previously attended must be submitted. As soon as possible, transfer applicants should contact the Financial Aid Office to find out what steps should be taken to ensure receipt of aid at Southern University at Shreveport.

The law suspends aid eligibility for students convicted under federal or state law of sale or possession of drugs. Students who have been convicted of drug possession are ineligible for one year from the date of a first conviction, two (2) years after a second conviction and indefinitely after a third conviction. Students convicted of selling drugs, are ineligible for two (2) years from the date of a first conviction and indefinitely, after a second conviction. If eligibility is lost, a student may regain eligibility early by successfully completing an acceptable drug rehabilitation program. For more information, contact the Financial Aid Office.

Summer Eligibility

Only eligible continuing students and beginning freshmen, are considered for financial aid for Summer Sessions. Scholarships and loans are not available for summer-only enrollees.

Satisfactory Academic Progress

The U.S. Department of Education requires colleges and universities to adopt specific guidelines to monitor the academic progress of students receiving federal or state financial assistance. The regulations require the Institution

to monitor student grades and number of hours attempted/earned to determine whether students are eligible to receive financial assistance. In order to maintain eligibility, a student must not exceed 150% of credits required for the student's current major. Any student that does not maintain satisfactory academic progress has the right to initiate a financial aid appeal. In such cases, students shall not be paid retroactively for terms where eligibility is lost. Additional information can be obtained in the Financial Aid Office.

Scholarships

The Southern University Board of Supervisors makes scholarships available to qualified students. Scholarships are awarded by the University Scholarship Committee and administered by the Financial Aid Office. The following University, state and private scholarships are available:

The Academic Scholarship - This scholarship is awarded to those who have demonstrated academic excellence. Recipients are selected on the basis of high school cumulative averages of 3.0 or better, ACT test scores, and/or selected recommendations. The recipient must complete at least twelve (12) hours of college level courses each semester. Developmental courses are not accepted.

The Thelma Fisher Patterson Memorial Scholarship - This scholarship is awarded to selected students with a high school cumulative average of 2.5 or better and selected recommendations. All other recipients must maintain a grade point average of 3.0 or better by the end of the first academic year. The recipient must complete at least twelve (12) semester hours of college level courses each semester. Developmental courses are not accepted.

Private Scholarships - Private Scholarships are often awarded by various organizations such as churches, fraternities, sororities, casinos, and Masonic and civic organizations. Not all of these are recurring awards; nor are they always made through the Institution. The most frequent awards are:

- Shreveport Rotary Club
- Kappa Alpha Psi Fraternity, Inc.
- Sigma Gamma Rho Sorority, Inc.
- Omega Psi Phi Fraternity, Inc.
- Delta Sigma Theta Sorority, Inc.
- Alpha Phi Alpha, Fraternity, Inc.
- Alpha Kappa Alpha Sorority, Inc.
- Phi Beta Sigma Fraternity, Inc.
- Zeta Phi Beta Sorority, Inc.
 - Order of Eastern Star
- National Association of University Women
- Louisiana Tuition Opportunity Program for Students (TOPS)
- Southern University Alumni Federation - Shreveport Chapter
 - Southern University at Shreveport Foundation
 - Ida M. Stinson Scholarship in Chemistry
 - Annie Lowe Stiles

Grants

There are several types of grants a student may obtain at Southern University at Shreveport. They are as follows: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Leveraging Educational Assistance Partnerships, Veterans' Benefits, Vocational Rehabilitation, Armed Forces Reserve, and National Guard. For information on military-related stipends, contact the Registrar's Office.

Federal Pell Grant - The Federal Educational Amendment of 1972 established a program that entitles all eligible students to receive Federal Pell Grant awards. These awards range from \$555-\$5,550 for an academic year, depending on the student's eligibility as determined by the U.S. Department of Education, his/her enrollment status and the Institution's cost of education.

Federal Supplemental Educational Opportunity Grant - Southern University at Shreveport, in cooperation with the federal government, has limited funds to provide grants to eligible students. The amount of the grant is based on the individual student's financial need and the availability of funds.

Leveraging Educational Assistance Partnerships - Southern University at Shreveport, in cooperation with the Louisiana Office of Student Financial Assistance, has limited funds with which to provide grants to qualifying students. Based on a recommendation from the Financial Aid Office, students meeting the relevant eligibility requirements and demonstrating substantial financial need as determined in accordance with the state's criteria may be eligible to receive an award ranging from \$100-\$400. Interested students should inquire in the Financial Aid Office.

Loans

Southern University at Shreveport currently provides loans to students through the William D. Ford Direct Loan Program. Direct loans are provided by the federal government, rather than a commercial lending institution. The University's Office of Student Financial Aid administers the loans; determines your loan eligibility; approves the loan; confirms the promissory note, when necessary; receives the funds from the federal government; and credits the loan amount directly to your University student account.

To be eligible for Federal Direct Loans, students must submit a FAFSA. The financial aid loan coordinator will use information from the FAFSA to determine eligibility for a Parent Plus, Subsidized and / or Unsubsidized Loan.

Subsidized Direct Loans - is award on the basis of financial need. The interest rate is fixed at 4.5%.

Unsubsidized Direct Loans – is not based on financial need. The interest rate is fixed at 6.8%.

Parent Plus Loans – a Federal PLUS Loans enable parents with good credit histories to borrow funds to pay the education expenses of each child who is a dependent undergraduate student. PLUS Loans have fixed interest rate of 7.9% starting with PLUS loans disbursed after July 1, 2010. A fee of up to 4% of the loan can be deducted proportionately from each disbursement.

Student Employment

Southern University at Shreveport provides jobs for students who need financial assistance using funds from the federal government. Through the Federal Work-Study Program, the Office of Financial Aid arranges jobs for students on- and off-campus with private non-profit agencies. Students are paid at least the hourly minimum wage. Interested students should apply in the Financial Aid Office.

Veterans' Benefits

All veterans, spouses and dependents of deceased or disabled veterans must acquire a Certificate of Eligibility from the Veterans Administration Office prior to registration. Students must mail or bring the Certificate of Eligibility to the Registrar's Office for authenticating and processing.

Vocational Rehabilitation

A student who has a physical disability may obtain assistance for tuition and books through the Louisiana Department of Education (Division of Vocational Rehabilitation). Students who feel they may qualify should apply for assistance to the nearest rehabilitation office.

Student Photo Identifications (ID)

Student ID cards are to be issued or reactivated during the registration process. A valid SUSLA photo ID is needed to receive financial aid checks, purchase books at the bookstore, check out materials from the University Library, use campus computer centers or attend University functions such as athletic events. A new student will need to have a stamped fee sheet and at least one form of photo identification. A returning student will need to have a student ID from a prior semester and a stamped fee sheet. **Students who do not take a photo or reactivate their Student ID prior to the 14th day of classes for the Fall or Spring Semesters, (or the 7th day of classes for the Summer Term) will be charged a \$10 late fee for new IDs. A replacement fee of \$10 will be charged for a lost, stolen or damaged card.**

REGULATIONS REGARDING RESIDENT CLASSIFICATION

For purposes of assigning tuition and fees at public institutions of higher education, a Louisiana resident shall be defined as an individual who has abandoned all prior domiciles and who has been domiciled in the State of Louisiana continuously for a period, herein called the domiciliary period, of at least one 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 without substantial evidence of the intent to remain in Louisiana will not be sufficient for resident classification regardless of length of time within the State.

A person herein termed as a bona fide Louisiana resident is an individual who qualifies as a resident in accordance with the regulations prescribed in this section. An individual who is recognized under one of the mandated criteria as a bona fide Louisiana resident by any other of the System's institutions shall so be recognized by every institution within the System provided the individual's category has not changed.

A non-resident is herein defined as an individual who cannot provide proof of eligibility for assignment of resident status under the regulations prescribed in this section.

Criteria for Assigning Resident Status

1. System institutions shall classify as residents, persons who in accordance with the one-year domiciliary requirement, resided in Louisiana for purposes other than to attend a Louisiana institution of higher education. Resident status so acquired in one public institution of higher education shall be transferable to any other such institution.
2. System institutions shall accord resident status to individuals in the following categories, and transfer to any other institution within the System shall not alter resident status so acquired.
 - a. Members of the armed forces who are currently stationed in Louisiana on active duty
 - b. Dependents who reside with a bona fide Louisiana resident
 - c. Spouses who reside with a bona fide Louisiana resident
3. System institutions shall permit the following categories of individuals residing out-of-state to retain resident status, and transfer to any institution within the System shall not alter status.
 - a. Sons or daughters whose legal and/or natural parent is a graduate
 - b. Dependents or spouses who live with persons residing in Louisiana and who provide appropriate documentary evidence substantiating that they have abandoned all prior domiciles and intend to remain in Louisiana
 - c. Persons who have not and are not registered for more than the equivalent of six credit hours per semester and who have resided in Louisiana in accordance with the one-year domiciliary requirement

Residence Appeals Committee

The Chancellor appoints a Residence Regulations Appeals Committee. Any student classified as a non-resident may appeal the classification to this committee.

Division of Student Affairs

The Office of Student Affairs at Southern University at Shreveport is a fundamental part of the total educational process designed to assist students both individually and collectively. The role of Student Affairs in fulfilling the University's mission is to keep the student central in all decisions and actions, enhance student growth and development; and assist in developing an institutional atmosphere, which promotes strong citizenship, diversity and equal opportunity.

Programs and Services are offered through the:

I. Counseling Center

The Counseling Center provides services to students at Southern University at Shreveport, Louisiana (SUSLA). The Counseling Center is a unit of the Office of Student Affairs. The Counseling Center complements and supports the University's academic mission, by providing services outside the classroom. Its purpose is to continually enhance student welfare by providing services to help students achieve a greater measure of success during their stay at Southern University.

Many students encounter a variety of personal, social, emotional, career, and academic issues that call for assistance. The Counseling Center provides confidential counseling to students in a warm, caring, and atmospheric office. Professionally trained staff assists and treat students with sensitivity and dignity.

A variety of seminars and workshops are planned throughout the academic year to help students develop their overall academic plan. The center offers advising assistance for International Students, and students transferring from Southern University to other universities. It also offers a variety of services to students with learning, physical, and psychological disabilities. The Center acts as a liaison between students and faculty, as well as with community agencies. The Center advises faculty and staff on policies and procedures, general information, and referral services relevant to international students and students with disabilities.

The Counseling Center offers a Health Fair during the spring semester. The Health Fair is designed to promote health awareness and provide information to the students and community.

Johnny L. Vance, Jr. Student Center, Upstairs
8:00 a.m. – 7:00 p.m.
Monday-Thursday
Friday-8:00 a.m. – 5:00 p.m.
(318) 670-9473

II. Testing & Assessment

The testing and assessment component periodically administers standardized tests, the American College Test (ACT) Residual, the Collegiate Assessment of Academic Proficiency (CAAP) Test, and the Scholastic Aptitude Test (SAT). Additionally, seven (7) other national exams are administered.

The ACT Residual is administered to the general public before the beginning of each semester and periodically throughout registration. The ACT is used to evaluate a student's preparedness for college work and to determine whether a student should take the placement test for continued academic advisement.

This component's activities are directed towards the improvement of instruction and institutional effectiveness. Assessment is required of systematic efforts aimed at measuring the educational effectiveness of the institution.

All ACT placement and CAAP scores will be stored so that data can be easily retrieved for analysis and reporting.

III. Student Activities And Services

The Southern University at Shreveport Office of Student Activities and Services is a viable and integral part of the University's student life. It provides the general student body, faculty and staff, and surrounding communities an opportunity to experience a unique facet of academic pursuit by providing cultural, social, and educational activities. These services are conducive to the learning, social interaction, and experiences of the student while matriculating at Southern University at Shreveport. The Office of Student Activities and Services includes cultural and student life, student government, clubs and organizations and student publications. The Office of Student Activities and Services is housed on the second floor of the Johnny L. Vance, Jr. Student Activity Center.

Student Organizations and Leadership Services

Southern University at Shreveport is home to a highly diverse population of student groups. There is a club to fit your interests and background. If not, you may start a new organization by following the steps listed in the Registering New Student Organization section of this catalog. Contact the Office of Student Activities and Services for more information about registered student organizations. All student clubs and organizations on campus are open and accessible to all students except where specific policies of exclusion are set as an appropriate part of the function of the organization. Faculty, staff, and administrators serve as sponsors and advisors for campus clubs and organizations. The student clubs and organizations include, but are not limited to, the following:

Accounting Club	Jazzy Jags Dance Line
Afro-American Society	Library Club
Biology Club	Medical Laboratory Technician/Phlebotomy Club
Baptist Collegiate Ministry (<i>BCM</i>)	Non-Traditional Club
Campus Newspaper	Phi Theta Kappa
Campus Yearbook	Poetic Jaguars
Career Service (<i>Service Learning</i>)	Political Science Club
Community Education for Life Transition (<i>C.E.L.T.</i>)	Psychology Club
Cheerleading Squad	Radiologic Technology Club
Dental Hygienic Club	Respiratory Therapy Club
Drama Troupe	Sociology Club
Early Childhood Education Club	Students in Free Enterprise (<i>SIFE</i>)
Electronics Technology Club	Student Government Association
Engineering Club	Toastmasters International Club
Health Information Technology Association	University Ambassadors
Hospitality Club (<i>Theta Psi Phi</i>)	University Students Against Destructive Decisions (<i>USADD</i>)
International Club	Upstage Drama Group

Registering a New Student Organization

Any SUSLA student is eligible to register a new student organization. The following is required for registration:

- Completed application with signatures, available in the Office of Student Activities and Services
- Full-time faculty or staff member of SUSLA to serve as the organization's advisor
- Constitution and By-Laws for the organization
- Minimum of one (1) officer (President)

Once these requirements are met, call the Office of Student Activities and Services to schedule a meeting to review your application materials for approval.

Student Government

There are two (2) governing bodies on the Southern University at Shreveport campus that serve and represent the student body. They are the Student Government Association (SGA) and the Student Center Board (SCB).

The Director of Student Activities and Services serves as advisor and liaison to these organizations. Students interested in the Student Government Association and the Student Center Board should contact the Director of Student Activities and Services. These offices are located in the Johnny L. Vance, Jr. Student Activity Center.

Student Government Association - The SGA represents all students enrolled at Southern University at Shreveport. This association provides a method of communication between the administration and the student body. It coordinates and sponsors along with the Office of Student Activities and Services and the SCB, a series of social, cultural and educational events. The SGA sponsors student elections that are held during the April Spring Fest of each year and the month of September each year for the Freshman Class. In these elections, officers of the Student Government Association are elected, along with Miss Southern University at Shreveport, Miss Sophomore, Miss Freshman and the Freshman and Sophomore Class officers.

Student Center Board - The SCB is an integral and vital part of the educational process, sharing the University's goal of intellectual and personal growth. It encourages self-directed activities under the supervision of the Office of Student Activities and Services. The SCB's continuing goal is the creation of an environment that fosters self-expression, debate of issues, exchanges of and exposure to new ideas, and a concern for man and his environment. It, too, coordinates and sponsors, along with the Office of Student Activities and Services and the SGA, a series of social, cultural and educational events. Membership on the SCB is by election and appointments.

IV. Student Publications

The student newspaper, *The Jaguar Speaks*, is published periodically. A committee composed of the incumbent editors, SGA officers and class officers nominates the newspaper editor to their positions. Students interested in these positions should contact the Director of Student Activities and Services. The advisors or sponsors for these organizations are chosen by the Vice Chancellor for Student Affairs and the Director of Student Activities and Services.

V. Athletics and Intramural Sports

The Southern University at Shreveport Athletic Department provides intercollegiate sports for students with the goal of providing them with the opportunity to compete with other students at the intercollegiate level. At present, intercollegiate basketball for men and women as well as golf is offered to students through the Louisiana Athletic Association of Community Colleges Conference [LAACC]. The men and women basketball teams compete in Division I basketball and are sanctioned by the National Junior College Athletic Association (NJCAA) through Region 23. The Athletic Department provides an athletic environment that enhances physical, mental, psychological and social growth and development through encouraging students to compete at their full potential with proper regard given to sportsmanship and fair play.

Intramural sports activities include, but are not limited to; flag football, volleyball, card game tournaments, and 3 on 3 basketball. Students interested in these activities should contact the Athletics Department.

VI. Trio/Community Outreach Programs

The Federal Trio Community Outreach Programs are educational opportunity programs designed to motivate and support students from disadvantaged backgrounds. TRIO community outreach programs target and serve low-income, first-generation college students, and disabled students from middle school through enrollment in baccalaureate programs. Southern University at Shreveport currently hosts six (6) TRIO community outreach programs. The following TRIO Community Outreach Programs are: Educational Talent Search, Upward Bound North, Upward Bound South, Upward Bound Desoto, Upward Bound Sabine, and Educational Opportunity Centers.

- **Educational Talent Search**

The purpose of the Educational Talent Search Program is to identify qualified youths grades 7th through 12th with potential for education at the postsecondary level and encourage them to complete secondary school and undertake a program of postsecondary education. Talent Search projects also publicize the availability of student financial assistance for persons who seek to pursue postsecondary education and encourage persons who have not completed programs at the secondary or postsecondary level to reenter these programs.

- **Upward Bound**

The mission of Upward Bound is to generate in programs participants the skills and motivation necessary to complete a program of secondary education; prepare eligible high school students for programs of postsecondary education; and place emphasis on skills and motivation, high school graduation and entrance into and completion of postsecondary education so that “no student is left behind”.

- **Educational Opportunity Centers**

The Educational Opportunity Centers Program provides financial and academic assistance for individuals pursuing postsecondary education, including assistance preparing applications for use by admissions and financial aid officers.

V. Center for Student Success (CSS)

The Center for Student Success (CSS) was created during the fall of 2010 as a unit in the Division of Student Affairs and houses Academic Advisement, Student Retention Services, and the Career & Placement Center. The goal of the CSS is to teach students to value and apply strategies to successfully navigate their chosen course of study for the attainment of academic and vocational goals. In doing so, the CSS focuses on creating a coherent and coordinated institution-wide first year experience (FYE) that addresses the special learning needs of entering freshmen. Accordingly, the central component of the FYE is academic advisement, relying primarily on an intrusive advisement approach, which is appropriately supported by Student Retention, Career, and Placement Services.

As an institution-wide effort, CSS coordinates with FYE faculty, academic advisors, and other support services to deliver an integrated and holistic FYE. Finally, the CSS is responsible for the administration of the Institution-wide Quality Enhancement Plan (QEP). The Center for Student Success is located in the Fine Arts Building, Room C-08.

ACADEMIC ADVISING

Academic Advising at Southern University at Shreveport, Louisiana (SUSLA) is an intrusive, on-going, intentional, and educational partnership dedicated to our students’ academic success. Intrusive Advising involves intentional contact with students with the goal of developing a caring and beneficial relationship that leads to increased academic motivation and persistence. The College Success Course is also linked to advising. The intrusive advising approach will be employed to assist the student in fully implementing the success techniques learned in the College Success Course. This partnership is designed to assist students from the start of their college experience through transitioning to their major department, transferring to a 4-year university, or entering the workforce to increase their career marketability.

The CSS Freshmen Advisors advise students having thirty-two (32) credit hours or less in choosing the appropriate classes to assist them in achieving their academic and career goals. Furthermore, once the institutional core requirements are met, the advisors facilitate students’ transition to their academic departments.

STUDENT RETENTION SERVICES

The primary focus of The Retention Program at Southern University at Shreveport is to increase the retention, persistence, degree attainment, and graduation rate of students admitted to the college either as first-time freshmen or transfer students. Program personnel work collaboratively with the campus community to ensure that this objective is met. Major services provided by the Retention Office include: working with faculty

members and academic advisors to implement an “early alert” notification system as a means of monitoring student attendance and progress in classes; intervening appropriately with students who have been identified as having frequent absences; and monitoring the midterm progress of students who have been placed on probation or readmitted following an appeal. In conjunction with the Office of Financial Aid, scholarship recipients are monitored and tracked to ensure that they retain their scholarship eligibility. Through a planned program of activities, the Office of Retention aggressively implements retention strategies that help the institution manage enrollment and increase the graduation rate through advisement and retention.

The Career and Placement Center

The Career and Placement Center is responsible for employer relations/job development initiatives as well as the Service-Learning program. The Center seeks to build partnerships between SUSLA and the community through volunteerism, internships, and job placement. This activity affords students and alumni the opportunity to integrate theory and methodology beyond the academic setting through placement in community agencies, businesses, and industry. Through the Career and Placement Center, the university will empower students with the tools and resources to obtain a quality career or transition into a four-year program. The Career and Placement Center provides comprehensive one-on-one assessment and training using a web based career exploration tool for freshmen and students uncertain about their major or career direction. The Center maintains job listings from local employers and updates the listings on a monthly basis to help students find employment. The Career and Placement sponsors two (2) career fairs per year to support students in their career development and pursuit of career aspirations. Career fairs occur during the Spring Semesters.

Service Learning

Consistent with our commitment to the total community and our mission of partnering with business and industry, the Service- Learning Program at SUSLA was established in the Spring of 2004. Service- Learning reinforces and expands student learning outside of the academic setting and places students in community agencies, such as local and state government agencies, non-profits organizations, schools and health care facilities. In addition to fostering civic engagement, students are afforded the opportunity to enhance critical thinking techniques, social interaction, business networking and other life-long skills and abilities through meaningful, real life experiences.

The Student Success Center was created in the Fall of 2010 and is located in the Division of Student Affairs, in the Fine Arts Building, Room C-08. To better serve the needs of the student, the Success Center houses both Career and Retention services and works closely with Academic Advisement. The goal is to teach students to value and fully apply success strategies in navigating their chosen course of study for attainment of academic and vocational goals. The University is confident that the success strategies taught in the Freshman College Success Course are reinforced during the first year of college experience will increase overall retention, reduce the amount of time it takes the student to graduate, and enhance the quality of the student’s learning of institutional learning outcomes.

STUDENT SERVICES

Admissions

The Office of Admissions, located in room A-42 of the Leonard C. Barnes Administration Building, has administrative responsibility for administering the admissions policies of the University. The staff assists prospective students in completing the admissions process. Additionally, the staff assists former SUSLA students who seek readmission to the University. Students interested in applying for admission or readmission to the University should contact the Office of Admissions.

Recruitment

Recruitment provides information about SUSLA to prospective students, parents, guidance counselors and others. The staff assists students in the admission process and informs other educational institutions and agencies about SUSLA programs, policies, and procedures.

Each year, the Office of Recruitment sponsors "College Awareness Day" on the campus. Area high school students are invited to tour the campus. High school students are also allowed to interact with college students by

participating in events sponsored by the Student Activities and Services Office. Students interested in enrollment at Southern University at Shreveport should contact the Office of Recruitment.

Residential Life Information

The Department of Residential Life promotes a safe on-campus living environment that is comfortable, affordable, and well maintained to create a positive living environment for students. Part of the residential life experience is learning to live and interact within the community that creates individual values and encourages good citizenship. To this end, students are guided to develop a growing sense of maturity and responsibility by participating in student activities, as well as other entities. By doing so, the students are intellectually stimulated to think critically and to solve problems.

Student Insurance

Accident and health insurance is provided to students enrolled at the University. An insurance plan is designed specifically for students of the Southern University System. All students are automatically enrolled in the insurance plan at registration and the premium for coverage is included in their tuition fees. The policy is designed to supplement any other coverage a student or their family may have. Contact the Office of the Vice Chancellor for Student Affairs or the Counseling Center for more information and to obtain an insurance brochure.

ADA/504 COMPLIANCE

Southern University at Shreveport ensures equal opportunity for all qualified students with disabilities at SUSLA. The Counseling Center coordinates compliance. Anyone with special needs should contact the Counseling Center and/or the Office of Human Resources.

LIBRARY

It is the mission of the University Library to provide the learning resources needed to meet the instructional demands of the Institution in support of a quality educational program. The following are services offered that are geared toward implementing the mission of the library, thereby meeting the specific educational goals and objectives of the Institution:

- ❖ On-line Public Access Catalog (OPAC)
- ❖ Interlibrary Loan
- ❖ Copying Services
- ❖ Binding Services
- ❖ Typing Room
- ❖ Micro-Reader/Printer
- ❖ Black Ethnic Archives
- ❖ Library Hours for Day and Night Students
- ❖ Circulation and Reference Services
- ❖ Vertical Files
- ❖ Audio Visual Aid Services
- ❖ Local and National Newspapers
- ❖ Electronic Searching
- ❖ Information Literacy Laboratory
- ❖ Wireless Access
- ❖ Smart/Multimedia Classroom
- ❖ Laptop Computers
- ❖ HBCU Library Alliance Digital Collection
- ❖ eBooks
- ❖ Online Databases

Status of the Collections—There are 54,678 books in the collection. Current subscriptions include 212 periodicals and 20 newspapers. There are 3,678 bound periodicals and 1,065 books on microforms. The Library also maintains volumes of non-book materials. Included are 22,874 slides, 4,334 filmstrips, 59 16mm films, 1,237 pamphlets, 4,092 recordings, 872 micro-films, 28,321 microfiche, 1,671 audio cassettes, 308 video cassettes, 12 transparency kits, 8 maps, 567 pictures, and 337 CDs. There are also 11,079 electronic books in the collection.

The Library houses two special collections: the Black Literature collection, containing resource materials by and/or about African Americans, and the Louisiana Collection, focusing on information written by and/or about Louisianans.

The Library is continuously changing to improve services to our users and has established the Learning Resource Center at the Metro Campus, 610 Texas Street. The LRC contains resources that support the Nursing and Allied Health disciplines and provides other resource materials. It currently houses approximately 569 items which consists of books and audiovisual materials.

STUDENT SUPPORT SERVICES

The Student Support Services Program, which has been in operation since 1978, provides a comprehensive advisement program to meet the academic, personal, social and career planning needs of 250 participants.

The Program also sponsors:

- A National Certified Peer & Professional Tutorial Program
- Supplemental Instruction (SI)
- Transfer/Graduation Services
- Cultural Enrichment
- Educational/Motivational Seminars
- College Survival Workshop
- Computer and Software Technology Assistance Program (TAP)
- Laptop & Graphing Calculators check-out Program
- Supplemental Grant Aid Award
- Elite Club
- I.O.T.A. (Interactive Online Tutoring Access)

Emphasis is placed on assessing the abilities of students, determining their academic and psychological needs, and developing a core of services to meet their established individual needs.

Advisement - Students receive in-depth personal, career and academic advisement in individual and group sessions.

Cultural Enrichment - Project participants are exposed to events that build or increase their cultural knowledge and enhance their educational and personal growth.

Tutorial Services/Supplemental Instruction (SI) - The Student Support Services Program provides Tutorial Services and Supplemental Instruction, which is nationally certified by the College Reading and Learning Association (CRLA). This peer/professional-based program is designed to provide one-on-one assistance and group support to students outside the classroom experience. The Tutoring Program supplements classroom instruction, fosters independent learning, and assists students in improving academic grades and study skills. The tutors and the SI leader provide quality assistance to Student Support Services participants, volunteers, and other students.

Tutorial Services are offered each semester in the core academic areas: English, Study Skills, Reading, Mathematics, Sciences, Electronic Technology and Business and Accounting and other specified subjects when requested. Tutorial labs are located at the main campus in the following buildings:

- | | |
|---------------------------------|---|
| • English | Leonard C. Barnes Administration Building
2 nd Floor, Room A-51 |
| • Mathematic/Business | New Classroom Building, Room 101 |
| • Science/Electronic Technology | Louis Collier Building, Room 119 |

Supplemental Instruction historically targets courses in the sciences and mathematics. The SI leader is assigned to a specific classroom to take lecture notes, meet with the professor and assist students during class as the professor allows. The SI leader also holds group tutoring sessions at least three (3) times per week after class. The goal is to increase enrolled students' performance by improving grades.

Transfer/Graduation Services - Student Support Services provides specific and individual assistance with completing the steps necessary to successfully graduate and/or transfer to a four-year institution. Some of them are:

- Evaluation/compatibility of curricula for this institution and selected four-year institutions.
- Visitations to selected institutions
- Decision-making in career choices
- Investigation of job opportunities in fields of choices
- Workshops in developing College Survival Skills
- Applying for financial assistance (scholarships and grants)

Educational/Motivational Seminars - Seminars are held throughout the year. General objectives for these seminars are:

- To provide students with motivational information necessary for reaching their academic, social, personal and career goals.
- To give students an opportunity to meet successful individuals in the community with the intent of inspiring and motivating them to succeed in setting and reaching their goals.

Computer and Software Technology Assistance Program (TAP) - Students receive computer-aided tutorials with technological assistance and are exposed to the use of appropriate software and the Internet. Also, SSS students can checkout a laptop computer or graphing calculator to assist with homework after one (1) semester in the SSS program

Interactive Online Tutoring Access (I.O.T.A.) – Students are provided flexible online access to academic tutoring, to a technologically assisted learning environment and responsive technology support services. Also, I.O.T.A.:

- Provides student- oriented, user friendly, and timely academic assistance
- Promotes self-sufficiency by providing access to other online information services and study aids
- Provides alternate method of tutoring for different learning styles
- Allows greater flexibility in accessibility to assistance, and
- Accessibility is available 24 hours a day

Supplemental Grant Aid - Student Support Services provides financial assistance awards to students who have demonstrated a financial need to help increase retention and academic performance.

CODE OF STUDENT CONDUCT **(Refer to Student Handbook)**

PROCEDURE FOR STUDENT COMPLAINTS ***Refer to the Student Handbook***

Southern University at Shreveport is committed to supporting students and helping them to positively resolve issues, complaints, and concerns that might impact their educational goals. The General Complaint procedure provides students the opportunity to express their views on college-related conditions which impede their education and seek relief from those conditions. It is not intended, nor may be used to supplant other grievance/complaint/appeal procedures designed to address certain matters for which special procedures are published. Students who wish to file a general complaint should follow these steps:

1. The student should discuss the complaint with the college employee most directly responsible for the condition which brought about the complaint. Most matters will be resolved at this level.
2. If the student is still not satisfied, he/she may discuss the matter with the next level of supervisory authority.
3. If the student is still not satisfied, he/she may file a written presentation of the complaint with the Vice Chancellor for Student Affairs or the Vice Chancellor for Academic Affairs, who is responsible for taking appropriate action on matters within his/her jurisdiction or for routing the complaint to his/her designee for action.

A student who makes a formal complaint must submit it in writing on the Student Complaint Form. The written complaint must be submitted within 10 days after the occurrence of step 2, unless the Vice Chancellor of Student Affairs or Vice Chancellor of Academic Affairs or the designee agrees to receive it beyond this time frame.

The Vice Chancellor of Student Affairs or Vice Chancellor of Academic Affairs or the designee will commence the process of considering the complaint within 10 working days of receiving the Student Complaint Form, and will acknowledge receipt of the complaint in writing to the complainant. He/she will ensure all steps are taken to resolve the complaint as soon as practical. He/she will maintain a file of all documentation in relation to the consideration of the complaint. The Vice Chancellor of Student Affairs or Vice Chancellor of Academic Affairs or the designee will ensure that any staff/faculty named in the complaint receive a copy of the complaint as soon as practicable. The process may include meetings with relevant staff and/or the complainant. Where meetings are held, the parties may, if they wish, be accompanied by a peer support person.

The complaint will be investigated by the Vice Chancellor of Student Affairs or Vice Chancellor of Academic Affairs or the designee who will discuss the issues with the person(s) concerned, and may confer with the relevant staff. The Vice Chancellor of Student Affairs or the Vice Chancellor of Academic Affairs or the designee will make a decision in relation to the complaint and will communicate his or her decision to the parties, within 32 days of receiving the complaint.

4. If the student is still not satisfied, he/she may file a written presentation of the complaint with the Chancellor.

This appeal must be submitted in writing two weeks of the letter communicating the decision. The Chancellor will consider the relevant documentation and may, at his or her discretion, consult with the Vice Chancellor of Student Affairs or Vice Chancellor of Academic Affairs or the designee who made the decision. The Chancellor may also interview any parties relevant to the complaint. If he or she determines that the complaint process has been conducted in accordance with this policy and the outcome is appropriate, the Chancellor may dismiss the appeal. Otherwise, he or she will decide the appeal in consultation with the relevant Vice Chancellor and any other parties. The Chancellor will communicate his or her appeal decision in writing to the parties. The Chancellor will also inform any staff members who are dissatisfied with a student complaint process of the steps available to them under the Southern University at Shreveport Human Resource Policy Grievance Procedures.

Division of Community and Workforce Development

(CWD)/Sponsored Programs

The Division of Community and Workforce Development provides a program of non-credit continuing to respond to training and life long learning needs of our service area.

The division is comprised of several initiatives to include: Adult Literacy, Career Pathways(also referred to as Programs of Study), Community Education, Corporate Training, Homebuyer Education, Small Business Development, Workforce Training and Youth Services, Intake Assistance, Support Services/Perkins and WIA programs, just to name a few. Additionally, the University's Office of Grants and Sponsored Programs as well as the SUSLA Community Development Corporation (CDC) are administratively located within the division.

Mission Statement

The Division of Community and Workforce Development will affect positive change in the lives of youth, adults, parents, caregivers and senior citizens by addressing lifelong training and educational needs through integrity, dedication, service and quality programs.

Vision Statement

To empower people and communities through education and training that will affect positive change.

CWD Divisional Goals

1. To develop and expand progressive, customized, demand-driven non-credit curriculum and training for skilled occupations in local businesses and industries;
2. To strengthen partnerships with community, state and federal agencies to meet the workforce and life-long training needs of our service area;
3. To provide capacity building assistance and services to non-profit and faith-based agencies in an effort to enhance community development;
4. To partner with university departments and academic programs in the delivery of services;
5. To provide life-long learning opportunities for the community;
6. To provide programs and services in adult basic education and workplace literacy instruction;
7. To provide youth education, career exploration and training programs;
8. To provide support services to ensure student enrollment, retention, completion and goals attainment;
9. To offer small business development opportunities as well as guidance/counseling for new/expanding business and industries;
10. To identify and implement best practices and seek regional, state and national preeminence in the delivery of programs and services.

SUSLA Community Development Corporation (CDC) Goals

1. To increase economically developed properties on and surrounding the SUSLA campus and throughout the MLK community.
2. To develop new housing, business-starts and attract business and social services to locate on sites acquired by the CDC.
3. To create a community revitalization and economic development laboratory learning program for SUSLA.
4. To change the image of the MLK community from one of a deteriorating community to a vibrantly striving area.

Office of Grants and Sponsored Programs (OGSP) Goals

1. To establish an infrastructure at SUSLA to provide pre and post grant award support and accounting services to the faculty, staff, students and communities served.
2. To increase external funding for SUSLA by twenty percent per year for the next five (5) years to equal 100% by 2012.
3. To promote awareness of OGSP services and working relationships among the faculty, staff and community beginning cycle year 2010 to achieve 100% by 2012.
4. Improve by twenty (20) percent per cycle year 2009-2014 the monitoring of grant awards and compliance regulations to equal 100%.

Core Values

- Commitment to Customer-Centered Initiatives
- Organizational Responsiveness
- Respect for all-Regardless of Roles and Responsibilities
- Education and Professional Development
- Value Academic Excellence
- Accountability and Attainment of Performance Standards
- Linkages, Networking and Collaborations
- Uprightness and Integrity First
- Economic Empowerment
- Service and Leadership

DEPARTMENTAL OVERVIEWS

Continuing Education (CE), Incumbent Worker Training Program (IWTP) & Workforce Training Programs

The Department of Continuing Education offers lifelong learning opportunities for the community and individuals interested in enhancing their quality of life through professional, cultural and other leisure learning enrichment opportunities, which allow for personal growth and enjoyment. Programs and/or classes support learning opportunities for the citizens of our service area.

The Continuing Education Program is devoted to offering critically needed training that leads to immediate employment, according to the needs of business, industry, and government agencies. Course offerings/program offerings lend themselves to training for workers for immediate start-ups in an effort to improve deficient basic academic skills and condensed block-time classes rather than the traditional semester schedule.

Southern University at Shreveport's Continuing Education Program will award Continuing Education Units (CEUs) to individuals who participate in approved, non-credit activities administered by the University. One (1) CEU is equal to ten (10) contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. The award of CEUs cannot be equated with college credit or applicable toward a degree.

Classes are offered during the day, evenings, and weekends and will be provided when a reasonable number of students are enrolled. Non-credit courses are opened to interested individuals without regard to the eligibility standards for admission to regular college-credit programs.

Incumbent Worker Training Program (IWTP) – Corporate Training

The Incumbent Worker Training Program (IWTP) was created by the Louisiana Workforce Commission (LWC), formerly called the Louisiana Department of Labor (LDOL), to assist business and industry in developing and upgrading the skills of their existing employees. The IWTP is a partnership comprised of the LWC, employers and training providers. As a training provider, Southern University at Shreveport (SUSLA) collaborates with Louisiana employers by assisting them in the completion of their application for funding, developing training curriculums and overseeing the training process and disbursement of funds after the employer's application has been approved.

To be eligible for participation in the IWTP, businesses must have operated in Louisiana and contributed to the state's Unemployment Insurance System for at least three (3) years. Additionally, an employer or consortium of employers with similar needs must have a minimum of fifteen (15) employees to be trained.

Workforce Training Programs

Brownfields Worker Training Program

The Department of Workforce Training Programs develop *noncredit* training solutions based on the demonstrated needs of the community. The department develops programs and trains students in the following:

- Brownfields Environmental/Construction Training
- Pre-Employment Skills – Brownfields Worker Training Program
- Child Development Associate (CDA)
- A+ Certification
- Office Occupations
- Film Industry Certifications

Career Pathways (also referred to as Programs of Study) create linkages between high schools and post secondary institutions. Through workforce development youth are exposed to career clusters and provided overall career exploration opportunities to aid them in their selection of a career pathway.

Successful students make a seamless transition from high school to college with advanced skills, credit for work completed in high school, scholarship opportunities and a sense of career direction. The program typically culminates with the awarding of an associate degree, certificate or credentials needed to enter the workforce. The ultimate objective of Career Pathways is to merge the last two years of high school with postsecondary education into a comprehensive educational experience that leads to job placement and/or continued post secondary education. Continuing Education works in collaboration with Dual Enrollment to achieve this goal, primarily in the joint development of Career Pathways along with providing programming for career exploration.

The Career Pathways offered are:

- Allied Health/Nursing Career
- Science/Technology
- Aerospace/Computer Science
- Education/Early Childhood Education

- **Adult Basic Education (ABE) Program – General Equivalency Diploma (GED)**
The Southern University Adult Basic Education promotes programs that help individual's get the basic skills they need to obtain their General Equivalency Diploma (GED) and be productive workers, family members, and citizens. These programs emphasize basic skills such as reading, writing, math, English language competency, and problem-solving. The goal is for participants to receive life skills/employability skills instruction as well as Workkeys Certification. The program operates through funding provided by the City of Shreveport Workforce Investment Act, U. S. Department of Labor Community Based Job Training funds, Louisiana Department of Education Jobs for America's Graduates (JAG) Program and other local programs. Should applicants meet the criteria of one of the stated funding sources he/she could be eligible to receive supportive services inclusive of counseling, transportation stipends, assistance with various fees and job referrals. All services are based on availability and funding.

- **Small Business Development**
The Small Business Development Department provides support for small business development through its micro-business enterprise incubator program. This program provides a full range of business assistance for new and expanding businesses. It provides an environment in which an agency can learn effective business practices while actually engaging in business operations. Specialized services are provided to assist small businesses with services such as office management and financial planning, marketing and technology/technical assistance. Seminars and other training programs are also provided.

SUSLA participates in the *Small and Emerging Business Development (SEBD)* Program. The SEBD program is provided to increase the viability and competitiveness of Louisiana's small and emerging businesses by providing businesses with technical training and assistance.

The *Business Opportunity Grant (BOG)* program, in partnership with the City of Shreveport and Housing and Urban Development, is an initiative that aims to encourage businesses to improve the appearance of their facilities as well as improve their capacity through the purchase of equipment. The program also is designed to promote neighborhood revitalization through the rehabilitation of exteriors, facades, and landscapes.

SUSLA offers small business development training in partnership through the *Business and Entrepreneurial Skills Training (BEST)* program. BEST is a partnership between Southern University at Shreveport, Louisiana State University at Shreveport (LSUS) Small Business Development Center, City of Shreveport Department of Community Development, Greater Shreveport Chamber of Commerce and Bossier Chamber of Commerce. Additionally, entrepreneurial training opportunities are available through in-house training programs.

The *Youth Entrepreneurial Program –BIZCAMP* provides middle and high school students with comprehensive training in all aspects of operating a business. BizCamp also exposes students to high technology through the Internet via BizTech, an interactive business education tool designed by Microsoft especially for BizCamp students, and on-line wholesale ordering and purchasing of products from distribution warehouses. Upon graduation from the camp, students will have experienced life on a college campus, toured several businesses, participated in a business plan competition, and presented their business ventures to local business owners. BIZCAMP is a partnership between program founder and organizer, Inner City Entrepreneurial (ICE) Institute, SUSLA and Caddo Parish Schools.

- **Community Development**

The Department of Community Development Programs partners on the delivery homeownership initiatives, nonprofit/faith-based capacity building and community planning. The unit works to unite and empower community residents, business leaders and governmental entities to develop and revitalize the community through the planning and implementation of programs that promote social, economic, and civic improvements for its businesses, residents and social institutions. Presently the unit supports the following programs:

- Homebuyer Education
- Housing Assistance (IDA)
- Faith-based Services
- Non-profit Services

- **Intake Assistance and Support Services**

The Department of Intake Assistance and Support Services provides a combination of highly individualized career exploration, assessment and planning to potential Southern University at Shreveport students and trainees.

The Center serves as a key contact point for the community and potential employers, offering up-to-date information on internships and training programs. Students are also provided with support services necessary for success in the workplace. The services include:

- Recruitment Services
- Career Assessments and Exploration
- Counseling
- Program Enrollment
- Records Maintenance
- Job Placement
- Social Service Referrals
- Information Center

- **Southern University at Shreveport (SUSLA) Community Development Corporation (CDC)**
The SUSLA Community Development Corporation (CDC) is a nonprofit organization created by Southern University at Shreveport to enhance the quality of life of its students, faculty and staff, as well as the residents of the community in which the university resides.

The SUSLA CDC believes in building the capacity of businesses as well as individuals so that each can maximize their services to the community. The CDC believes that this enhancement can be realized through a number of efforts and services, including, but not limited to, the following:

- Convenient Banking
- Micro-business Lender
- Homeownership Training
- Housing Development
- Workforce Development
- Neighborhood Revitalization
- Community Networks

- **Office of Grants and Sponsored Programs (inclusive of Title III Programs) & Perkins & WIA Programs –**

The mission of the Office of Grants & Sponsored Programs is to support Southern University at Shreveport in seeking, securing and administering public and private grants and sponsored project agreements for professional development of faculty and staff; to strengthen the quality of the institution's academic and support programs; and to enhance the stature of the University.

TITLE III PART B, Strengthening Historically Black Colleges and Universities Program

This program provides financial assistance to HBCU's and HBGI's to establish or strengthen their physical plants, financial management, academic resources, and endowment-building capacity. Activities may include student services, educational equipment acquisition, facility construction, and faculty and staff development.

Types of Projects

Funds may be used for the purchase, rental, or lease of scientific or laboratory equipment. Funds also support the construction, maintenance, renovation, and improvement of instruction facilities. Funds support faculty exchanges and the development of academic instruction in disciplines in which African Americans are underrepresented. Projects may support the purchase of library materials as well as tutoring, counseling, and student service programs. Other support projects include: funds and administrative management; joint use of facilities; establishment or improvement of development offices; establishment or enhancement of programs of teacher education; and establishment of outreach programs.

Carl D. Perkins - The Office of Carl D. Perkins Programs at Southern University at Shreveport is funded through the Carl D. Perkins Vocational and Technical Education Act of 1998. This funding is allocated yearly to eligible post-secondary institutions with approved organized programs offering a coherent sequence of courses that are directly related to preparing individuals with skills necessary for successful employment in current or emerging occupations requiring other than a four-year degree.

Workforce Investment Act (WIA) is designed to enhance customer choice through a system of Individual Training Account (ITA) vouchers, while assuring program quality through a provider certification system. SUSLA is a state approved training provider through the provider certification system. The intent of WIA is to empower individuals by allowing them to choose the program of training or education they need, giving them the information to make informed decisions, and increasing accountability and quality among providers. The WIA funding is available for individuals to fund short-term training programs that have been approved by the local Workforce Investment Board (WIB). To qualify for funding to attend the training programs, applicants must meet specific requirements.

Suggested Courses of Study

Southern University at Shreveport offers associate degrees, diplomas, and certificate programs. A student who plans to obtain a bachelor's degree from a senior college or university should arrange his/her program at SUSLA to meet the requirements of the particular senior college to which he/she plans to transfer. Academic Advisors have copies of the General Education Articulation Matrix for public institutions of higher learning in the State of Louisiana.

The academic advisors are available to discuss academic programs with any student. The following pages of this catalog contain courses of study that either meet the first two years of the degree requirement of representative senior colleges and universities or provide necessary preparation for a terminal associate degree.

Students are strongly encouraged to consult with their academic advisors, especially if adjustments in the suggested courses of study are necessary as a means of complying with the specific requirements at another institution of higher learning. Students not planning to pursue a degree program may take any course or courses at their discretion as long as prerequisites are met. However, every student is encouraged to graduate from Southern University at Shreveport with an associate degree, diploma or certificate.

For simplicity of presentation, courses of study at Southern University at Shreveport have been divided into: Allied Health Sciences, Behavioral Sciences/Education, Business Studies, Humanities, Science & Technology and School of Nursing.

DEGREES AND CERTIFICATES OFFERED

Southern University at Shreveport Louisiana offers courses of study leading to the following degrees and certificates:

ASSOCIATE OF APPLIED SCIENCE

**Criminal Justice Administration
Dental Hygiene
Health Information Technology
Medical Laboratory Technician
Radiologic Technology
Respiratory Therapy
Surgical Technology**

ASSOCIATE OF ARTS

Louisiana Transfer

ASSOCIATE OF SCIENCE

**Accounting
Biology
Business Management
Computer Science
Event Management
Human Services
Louisiana Transfer
Nursing**

ASSOCIATE OF GENERAL STUDIES

CERTIFICATES OF TECHNICAL STUDIES

**Business Management
Child Development
Computer Information Systems
Dialysis Technician
Emergency Medical Technician – Basic
Event Management
Fire Service Management
Food and Beverage Management
Hospitality Operations
Music Technology
Phlebotomy
Web Development**

CERTIFICATES OF APPLIED SCIENCE

**Medical Coding Specialist
Sterile Processing Technician**

TECHNICAL DIPLOMA

Airframe/Powerplant Maintenance Technology

General Education Requirements

The General Education Requirements allow the student a wide choice of courses to complete matriculation at the University. The courses provide a common base of knowledge, values, and skills essential to the education of each student. The goals of these general education requirements are that program completers shall attain appropriate competencies such as to communicate effectively in oral and written English; to read with comprehension; to reason abstractly and think critically; to understand numerical data and statistics; to understand the scientific method; to be familiar with key technological and informational applications; to learn independently; to recognize and appreciate cultural diversity; to understand the nature and value of the fine and performing arts; to develop a personal value system while retaining a tolerance for others; and to understand the American political and economic system. **To obtain an Associate Degree, Certificate, or Technical Diploma from Southern University, a student must complete the following General Education requirements:**

CTS – Certificate of Technical Studies – No General Education Requirements

TD – Technical Diploma – No General Education Requirements

CAS – Certificate of Applied Science

English (Composition)	3 semester hours
Mathematics	3 semester hours
Natural Sciences	0-3 semester hours
Humanities	0-3 semester hours
Fine Arts	0-3 semester hours
Social/Behavioral Sciences	0-3 semester hours

AAS – Associate of Applied Science

English (Composition)	3 semester hours
Mathematics	3 semester hours
Natural Sciences	3 semester hours
Humanities	3 semester hours
Fine Arts	0 semester hours
Social/Behavioral Sciences	3 semester hours
Computer Literacy	3 semester hours
Freshman Studies	1 semester hours

AS – Associate of Science

English (Composition)	6 semester hours
Mathematics	6 semester hours
Natural Sciences	6 semester hours
Humanities	3 semester hours
Fine Arts	3 semester hours
Social/Behavioral Sciences	3 semester hours
Computer Literacy	3 semester hours
Freshman Studies	1 semester hours

AA – Associate of Arts

English (Composition)	6 semester hours
Mathematics	3 semester hours
Natural Sciences	6 semester hours
Humanities	3 semester hours
Fine Arts	3 semester hours
Social/Behavioral Sciences	6 semester hours
Computer Literacy	3 semester hours
Freshman Studies	1 semester hours

A – Associate (non-designated)	
English (Composition)	6 semester hours
Mathematics	3 semester hours
Natural Sciences	6 semester hours
Humanities	3 semester hours
Fine Arts	3 semester hours
Social/Behavioral Sciences	6 semester hours
Computer Literacy	3 semester hours
Freshman Studies	1 semester hours

ENGLISH CAS and AAS degrees shall require the successful completion of at least three (3) hours of English Composition. AA, AS, A (non-designated) degrees shall require the successful completion of at least six (6) hours of English Composition.

MATHEMATICS/ANALYTICAL REASONING (e.g. Mathematics, Statistics, Symbolic Logic). CAS, AAS, AA, and A (non-designated) degrees shall require the successful completion of at least three (3) hours of Mathematics, beginning at a level no lower than college algebra. AS degrees shall require the successful completion of at least six (6) hours of Mathematics at a level no lower than college algebra.

NATURAL SCIENCES: LIFE SCIENCE (e.g., Biology, Biochemistry, Botany, Zoology) and PHYSICAL SCIENCE (e.g. Chemistry, Geology, Physics, Astronomy/Meteorology). The CAS may require, and AAS degrees shall require the successful completion of at least three (3) hours of any life or physical science. AA, AS, and A (non-designated) shall require the successful completion of at least six (6) hours of natural science in any combination of life or physical science.

HUMANITIES. (e.g., Literature, Foreign Language, History, Classical Studies, Communication, Philosophy, Religious Studies, Interdisciplinary). The CAS may require, and the AAS, AA, AS, and A degrees shall require the successful completion of at least three (3) hours of Humanities.

FINE ARTS (e.g., Music, Visual Arts, Applied Arts, Theatre, Dance, Interdisciplinary). The CAS may require, and the AA, AS, and A Degrees shall require the successful completion of at least three (3) hours of Fine Arts.

SOCIAL SCIENCE (e.g., Anthropology, Criminal Justice, Economics, Geography, International Studies, Interdisciplinary, Political Science) and BEHAVIORAL SCIENCE (e.g., Psychology, Sociology). The CAS may require, and the AAS and AS Degrees shall require the successful completion of at least three (3) hours of Social/Behavioral Sciences. The AA and A degrees shall require the successful completion of at least six (6) hours of Social/Behavioral Sciences.

Student Learning Outcomes (SLOs)

Southern University at Shreveport identifies college-level competencies within the general education core appropriate to its goals and mission. The student learning outcomes for the institution are defined below.

1. Written and Oral Communication

The graduate from Southern University at Shreveport should be able to:

Demonstrate proficiency in written and oral communication by composing and presenting structured texts in a variety of oral and written forms according to purpose, audience, and occasion with implementation of thesis, supporting details, and idea development.

- Write and speak fluently and concisely, applying standard English conventions in grammar, mechanics, usage and punctuation
- Adapt speaking and writing to context, considering opposing viewpoints
- Present ideas coherently and logically without plagiarism
- Employ principles to influence attitudes, beliefs and actions when appropriate
- Summarize, analyze, and interpret oral and written texts, with the ability to identify assumptions and differentiate fact from opinion.

2. Critical Thinking and Quantitative Reasoning

The graduate from Southern University at Shreveport should be able to:

Solve problems by interpreting, analyzing, evaluating and applying known information received from statistical and other data, past experience, problem-solving techniques, inference, the scientific method, mathematical equations, graphics, etc., to make decisions, judgments, and predictions, constructing well-supported and sustained arguments to justify conclusions.

- Demonstrate background knowledge of subject sufficient to understand the nature of a problem
- Define a problem verbally or by means of numerical or geometrical representatives of real-world phenomena
- Determine and employ solution techniques appropriate to solve a problem
- Make deductions from consequences
- Formulate alternatives
- Predict outcomes
- Verify solution satisfies the requirement of the problem

3. Technological Competency

The graduate from Southern University at Shreveport should be able to:

Effectively utilize various modes and media using technology such as computers, computer software applications, the Internet, and other technology to produce documentation, data and graphical presentations appropriate to various academic and professional arenas/venues.

- Create documents using various word processing, data management, and spreadsheet technology for written presentations
- Create presentations using PowerPoint technology to accompany oral presentations
- Relay information through data or graphical representation

4. Research and Information Literacy

The graduate from Southern University at Shreveport should be able to:

Conduct research, synthesize and evaluate information to develop arguments and to organize evidence into a presentation using proper discipline-specific formats to cite and document primary and secondary sources.

- Explore scientific and academic topics using specific electronic search engines, i.e. Medline, iLink, OPAC, and LOUIS online databases.

- Research scientific and academic topics utilizing various resources presented in the library, to include but not limited to: books, periodicals, newspapers, microfilm, microfiche, audio and video cassettes, encyclopedias, atlases, and other reference material, special collection and special services, necessary in constructing a thesis/term paper, white paper or other informational document.
- Apply appropriate discipline-specific citation format, i.e. APA/MLA, to document sources used in the research of information.

1. Professional Department

The graduate from Southern University at Shreveport should be able to:

Demonstrate professional and ethical behavior as required by discipline-specific codes of conduct and as needed in a diverse and global workforce or in the articulation to a four-year college or university program.

- Model professional and ethical conduct
- Demonstrate responsible behavior and self-directed actions
- Accept supervision and work effectively with supervisory personnel
- Habituate promptness
- Display integrity in practices and reporting of information

Enhancement and Freshman Studies

Enhancement and Freshman Studies is the academic unit responsible for the educational experiences and personal growth of beginning freshmen transitioning from high school to college. The Department provides academic support for all students who have not demonstrated proficiency in basic skills required to complete college-level courses successfully.

The academic unit offers the various support services to freshmen, including enhancement courses (reading, English, mathematics). Tutorial sessions and outreach programs are also available. The general goal of this Department is to prepare students for successful matriculation at the University.

Systematic instruction is provided in reading, English, mathematics and additional computer-assisted instruction to meet students' specific needs. The systematic practice and reinforcement experiences afford students the opportunity to raise their achievement levels so that they can make a successful transition into college-level courses in the shortest time possible.

Because Enhancement and Freshmen Studies is an expanding program, Enhancement English, reading, and mathematics are also offered to students in the Baton Rouge and New Orleans areas. The SUSLA/SUBR and SUSLA/SUNO Connections provide a collegiate experience for students who score below eighteen (18) on the ACT. The program affords students an opportunity to be cross-enrolled in SUSLA while residing in the Baton Rouge or New Orleans area. Upon successful completion of the recommended Enhancement courses, students are able to transition seamlessly into SUBR, SUNO or other four-year institutions of their choice.

ACT & COMPASS/ASSET Placement Test Criteria

The University requires all first-time, full-time freshmen to take the ACT (American College Test). Students who score eighteen (18) and above in English, reading, and mathematics are assigned to college-level courses. Students who score below eighteen (18) on the ACT in English and reading, and students who score below nineteen (19) in mathematics, are required to take a placement examination. If the student's placement scores do not meet the criteria, students are required to enroll in Enhancement courses in order to improve skills and maximize success in college. See the chart below to identify the Enhancement courses that are recommended based on a student's Placement Test scores.

COMPASS/ASSET Post Test Criteria

Students remain in Enhancement level courses until they reach the required level to exit. Upon enrollment into the Enhancement courses, students **must** maintain an overall Grade Point Average (GPA) of 2.00 or better. At the end of each semester, students are administered a Post-Test (COMPASS/ASSET) in each subject area. The 2.00 or better GPA **and** the designated COMPASS/ASSET cut score are required for successful promotion into college-level courses in **each** subject area. The COMPASS is administered via the computer, and the ASSET is administered via paper/pencil. Traditionally, the COMPASS is administered; however, in certain instances, the ASSET may be utilized. Instances when the ASSET can be used are as follows: (1) for those students with diagnosed disabilities; (2) for those students who have an official excuse for missing the test during the regularly scheduled test dates; and (3) for instructors who use the ASSET as an evaluation tool at Mid-term.

If a student does not score the required cut score to advance to the next level, he/she must pay fee of \$15.00 to retake the Post Test. The student assumes all financial responsibility for subsequent retesting. The Post Test is scheduled by the department (at no cost to the student) at the end of the semester. However, a student is NOT required to wait until the end of the semester to take the test. Any student who tests before OR after the dates scheduled by the department will be required to pay the fee of fifteen (\$15.00) dollars.

If the student has the 2.00 G.P.A. but has NOT scored the required cut score before the instructor submits final grades, a grade of “NC” will be submitted. Any student who has the 2.00 G.P.A. at the end of the semester will have until **MID TERM** of the next semester that he/she enrolls to retake the Post Test in an attempt to reach the required cut score. Those students who take the COMPASS during this period will be required to pay for the test. If the required cut score is reached, the Professor will complete a Change of Grade form and change the “NC” to the appropriate grade according to the G.P.A. earned while the student was enrolled in the course. Any student who does **NOT** reach the required cut score will be required to **RE-ENROLL** in that subject the **next semester** that he enrolls and **REPEAT** the course. The required COMPASS/ASSET Post Test score criteria to **exit** the Enhancement courses are as follows:

English Recommendation Chart

COMPASS Score	ASSET Score	Recommendation
0 – 37	0 – 21	English 089
38 – 67	22 – 29	English 090
68 & Above	30 & Above	English 110

Reading Recommendation Chart

COMPASS Score	ASSET Score	Recommendation
0 – 60	0 – 13	Reading 093
61 – 69	14 – 16	Reading 094
70 & Above	17 & Above	No Reading

Mathematics Recommendation Chart

Students Enrolled in Math 088

COMPASS Score	ASSET Score	Recommendation
0 – 69 (<i>Arithmetic</i>)	0 – 12	Math 088
70 & Above (<i>Arithmetic</i>)	13 & Above	Math 089

Students Enrolled in Math 089 and 090

COMPASS Score	ASSET Score	Recommendation
0 – 25 (<i>Numerical Skills</i>)	0 – 18	Math 088
26 – 51	19 – 32	Math 089
52 – 100	33 & Above	Math 090
0 – 65 (<i>Elementary Algebra</i>)	0 – 15	Math 090
46 – 100 (<i>Intermediate Algebra</i>)	0 – 16	Math 090
40 – 100 (<i>Algebra</i>)		Math 133 or Math 126 or Math 127

Note: The COMPASS/ASSET Post Tests are progressive in mathematics. As a student tests and scores a higher number of correct responses, a higher level of the test will be administered, i.e. Elementary Algebra, Intermediate Algebra, and College Algebra.

Programs of Study

ASSOCIATE OF GENERAL STUDIES

The Associate of General Studies Degree program is designed to meet the needs of almost every student on campus. While certain courses are required of everyone, a broad range of areas of concentration and electives allows the student to design a degree plan that matches individual career and educational objectives. This includes students interested in the humanities, the sciences, business, or even certain technical fields. The degree will serve as a foundation for further study for those students who desire to pursue a baccalaureate degree.

The general studies curriculum allows the student a wide choice of subjects. Areas of concentration include: business, behavioral sciences, humanities and science and technology. The degree plan must be developed by the student and a faculty advisor. The plan should be filed with the Registrar's Office no later than the end of the subsequent semester after declaring a general studies major.

Senior liberal arts colleges generally require at least sixty (60) semester credit hours of core curricula requirements. Therefore, those students planning to transfer to such schools are advised to consult the designated Associate of General Studies program advisor(s) for additional core curricula courses.

ASSOCIATE OF GENERAL STUDIES REQUIREMENTS

To obtain an associate of general studies degree a student must complete the requirements listed in the following areas:

I. GENERAL EDUCATION 31-33 semester credit hours. Courses listed under General Education/Core Curriculum Requirements.

II. AREA OF CONCENTRATION - 18 semester credit hours. A minimum of eighteen (18) semester credit hours must be earned in the area of concentration. At least six (6) semester credit hours must include 200 level courses. In Business Administration nine semester hours must be earned in any single area of Accounting, Business Management, and Hospitality. Areas of concentration are:

Arts	Mathematics
Biology	Music
Business Administration	Physics
Chemistry	Political Science
Communication	Pre-Allied Health Programs
Computer Science	Pre-Engineering
Dance	Psychology
English	Secondary Education
French	Science
Health and Physical Education	Sociology
History	Spanish
Hospitality	Speech Pathology
	Theatre Arts

III. RELATED COURSES - 9 semester credit hours. A minimum of nine (9) semester credit hours must be earned in an area other than the field of concentration. Six (6) semester credit hours must include 200 level courses. The courses may include art, behavioral sciences, computer science, foreign language, music, speech, accounting, business management, and hospitality.

IV. ELECTIVES - 3 semester credit hours. The remaining hours are electives and must be chosen with the approval of an academic advisor. A minimum of sixty-four (64) semester credit hours are required.

THE LOUISIANA TRANSFER ASSOCIATE DEGREE

The goal of the Louisiana Transfer Associate Degree is to maximize the transfer process, meet the needs of students who enroll at a 2-year college with the intent to work toward a baccalaureate, and develop a universal transfer program for which the coursework completed in pursuit of the degree will be accepted by all public universities in the state. This Advisors' Guide is the first in a series of guides for the transfer degree that will accommodate as many students as possible with opportunities to progress smoothly from associate to baccalaureate degree programs. Subsequent guides will be more specific to a student's potential major. Because the course guides in *Phase I* are general in nature and provide maximum flexibility, it is essential that students take an active role in researching options and creating their path. In *Phase II*, more specific degree tracks will be created, with the first group ready for full implementation in Fall/2011. (See Appendix I for example of a degree track that would be accepted as lower division work at all universities.)

The transfer associate degree is designed to provide students with an opportunity to complete the first 60 hours of work toward a baccalaureate degree at a two-year or community college. Students who successfully complete a designated transfer associate program are eligible to enter a four-year public university as a junior, with all 60 (non-developmental) credits transferring to the receiving university.

The Louisiana transfer associate degree consists of a 39-hour General Education (GenEd) block and a 21-hour block of additional course work. Students who enter a four-year public university with this degree in hand will have met the institution's general education requirements and will be granted upper division (junior) status, with all of its concomitant rights and privileges. This guarantee applies to those who successfully complete the degree with a grade of "C" or better in each course.

Students may complete either an *Associate of Arts/Louisiana Transfer (AA/LT)* or *Associate of Science/Louisiana Transfer (AS/LT)* degree, depending on interests and aspirations for further study toward the baccalaureate. Upon deciding on a prospective major, it is important that students do some research and seek advice about what the program's prerequisite courses are so that they may be completed as a part of the AA or AS degree.

IN SUMMARY, the Louisiana Transfer Associate Degree* guarantees:

- Admission to a 4-year public university;
- Junior-level standing;
- Transfer of all 60 hours;
- Completion of General Education Block requirements at any Louisiana public university;
- Equal opportunity to compete against 'native' students for admission to limited access programs.

The Louisiana Transfer Associate Degree does *not* guarantee:

- Admission to every university or degree program: student must meet institutional or degree program admission requirements (e.g., GPA, specific course completions, etc);
- That the courses taken for the transfer degree will meet specified course requirements of the major.

Check specific university transfer and program admission information at the articulation web site: [www._____](http://www.____.).

ADVISING

Advising and planning are key to a student's success in maximizing the transfer experience. All students who might be considering an eventual transfer from one institution to another should develop, with an advisor's assistance, a written degree plan of courses to take for the transfer associate degree.

Guides for course selection are offered in this document as tools to help develop a plan for graduation -- pathways within selected major areas. Students might also follow links to specific university curricula, readily available at the statewide articulation web site: www.susla.edu.

It is the student's responsibility, with professional advice, to choose the array of courses that will optimize preparation for admission into specific senior colleges and timely completion of expected degree programs. Review of the degree plan will provide an opportunity to reflect on the qualifications conferred by the two-year transfer associate, which awards junior standing in a Louisiana public university.

GRADES

Graduates of the designated Transfer Associate of Arts or Associate of Science degree programs must have achieved a grade of "C" or better in each course of the sixty (60) hours applied toward the degree to qualify for block transfer guarantees. (Developmental courses do not apply to degree requirements.)

GENERAL EDUCATION BLOCK

The statewide General Education (GenEd) block is designed to assure that graduates of undergraduate degree programs attain a broad-based common educational experience. The Faculty at each state institution has designated courses to fulfill the thirty-nine (39) hour GenEd requirement that are suited to that institution but that share common characteristics essential to the study of academic disciplines. The specific GenEd courses offered may vary from one institution to another.

If a student graduates with the transfer associate of arts or associate of science degree at any SACS/COC accredited Louisiana public college, the GenEd block will be accepted in total by any other public postsecondary institution in Louisiana, and no further courses will be required to meet the *General Education* component. (The graduate must still meet any program- or college-specific admission or degree requirements.) However, if a student transfers prior to completing the degree, s/he may be required to take additional courses to meet the General Education core at the receiving university.

GENERAL EDUCATION REQUIREMENTS*

Rather than a fixed set of courses that requires constant revision, following is a list of topical subject areas of courses that may be used to fulfill each requirement in the GenEd block. The student should consult the local course catalog to determine which courses are available and designated as *General Education* in the college at which s/he is enrolled. The GenEd Block of the Louisiana Transfer Associate Degree must include the components summarized in the table that follows.

General Education Components

Subject	Semester Hours	Course
English Composition	6	2
Mathematics/Analytical Reasoning	6	2
Natural Sciences	9	3 - 2 courses in a biological or physical science area sequence + 1 in the other area.
Humanities	9	3 - 1 course must be in Literature. Some colleges may specify guidelines for the additional 2 courses.
Social/Behavioral Sciences	6	6 - 1 course must be at/above the sophomore level.
Fine Arts	3	1

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

GENERAL EDUCATION COURSE OPTIONS **(For the Louisiana Transfer Associate Degree)**

This list provides basic descriptive titles for courses which currently qualify for general education credit. The list aims at clarity and simplicity, but students should follow the guidelines of their campus catalog. Notes to remember on General Education course selection follow.

1. *Survey* courses cover a wide range of material within a specific discipline or area of inquiry and acquaint students with a large section of the information or skills available in that area of inquiry. Likewise, a broadly defined course (e.g., sociology) might take many forms so long as it serves a genuine introductory purpose and covers a broad range of material.
2. *Appreciation* courses (e.g., Music Appreciation) are not skills courses but must teach the appreciation of work by others.
3. Students must achieve a grade of “C” or better in each course to qualify for block transfer guarantees.

ENGLISH COMPOSITION - (6 Hours: 2 Courses)

English Composition, first semester
English Composition, second semester
Advanced English Composition (e.g., ENGL 2000)

MATHEMATICS/ANALYTICAL REASONING - (6 Hours: 2 Courses)

Analytic Geometry and Calculus (any version)
Calculus (any version)
College Algebra
Contemporary Mathematics
Logic
Mathematics (e.g., Finite; Nature of)
Statistics
Trigonometry

NATURAL SCIENCES - (9 hours: 3 Courses, including sequence and biological/physical area mix)

Biological Sciences

Ecology
General Biology (any version)
Human Anatomy
Human Anatomy and Physiology
Microbiology
Physiology
Plant Systems (Botany)
Zoology

Physical Sciences

Chemical Fundamentals
Chemistry of Life and Environment
General Chemistry (any version)
General Geology, Historical or Physical
General Physics (any version)
Physical Science
Stellar Astronomy
The Solar System

Either Biological or Physical Sciences

Environmental Science
Oceanography
Science and Society

HUMANITIES - (9 hours: 3 Courses, including 1 course in Literature)

Beginning/Intermediate Courses in any Language (<i>e.g., French, German, Italian, Spanish</i>)	Old Testament
Argumentation and Debate	Performing Literature
Cultural History (any survey)	Philosophy (any survey)
Fundamentals of Speech	Public Speaking
History (any survey)	Religious Studies (any survey)
Interpersonal Communication	Rome
Literature (any survey)	Shakespeare
Mass Media	Women's and Gender Studies
New Testament	

SOCIAL/BEHAVIORAL SCIENCES (6 hours: 2 Courses, including course 1 at Sophomore Level)

American Government	International Politics
Archaeology	Macroeconomics
Comparative Politics	Microeconomics
Contemporary Global Issues	Physical Anthropology
Cultural and Social Anthropology	Political Theory
Economic Principles	Psychology
Entertainment and Media	Sociology
Fundamental Issues of Politics	State and Local Government
Gender, Race, and Nation	World Archaeology
Geography	World Ethnography
Human Societies	

FINE ARTS - (3 hours: 1 Course)

Architecture	Landscape Architecture
Cinema and Film	Music Appreciation
Dance Appreciation	Music Fundamentals and Theory
Fine Arts	Music History Survey (any version)
History of Art (any survey)	Philosophy of Art
History of Interior Design	Structure of Art
History of Musical Forms (<i>e.g., jazz, classical, folk</i>)	Theater and Dramatic Arts

GUIDES FOR COURSE SELECTION

The twenty-one (21) remaining credits in the Louisiana Transfer Associate Degree are intended to not only focus and intensify a student's preparedness for upper-level study, but also to continue and enrich the initial GenEd experience. The sixty (60) hour degree should give students the foundation to succeed in the baccalaureate and to make intelligent choices regarding majors for which they are best prepared.

A major value of the Louisiana Transfer Associate Degree is in providing flexibility for a student's selection of a major at the four year campus. Historical data indicates that the average student changes majors several times in his or her undergraduate career. In response, the faculty and Statewide Articulation and Transfer Council designed course guides that can be applied to any type of degree in the:

- Humanities
- Natural Sciences – Biological
- Natural Sciences – Physical
- Social/Behavioral Sciences
- Fine Arts
- Business
- Mass Communication

The guides will help students prepare for success in a university. Students who are relatively sure of their intended baccalaureate major or university should also consult university transfer/articulation web links for more specific course advisory tracks. These guides are *Phase I* of the transfer degree development. The Statewide Articulation and Transfer Council is committed to creating specific statewide degree tracks to help prepare students for success in specific baccalaureate majors at Louisiana public universities, with the first group to be ready for implementation in Fall, 2011. (*See Appendix I for an example of a specific track.*)

DEGREE PLAN

Students are advised to meet with a community college academic advisor before registering for courses!

Planning is Key to a student's success in the 60-hour transfer degree. The guides that follow are tools for developing a written degree plan. It is the student's responsibility to choose the array of courses that will optimize preparation for admission into specific senior colleges and timely completion of expected major programs. For example, a student who has identified an interest in the discipline of English may follow the general humanities guide but should also gather information concerning a specific set of courses that would optimize the transition from a transfer associate degree in humanities to a university English major.

Academic advisors must provide guidance to students in developing a degree plan. Orientation resources such as campus catalogs and electronic advising tools must be available on campus and system web sites to help in developing a degree plan. The statewide *Articulation* web site (www.susla.edu) includes links to public university catalogs, and to individual system or campus transfer sites, for advisors and students to review curricular options for guidance toward specific majors.

As the state's public postsecondary community develops *common prerequisite courses* for specific degree programs, that information will be added to the web site. Such course lists will provide students with a centralized, standardized repository of information regarding the courses they will need to best prepare for upper division coursework. Likewise, students who choose not to complete the transfer associate degree may check individual course equivalencies on the Statewide Articulation Matrix, which is also posted on the *Articulation* web site.

HUMANITIES GUIDE FOR TRANSFER AA DEGREE

As indicated on the list of General Education course topics, the Humanities area touches everything from communication, history and literature to philosophy and religion. Students should develop a working knowledge of a foreign language and choose a blend of courses across the humanities disciplines, including literature and history. Advisors, and the university catalogs and links on the *articulation* web site can provide more guidance on specific course recommendations depending on the student's area of interest and anticipated baccalaureate major.

60 Hour Core

- | | |
|---|------------|
| A. <u>English (6: GenEd)</u> | |
| 1. English Composition I | 3 hours |
| 2. English Composition II/Advanced English Composition | 3 hours |
|
 | |
| B. <u>Math/Analytical Reasoning (6: GenEd)</u> | |
| 1. College Algebra | 3 hours |
| 2. GenEd Math Elective | 3 hours |
|
 | |
| C. <u>Natural Sciences (9 - 10 = 9 GenEd + 0-1 Lab)</u> | |
| 1. Biological & Physical (both, sequence in one) | 9 hours |
| 2. Lab Course to augment either of the above. | 0-1 hour |
|
 | |
| D. <u>Humanities (24 - 30 = 9 GenEd + 21)</u> | |
| 1. Literature, GenEd | 3 hours |
| 2. History Sequence or GenEd Humanities | 6 hours |
| 3. Foreign Language series | 6-14 hours |
| 4. Humanities Electives | 6-12 hours |
|
 | |
| E. <u>Social/ Behavioral Science (6 - 12 = 6 GenEd, include 1 course at Sophomore Level)</u> | |
| 1. Social Science GenEd courses | 6 hours |
| 2. Social Science Electives | 0-6 hours |
|
 | |
| F. <u>Fine Arts (3: GenEd)</u> | |
| 1. Fine Arts GenEd course | 3 hours |

Check with an advisor. The anticipated major or area of interest will impact the type and number of humanities classes that should be completed.

NATURAL SCIENCES GUIDES FOR TRANSFER AS DEGREE

Natural Science disciplines require skill in mathematics theory and application. Students interested in science fields will need to study calculus and select the natural science course options offered ‘for science majors’ to develop a strong core knowledge in the sciences.

As an alternative to taking all of the science options, a student interested in further study in *biological science* majors may choose to add more courses in the Humanities area, e.g., foreign language six to twelve (6 - 12 hours) to the degree plan in preparation for transfer into a baccalaureate program. Advisors, and the university catalogs and links on the *articulation* web site can provide more guidance on specific course recommendations depending on the student’s area of interest and anticipated baccalaureate major.

Biological Sciences Guide 60 Hour Core

- A. English (6: GenEd)**
- | | |
|--|---------|
| 1. English Composition I | 3 hours |
| 2. English Composition II/Advanced English Composition | 3 hours |
- B. Mathematics/Analytical Reasoning (7 - 12 = 6 GenEd + 1-6)**
- | | |
|---------------------------------|-----------|
| 1. College Algebra/Trigonometry | 0-3 hours |
| 2. Trigonometry/Statistics | 3-4 hours |
| 3. Calculus I | 4-5 hours |
- C. Natural Sciences (18 - 28 = 9 GenEd + 8-19)**
- | | |
|---|------------|
| 1. Biology I & Lab | 4 hours |
| 2. Biology II & Lab | 4 hours |
| 3. Chemistry I & Lab | 4 hours |
| <i>Choose at least 6 hours from</i> | |
| 4. Chemistry (& Lab) | 3-8 hours |
| 5. Microbiology (& Lab) | 3-8 hours |
| 6. Organic Chemistry (& Labs) | 3-8 hours |
| 7. Other/additional Natural Science courses | 3-15 hours |
- D. Humanities (9 - 21 = 9 GenEd + 0-12)**
- | | |
|---|------------|
| 1. Literature, GenEd | 3 hours |
| 2. History/Communications/Humanities Elective | 3-6 hours |
| 3. Foreign Language series or Humanities Elective | 0-12 hours |
- E. Social/ Behavioral Science (6: GenEd, include 1 course at Sophomore Level)**
- | | |
|---------------------------------|---------|
| 1. Social Science GenEd courses | 6 hours |
|---------------------------------|---------|
- F. Fine Arts (3: GenEd)**
- | | |
|---------------------------|---------|
| 1. Fine Arts GenEd course | 3 hours |
|---------------------------|---------|

Check with an advisor. The anticipated major or area of interest will impact the type and number of humanities classes that should be completed.

NATURAL SCIENCES GUIDES FOR TRANSFER AS DEGREE

Natural Science disciplines require skill in mathematics theory and application. Students interested in science fields will need to study calculus and select the natural science course options offered ‘for science majors’ to develop a strong core knowledge in the sciences.

As an alternative to taking all of the science options, a student interested in further study in *physical science* majors may choose to add more courses in the Humanities area, e.g., foreign language six to twelve (6 - 12 hours) to the degree plan in preparation for transfer into a baccalaureate program. Advisors, and the university catalogs and links on the *articulation* web site can provide more guidance on specific course recommendations depending on the student’s area of interest and anticipated baccalaureate major.

Physical Sciences Guide 60 Hour Core

- A. English (6: GenEd)**
- | | |
|--|---------|
| 1. English Composition I | 3 hours |
| 2. English Composition II/Advanced English Composition | 3 hours |
- B. Mathematics/Analytical Reasoning (8 - 10 = 6 GenEd + 2-4)**
- | | |
|----------------|-------------|
| 1. Calculus I | 4 - 5 hours |
| 2. Calculus II | 4 - 5 hours |
- C. Natural Sciences (17 - 27 = 9 GenEd + 8-18)**
- | | |
|---|--------------|
| 1. Chemistry I & Lab | 4 hours |
| 2. Chemistry II & Lab | 4 hours |
| 3. Biology I | 3 hours |
| <i>Choose at least 6 hours from:</i> | |
| 4. Organic Chemistry (& Lab) | 3 - 8 hours |
| 6. Biology (& Lab) | 3 - 8 hours |
| 7. Geology (& Lab) | 3 - 8 hours |
| 8. Physics (& Lab) | 3 - 8 hours |
| 9. Other/additional Natural Science courses | 3 - 15 hours |
- D. Humanities (9-21 = 9 GenEd + 0-12)**
- | | |
|---|--------------|
| 1. Literature, GenEd | 3 hours |
| 2. History/Communications/Humanities Elective | 3 - 6 hours |
| 3. Foreign Language series or Humanities Elective | 0 - 12 hours |
- E. Social/ Behavioral Science (6: GenEd, include 1 course at Sophomore Level)**
- | | |
|---------------------------------|---------|
| 1. Social Science GenEd courses | 6 hours |
|---------------------------------|---------|
- F. Fine Arts (3: GenEd)**
- | | |
|---------------------------|---------|
| 1. Fine Arts GenEd course | 3 hours |
|---------------------------|---------|

Check with an advisor. The anticipated major or area of interest will impact the type and number of humanities classes that should be completed, or which type of physics class would be most appropriate.

SOCIAL SCIENCES GUIDE FOR TRANSFER AA DEGREE

Social and behavioral science disciplines study human behavior and the interrelationship of individuals and societal, political, and economic systems. Within the social science course category, students should choose courses in at least three different areas. Advisors, and the university catalogs and links on the *articulation* web site can provide more guidance on specific course recommendations.

60 Hour Core

- | | |
|--|-----------------------|
| A. <u>English (6: GenEd)</u> | |
| 1. English Composition I | 3 hours |
| 2. English Composition II/Advanced English Composition | 3 hours |
| B. <u>Math/Analytical Reasoning (6: GenEd)</u> | |
| 1. College Algebra | 3 hours |
| 2. GenEd Mathematics Elective | 3 hours |
| C. <u>Natural Sciences (9 - 10 = 9 GenEd + 0-1 Lab)</u> | |
| 1. Biological & Physical (both, sequence in one) | 9 hours |
| 2. Lab Course to augment either of the above | 0 - 1 hour |
| D. <u>Humanities (9 - 21 = 9 GenEd + 0-12)</u> | |
| 1. Literature, GenEd | 3 hours |
| 2. History Sequence or Humanities Elective | 6 hours |
| 3. Foreign Language | 0 - 12 hours |
| 4. Humanities or Related Electives | 0 - 6 hours |
| E. <u>Social/ Behavioral Science (15-27 = 6 GenEd + 9-21)</u> | |
| 1. Social Science GenEd courses | 6 hours |
| | (3 @ Sophomore Level) |
| 2. Social Science or Related Electives | 9 - 21 hours |
| F. <u>Fine Arts (3: GenEd)</u> | |
| 1. Fine Arts GenEd course | 3 hours |

Check with an advisor. The anticipated major or area of interest will impact the type and number of classes that should be completed. For example, a student interested in business should choose business calculus, economics, communication studies, and introductory accounting courses. For anthropology or psychology, that student might focus more on courses in anthropology, history, psychology, and a foreign language.

ARTS GUIDE FOR TRANSFER AA DEGREE

Students concentrating in the Arts area are interested in aesthetic creation and form, e.g., architecture, art history, dance, design, music performance or theory, theatre, visual arts, etc. Prospective arts majors may focus on their particular area of interest but should also choose a blend of courses across disciplines. Students planning to pursue a degree in music (BM/BME) must be prepared to demonstrate proficiency skills in theory, keyboard, music literature, and applied music (via audition/placement exams).

Advisors, the university catalogs, and links on the *articulation* web site can provide more guidance on specific course recommendations.

60 Hour Core

- A. English (6: GenEd)**
- | | |
|--|---------|
| 1. English Composition I | 3 hours |
| 2. English Composition II/Advanced English Composition | 3 hours |
- B. Mathematics/Analytical Reasoning (6: GenEd)**
- | | |
|------------------------|---------|
| 1. College Algebra | 3 hours |
| 2. GenEd Math Elective | 3 hours |
- C. Natural Sciences (9-10 = 9 GenEd + 0-1 Lab)**
- | | |
|--|------------|
| 1. Biological & Physical (both, sequence in one) | 9 hours |
| 2. Lab Course to augment either of the above | 0 - 1 hour |
- D. Humanities (9 - 12 = 9 GenEd + 3)**
- | | |
|---------------------------------|-------------|
| 1. Literature, GenEd | 3 hours |
| 2. Humanities GenEd courses (2) | 6 hours |
| 3. Related Elective | 0 - 3 hours |
- E. Social/Behavioral Science (6 - 9 = 6 GenEd, w/ 1 course at Sophomore Level, + 3)**
- | | |
|-------------------------------------|-------------|
| 1. Social Science GenEd courses (2) | 6 hours |
| 2. Related Elective | 0 - 3 hours |
- F. Fine Arts (15 - 24 = 3 GenEd + 20)**
- | | |
|--|-----------|
| 1. Choose 15 - 24 hours (5 - 8 courses), including one (1) from at least three (3) of the areas below.
One (1) course (3 hours) must be from the campus' GenEd Fine Arts course list. | |
| - History (e.g., Art, Architecture, Design, Music, Theatre) | |
| - Appreciation (e.g., Art, Drama, Music) | |
| - Theory (e.g., Color, Composition, Design) | |
| - Basic Skills (Drawing, Keyboard, Painting, Performance) | |
| 2. Free Elective course (any area) | 0-3 hours |

Check with an advisor. The anticipated major or area of interest will impact the type and number of fine arts classes that should be completed. Many majors in music and the arts have selective admission based on audition or portfolio; successful completion of the transfer associate degree does not guarantee admission to the desired baccalaureate.

BUSINESS GUIDE FOR TRANSFER AA DEGREE

Students concentrating in the business area are interested in transferring to a four-year degree program. The Louisiana Transfer Associate of Arts is designed to provide students with an opportunity to complete the first sixty (60) hours of work toward a Baccalaureate degree at a two-year or community college. Prospective business majors may focus on their particular area of interest, such as Accounting or Business Management, but should also choose a blend of courses across disciplines.

Advisors, the university catalogs, and links on the *articulation* web site can provide more guidance on specific course recommendations.

60 Hour Core

- | | |
|--|-----------|
| A. <u>English (6Hours: GenEd)</u> | |
| 1. English Composition I | 3 hours |
| 2. English Composition II/Advanced English Composition | 3 hours |
|
 | |
| B. <u>Mathematics/Analytical Reasoning (6-8 Hours: 5 GenEd + 0-2)</u> | |
| 1. College Algebra | 3 hours |
| 2. *Finite Math/Intro Statistics/Calculus | 3-5 hours |
|
 | |
| C. <u>Natural Sciences (9 Hours: GenEd)</u> | |
| 1. Sequence in Biological or Physical Sciences | 6 hours |
| 2. Lecture in Area Opposite of Sequence | 3 hours |
|
 | |
| D. <u>Humanities (9–12 Hours = 9 GenEd + 0-3)</u> | |
| 1. GE Literature | 3 hours |
| 2. Speech/Communication | 3 hours |
| 3. GE Humanities Area Course | 3 hours |
| 4. *Elective | 3 hours |
|
 | |
| E. <u>Social/ Behavioral Science and Business (21-24 Hours = 6 GenEd + 15-18)</u> | |
| 1. *Psychology/Sociology | 3 hours |
| 2. Microeconomics | 3 hours |
| 3. Macroeconomics | 3 hours |
| 4. General/Business Statistics | 3 hours |
| 5. *Microcomputer Applications | 3 hours |
| 6. Financial Accounting | 3 hours |
| 7. Managerial Accounting | 3 hours |
| 8. *Free Elective | 3 hours |
|
 | |
| F. <u>Fine Arts (3 Hours GenEd)</u> | |
| 1. GE Fine Arts | 3 hours |

AALT Graduates completing the Statewide Concentration/Business curriculum have met, in full, all lower divisions general education requirements for a bachelor's degree in a business program at any public College/School of Business in Louisiana. Admission requirements vary. *Students should consult their expected transfer institution for program admission requirements and specific courses recommendations to prepare for a particular business major.*

MASS COMMUNICATION GUIDE FOR TRANSFER AA DEGREE

Students concentrating in Mass Communication study a broad range of media issues, including critical and cultural studies, communication technology and policy analysis, international communication, gender and sexuality issues, ethnic and minority studies, and more. In addition, students experience how to put this knowledge into practice in various forms of media production.

Advisors, the university catalogs, and links on the *articulation* web site can provide more guidance on specific course recommendations.

60 Hour Core

- | | |
|---|-----------|
| A. <u>English (6 Hours: GenEd)</u> | |
| 1. English Composition I | 3 hours |
| 2. English Composition II/Advanced English Composition | 3 hours |
| B. <u>Mathematics/Analytical Reasoning (6 Hours: GenEd)</u> | |
| 1. College Algebra | 3 hours |
| 2. GenEd Mathematics Area Course | 3 hours |
| C. <u>Natural Sciences (9 Hours: GenEd)</u> | |
| 1. Sequence in Biological or Physical Sciences | 6 hours |
| 2. Lecture in Area Opposite of Sequence | 3 hours |
| D. <u>Humanities (12–21 Hours = 9 GenEd + 3-12)</u> | |
| 1. GE Literature | 3 hours |
| 2. GE Humanities Area Course | 6 hours |
| 3. *Public Speaking/Interpersonal Communication | 3 hours |
| 4. Humanities Area Elective | 0-9 hours |
| E. <u>Social/ Behavioral Science and Mass Communication (12-24 Hours = 6 GenEd + 6-18)</u> | |
| 1. GE Social Science | 3 hours |
| 2. GE Social Science, Sophomore Lvl | 3 hours |
| 3. *Beginning Media Writing | 3 hours |
| 4. *Mass Communication Electives | 3-6 hours |
| 5. Social/Behavioral Science Electives | 0-9 hours |
| F. <u>Fine Arts (3 Hours: GenEd)</u> | |
| 1. GE Fine Arts | 3 hours |

AALT Graduates completing the Statewide Mass Communication Curriculum have met, in full, all lower divisions general education requirements for a bachelor's degree in a mass communication at any public university in Louisiana. *Students should consult their expected transfer institution for specific course recommendations to prepare for a particular major.*

Student Benefits & Responsibilities for the Transfer Associate Degree

1. The Louisiana Transfer Associate Degree guarantees admission to a Louisiana public 4-year university. However, admission to some high demand programs is competitive and can be based on grade point average and other academic requirements.

It is the student's responsibility to research and fulfill the admission requirements for such programs.

2. The Louisiana Transfer Associate Degree guarantees that transfer students will have an equal opportunity to compete with 'native' students to enter limited access programs at 4-year universities. It is the student's responsibility to know the transfer admission requirements and to be as prepared as possible to compete for a place in the program.
3. The Louisiana Transfer Associate Degree guarantees that all 60 credits will transfer to the Louisiana public 4-year university.

However, if a student transfers prior to completing the 60 credit associate transfer degree, s/he may find that some courses do not transfer or that s/he is required to take additional courses to meet the general education requirement at the receiving 4-year university.

4. Graduates of the designated transfer Associate of Arts or Associate of Science degree programs must have achieved a grade of "C" or better in each course of the 60 hours applied toward the degree to qualify for block transfer guarantees.
5. The Louisiana Transfer Associate is a two-year portable academic credential which awards junior standing in any Louisiana public university.

Advising and planning are keys to success. All students who might be considering an eventual transfer from one campus to another should develop, with an advisor's assistance, a written degree plan. It is the student's responsibility to choose the array of courses that will optimize preparation for admission into specific senior colleges and timely completion of the expected baccalaureate major.

**Participating Two and Four Year Universities
Louisiana Transfer Associate Degree**

Two Year Universities

Baton Rouge Community College
Bossier Parish Community College
Delgado Community College
Fletcher Technical Community College
Louisiana Delta Community College
Louisiana State University Eunice
Nunez Community College
River Parishes Community College
South Louisiana Community College
Southern University Shreveport Louisiana
[SOWELA Technical Community College: *in Candidacy*]

Louisiana Public Four Year Universities

Grambling State University
Louisiana State University A & M College
Louisiana State University Alexandria
Louisiana State University Shreveport
Louisiana Tech University
McNeese State University
Nichols State University
Northwestern State University
Southeastern University
Southern University A & M College
Southern University at New Orleans
University of Louisiana Lafayette
University of Louisiana Monroe
University of New Orleans

APPENDIX I

Example of a Universally Accepted Degree Track

This Advisors' Guide to the Louisiana Transfer Associate Degree is the first in a series of guides for the transfer program that will accommodate as many students as possible with opportunities to progress transparently from associate to baccalaureate degree programs. These *Phase I* course guides are general in nature and provide maximum flexibility. The Statewide Articulation and Transfer Council is committed to creating more specific statewide degree tracks in *Phase II*, with the first group to be ready for implementation in Fall, 2011.

From the MISSISSIPPI Articulation Agreement September 2009 – August 2010

PSYCHOLOGY

BA

Subject	Course	Credit Hours
Communication		
English Composition	ENG 1113, 1123	6
Speech	SPT 1113	*3
Humanities/Social Sciences/Behavioral Sciences/Fine Arts		
Literature		6
History	HIS 1113, 1123; HIS 1163, 1173, or 2213, 2223	6
Fine Arts-History or Appreciation		3
Philosophy (Non-religion)	PHI 2113	3
Laboratory Science**		
Biology	BIO 1134 or BIO 1144	4
Physical Science	Any PHY or CHE course with Lab	4
Mathematics		
College Algebra	MATH 1313, 1323, 1513, 1613	3
Major		
General Psychology	PSY 1513	3
Other		
Foreign Language	One (1) language	***9
Electives		10
	TOTAL	60

*UM does not require Speech (SPT 1113).

**UM requires 8 hours of a lab science and 3 hours of a science in a different science area (no lab necessary).

***DSU does not require foreign language in this program. DSU students can take more electives in place of foreign language.

***MUW only requires six hours at the 200 level.

Degree offered by: DSU, MSU, MUW, UM, USM

CIP: 42.0101

Note: Mississippi two-year colleges have common course numbering. Courses listed above, completed in any two-year college, transfer into the BA in Psychology degree program at any of the universities offering the degree.

Academic Outreach Programs

Academic Outreach Programs are comprised of three (3) departments: Early Start (Dual Enrollment), Off-Campus Satellite Program, and Evening and Weekend.

Department of Early Start (Dual Enrollment)

Early Start (Dual Enrollment) provides students an early start toward earning a college degree while concurrently enrolled in high school. It allows students to make a smooth transition from one educational level to another without experiencing delays, duplication of course work, or loss of credit.

The Early Start (Dual Enrollment) program shall be restricted to the enrollment of eligible secondary student in a postsecondary course creditable towards a certificate or an associate degree. Students can earn one-half Carnegie unit per course toward a high school diploma and three hours of college credit per course at Southern University at Shreveport.

Credit hours earned are transferable to any accredited institution of higher education in the country.

Student Eligibility

- Students who are eligible for Early Start (Dual Enrollment) must meet the current enrollment requirements for both institutions and:
- Be classified as a junior or senior in good standing, and have 12 or more Carnegie units;
- Meet the admission requirements of Southern University at Shreveport;
- Maintain a "C" or better average and remain in good standing in every class to remain in the Early Start (Dual Enrollment) program.

The Department of Off-Campus Enrollment

The Off Campus Enrollment Department facilitates the enrollment of students who otherwise are unable to travel to any of the existing campus centers to attend classes. Among these sites are Alexandria (Rapides Parish), Caddo Middle Technology Center (Caddo Parish), Galilee Baptist Church (Caddo Parish), Highland Center (Caddo Parish), Jonesboro High School (Jackson Parish), Louisiana Technical College-Natchitoches (Natchitoches Parish), Louisiana Technical College - Ruston (Lincoln Parish), Louisiana Technical College- Sabine (Sabine Parish), Louisiana Technical College-Shreveport (Caddo Parish), Shreveport Fire Academy (Caddo Parish), Small Women and Minority Owned Business Incubator (Bossier Parish), Stonewall Baptist Church (Bossier Parish), Webster Parish Alternative Center (Webster Parish). Instruction is available by way of compressed video.

The **Weekend and Evening Program** provides an opportunity for students to pursue their educational goals during the evening hours and on the weekend. The University provides a variety of course offerings for evening and weekend students. Educational Support Services including the library and computer laboratories are available for evening students. Student services such as guidance and counseling and financial aid are also available through extended services hours.

Division of Allied Health Sciences

The Division of Allied Health Sciences (DAHS) is a comprehensive and holistic program whose mission is to promulgate a premier division by: fostering an atmosphere conducive to producing the highest level of proficiency and performance through a Spirit of Unity – with Respect, Accountability and Productivity as essential elements; nurturing students with the utmost academic and professional excellence; and supporting the institution in achieving quality education for its students and total community commitment.

DAHS commits to serve students who are in pursuit of a career in the health-related professions with the best possible health care education. Teaching excellence and sincere concern for each student is the heart of its existence. Partnerships and collaborative efforts are maintained with health-care organizations throughout its service area in a perpetual attempt to stay abreast of cutting-edge information and technology.

As the largest and most diversified overall instructional unit at Southern University, the Division of Allied Health Sciences offers seven (7) associate degrees and three (3) certificate programs. These programs prepare competent, entry-level health care personnel who possess the knowledge, skills and attitudes commensurate with the expectations of each profession, the health-care arena, and the public at large. The ten (10) programs of DAHS include:

Associate of Applied Science Degree Programs

Dental Hygiene
Health Information Technology
Medical Laboratory Technician
Radiologic Technology
Respiratory Therapy
Surgical Technology

Certificates of Applied Science

Medical Coding Specialist
Sterile Processing Technician

Certificate of Technical Studies Programs

Dialysis Technician
Emergency Medical Technician - Basic
Phlebotomy

Contact:

JoAnn Brown, Division Chair
Division of Allied Health
Metro Center
610 Texas Street, Room 201
Telephone: (318) 670-9690
Email: jwarren@susla.edu

DENTAL HYGIENE

The Dental Hygiene program of Southern University at Shreveport awards an Associate of Applied Science Degree in Dental Hygiene. The students learn to perform clinical services that contribute to the maintenance of good oral health. The program's offerings include learning experiences from a variety of disciplines to provide a diverse foundation for science and dental hygiene.

The Dental Hygiene program of Southern University at Shreveport Louisiana is accredited by the
Commission on Dental Accreditation of the American Dental Association (CDAADA)
211 East Chicago Avenue
Chicago, Illinois 60611
Phone: (212) 440-4653

Admission Requirements

The Dental Hygiene program offers clinical instruction in its educational program as required by the Commission on Dental Accreditation of the American Dental Association. Admission to the program is determined annually during the Spring semester by competitive application.

Admission Regulations:

- Obtain application packet for the dental hygiene program and complete by March 31st of the year admission is sought. All selections will be made once a year following the end of the Spring semester.
- A personal interview with the Dental Hygiene Admissions Committee is required.
- Student **must** complete a minimum of twelve (12) semester credit hours at Southern University at Shreveport. No exceptions will be made to this regulation.
- Student must have earned a minimum of a 2.8 uncorrected cumulative grade point average (4.0) scale in all previous college course work.
- Student must have earned a minimum of a 3.0 grade point average (4.0) scale in the required science courses for the program.
- Students admitted to the dental hygiene program will be bound by all rules and regulations set forth by Southern University at Shreveport and the Dental Hygiene Program. Failure to do so will result in dismissal from the program.
- An official copy of the candidates scores on the Health Occupations Basic Entrance Test (HOBET) ***www.ATIALLIEDHEALTH.com***. A minimum composite score of 60 is required for application to be considered. Contact program for HOBET dates each semester. HOBET scores expire one (1) year from the date taken. Applicants may take the HOBET once each semester.
- Student must earn grade of "C" or better in all required general education.
- Students must take DHYG 101, ENGL 110, BIOL 200, 220, 222, CHEM 129 and MATH 133 prior to gaining admission to the dental hygiene program.

Courses	Credit Hours
BIOL 200 – Microbiology Lecture	3
BIOL 200L – Microbiology Lab	1
BIOL 220 – Human Anatomy & Physiology I Lecture	3
BIOL 220L – Human Anatomy & Physiology I Lab	1
BIOL 222 – Human Anatomy & Physiology II Lecture	3
BIOL 222L – Human Anatomy & Physiology II Lab	1
CHEM 129 – General Chemistry Lecture	3
DHYG 101 – Dental Hygiene	1
MATH 133 – Algebra for College Students	3
ENGL 110 – Freshman English I	3
SOCL 210 – Sociology	3
PSYC 210 – Psychology	3
Humanities Elective	3

Dental Hygiene Professional

Courses	Credit Hours
DHYG 120 – Clinical Dental Hygiene Orientation	1
DHYG 121 – Clinical Dental Hygiene Technology	2
DHYG 122 – Dental Anatomy	1
DHYG 123 – Head and Neck Anatomy	2
DHYG 134 – Oral Histology and Embryology	1
DHYG 125 – Fundamentals of Dental Radiology	2
DHYG 126 – Clinic Lecture	2
DHYG 127 – Clinic I	2
DHYG 128 – General and Oral Pathology	2
DHYG 129 – Preventive Dentistry	1
DHYG 130 – Public and Community	1
DHYG 131 – Pharmacology for Dental Hygienists	2
DHYG 214 – Periodontics	2
DHYG 216 – Clinic II	1
DHYG 217 – Clinic Lecture II	1
DHYG 230 – Dental Materials	2
DHYG 232 – Periodontics II	1
DHYG 234 – Clinic III	3
DHYG 236 – Clinic Lecture III	1
DHYG 238 – Local Anesthesia and Pain Control	1
DHYG 240 – Clinical Dental Hygiene IV	4
DHYG 242 – Clinic Lecture IV	2
DHYG 250 – Survey of Dental Specialties	1
DHYG 252 – Ethics, Jurisprudence Practice Management	1
DHYG 254 – Seminar	1
TOTAL CREDIT HOURS - 71	

General Information

1. It is necessary for students accepted into the program to purchase required uniforms. Additionally, students must purchase instrument kits estimated at \$2,100 the first year and \$600 the second year and buy books that average \$700 per year. Dental Hygiene Clinical students also are required to pay lab fees of \$200.00 each semester which are paid at the time that tuition is paid.
2. Students accepted into the program must have transportation to various clinical facilities. It may be necessary for travel to extramural clinical sites outside of the Shreveport – Bossier City area.
3. Due to the potential for exposure to communicable diseases, students who are accepted into the program are required to have current immunizations including the Hepatitis A & B vaccines. Students are required to have the influenza vaccine annually, as well as be tested for Tuberculosis and the HIV virus annually. Students not accepted into the program do not need to meet this requirement. The student is responsible for the cost associated with vaccinations and blood testing.
 - Students having prior criminal convictions must submit information regarding your conviction to the Louisiana State Board of Dentistry and to the dental hygiene program prior to enrollment in the program. Depending on the conviction, you may be denied access to clinical training facilities and/or a license to practice dental hygiene.
4. Students **accepted into the program** must have proof of current CPR certification. This certification must be the Course “C” or Health Care Provider certification that includes Adult, Child, and Infant CPR, rescue breathing and choking.

5. All students accepted into the dental hygiene program must meet performance standards for admission. Those accepted must be physically and mentally capable of successfully performing all tasks safely, accurately and expeditiously. Please see program director if you have any questions regarding performance standards. After proper instructions have been given, the SUSLA dental hygiene program reserves the right to verify one's performance level.
6. To obtain a dental hygiene license, students must successfully complete an American Dental Association Accredited Dental Hygiene Program, Pass the written National Board for Dental Hygiene with a 75% score and pass a clinical regional Board. Upon successful completion of these exams, the student is eligible to take the state jurisprudence exam (in state of their choosing) and obtain licensure. The costs of these exams are as follows and the student is responsible for these expenses (cost varies and this is only an estimate):

National Board for Dental Hygienist	\$ 250.00
Clinical Dental Hygiene Regional Board	850.00
Louisiana Dental Hygiene License	200.00
Local Anesthesia Permit	50.00

7. Other student expenses include:

Dental Hygiene Pin	\$ 85.00
Graduation Fee (end of 2 nd year)	55.00
Annual Membership fee for Student American Dental Hygienists' Association	50.00

8. Dental hygienists work in a variety of settings, including governmental clinics, private dental offices, in research, sales, public health departments, schools, and in higher education. The salaries dental hygienists earn vary from state to state and even region to region.
9. Students who earn admission to this dental hygiene program will be required to submit to drug testing prior to enrollment each year as well as incidental testing where accidents occur or where student behavior is such that it may jeopardize the safety and well being of patients, peers or faculty. (See program director for full copy of policy)

Contact:

Kheysia H. Washington, Program Director
Metro Center
610 Texas Street, Room 212
Telephone: (318) 670-9612
Email: kwashinton@susla.edu

DIALYSIS TECHNICIAN PROGRAM

The Dialysis Technician is professionally trained to function as a member of a team of dialysis caregivers. Specifically, this professional is trained not only in the maintenance of the dialysis equipment (dialyzer or artificial kidney), but also in the procedures of hemodialysis of patients with End Stage Renal Disease (ESRD), commonly known as kidney failure.

The Dialysis Technician Program is offered in collaboration with several Dialysis Centers in the Shreveport/Bossier City area. The program is designed as a 2-semester certificate program that provides both academic and clinical experiences in hemodialytic patient care at affiliated dialysis centers. The goal of this program is to provide the health care community of northwest Louisiana with trained and certified dialysis technicians who are prepared to work in hemodialysis facilities and provide appropriate patient care to patients with kidney failure. A background check is required by the clinical site for all Dialysis Clinical students.

DIALYSIS TECHNICIAN (Certificate of Technical Studies Program)

First Semester	Credit Hours
DYLT 101 – Intro to Hemodialysis	2
DYLT 103 – Renal Anatomy Physiology	3
DYLT 105 – Hemodialysis Principles Devices and Procedures	3
DYLT 110 – Hemodialysis Practicum I	4
Second Semester	Credit Hours
DYLT 106 - Hemodialysis Patient Care	2
DYLT 109 – Water Treatment	2
DYLT 112 – Hemodialysis Practicum II	8
TOTAL CREDIT HOURS - 24	

Contact

Didaciane Keys, Program Director
 Metro Center
 610 Texas Street, Room 328
 Telephone: (318) 670-9638
 Email: dkeys@susla.edu

EMERGENCY MEDICAL TECHNICIAN – BASIC

The Emergency Medical Technician - Basic (EMT-B) is "an individual who has successfully completed a State Bureau of Emergency Medical Service approved training program based on the United States Department of Transportation curriculum for EMT-B, and who has received Louisiana Certification and National Registration". Thus, the proposed EMT-B program will provide students with training in all aspects of pre-hospital basic emergency medical care and life support. The curriculum includes instruction in Cardiopulmonary Resuscitation (CPR), Automated External Defibrillation (AED), other Basic Life Support Skills, Spinal Packaging, Airway Management, Patient Assessment, varied aspects of Trauma, and Ambulance Operations.

EMERGENCY MEDICAL TECHNICIAN – BASIC

(Certificate of Technical Studies Program)

******ONLY taught in the Spring Semester******

Spring Semester	Credit Hours
EMBT 200 – Emergency Medical Technician Lecture	9
EMBT 201 – Emergency Medical Technician Practicum	12
TOTAL CREDIT HOURS - 21	

Contact:

Katrina Seamster, Program Director
Metro Center
610 Texas Street, Room 201
Telephone: (318) 670-9690
Email: kseamster@susla.edu

ASSOCIATE OF APPLIED SCIENCE IN HEALTH INFORMATION TECHNOLOGY

The Health Information Technician is a skilled professional who serves the healthcare industry by managing health information essential in the delivery of quality healthcare. If your interests are directed at a healthcare profession that combines business, management, computer information technology, legal procedures, and healthcare research, then Health Information Technology is an excellent career choice.

Health Information Technicians use their knowledge and technical skills sets to: perform medical coding for reimbursement, billing and research purposes; apply laws and regulations relevant to maintenance, disclosure, confidentiality, and retention of health information; process, analyze, and graphically display data to support clinical and business decisions; use computer application and the electronic health record to collect, store, retrieve, analyze, and disseminate health information; use computer applications to assemble and analyze patient data for the purpose of improving patient care; calculate and compile healthcare statistics; and perform supervisory and management functions.

The Health Information Technology Program of Southern University at Shreveport Louisiana prepares graduates for careers as health information technicians in both traditional and non-traditional healthcare settings. The curriculum combines the classroom setting, web-enhanced/online coursework, work in a simulated laboratory, and hands-on experience in the clinical setting. An Associate of Applied Science degree in Health Information Technology is awarded upon successful completion of all academic and clinical experiences.

The Health Information Technology Program is accredited by the Commission on Accreditation for Health Informatics Information Management Education (CAHIIM). Program graduates are eligible to write for the national certification examination administered by the American Health Information Management Association (AHIMA). After successfully passing the examination, graduates obtain the credential RHIT (Registered Health Information Technician).

***Commission on Accreditation for Health Informatics Information Management Education
(CAHIIM)***

***233 North Michigan Avenue – Suite 2150
Chicago, IL 60601
(312) 233-1131***

***American Health Information Management Association
(AHIMA)***

***233 North Michigan Avenue – Suite 2150
Chicago, IL 60601-5800
(312) 233-1100***

Career Path

A career as a Health Information Technician offers a diverse career opportunity to serve as a member of the healthcare workforce through the combination of health information, management, and computer information technology. The Health Information Technology degree curriculum provides students with the knowledge base and technical skills to work in a variety of healthcare settings including acute care hospitals, ambulatory care, office-based physician practices, outpatient clinics, nursing homes, long-term care, rehabilitation facilities, behavioral healthcare, hospice, home health, managed care organizations, insurance companies, etc.

Graduates may choose to apply for various job positions including Clinical Coding Specialist, Clinical Data Specialist, DRG Coordinator, DRG Specialist, Health Data Analyst, Medical Coder, Release of Information Specialist/Coordinator, Patient Information Coordinator, Insurance/Billing Coordinator. (Note: This is not a complete list and job titles/positions are subject to vary by healthcare settings.)

Job prospects for graduates are very good. Employment of health information technicians is expected to grow and be in high demand. According to the American Health Information Management Association (AHIMA), health information professionals can expect to be in high demand as approximately 12,000 to 50,000 new jobs are anticipated by 2017 and the Bureau of Labor Statistics cites health information technicians as one of the twenty (20) fastest growing occupations in the U.S.

Program Academic Admission Requirements

Students wishing to apply for admission to the Health Information Technology Program must:

- Meet the general admissions criteria of the University
- Complete an application for admission to the Health Information Technology Program.
- Score on the ACT or University Placement Test sufficient to place in college level courses.
- Provide a copy of official transcripts from other colleges or universities attended.
- Achieve a cumulative grade point average (GPA) of 2.5 and/or better in high school and in previous college course work.
- Complete BIOL 220/220L and ALLH 210 and earn a "C" or better in prerequisite courses prior to gaining admission to the Health Information Technology Program.
- Complete an interview with the Program Director and Selection Committee (if applicable).

Program Progression Requirements

In order to achieve progress status and remain in good academic standing, the student must:

- Pre-advise with an Health Information Technology instructor/advisor each semester and update the degree plan
- Maintain a cumulative grade point average (GPA) of 2.0 or higher
- Take professional courses in sequence and earn a grade of "C" or better in each for both the professional and non-professional components of the Health Information Technology curriculum (or permission of the Program Director)
- Achieve a satisfactory evaluation for each professional practice experience resulting in a "C" or better.
- If a grade of "D" or below is earned in a non-professional course, the student may progress, provided that the course is not a prerequisite to a course in the professional component of the Health Information Technology curriculum
- Successfully complete the Entry Level Review Seminar and the Coding Review Seminar at the end of the first year course work
- Agree/consent to criminal background checks prior to entering the clinical phase of the Program

Program Requirements for Graduation

The Associate Degree of Applied Science in Health Information Technology is conferred upon a student when the following conditions have been met:

- Successful completion of all required courses
- Achievement of an overall grade point average (GPA) of 2.0 or higher in all Health Information Technology courses
- Successful completion of the Advanced Review Seminar at the end of the second year of coursework
- Clearance of all indebtedness to the University
- Payment of national certification examination fee has been made to the American Health Information Management Association and the examination date has been scheduled through the official testing center.

General Education Requirements - 24 Hours

Courses	Credit Hours
FROR 120 – College Success	1
ENGL 110 – Freshman English I	3
MATH 133 – Algebra for College Students	3
Behavioral/Social Science Elective	3
Humanities Elective	3
*ALLH 210 - Medical Terminology	3
*BIOL 220 – Human Anatomy and Physiology I (Lecture)	3
*BIOL 220L – Human Anatomy and Physiology I (Lab)	1
BIOL 222 – Human Anatomy and Physiology II (Lecture)	3
BIOL 222L – Human Anatomy and Physiology II (Lab)	1

Health Information Technology Professional Courses – 43 Hours

Courses	Credit Hours
HITG 105 – Health Data Content and Structure	3
HITG 108 – Introduction to Computer Applications for Health Professionals	2
HITG 109 – Legal Aspects of Health Information	3
HITG 202 – Healthcare Delivery Systems	3
HITG 208 – Introduction to Medical Science	3
HITG 209 – Entry Level Review Seminar	1
HITG 215 – Health Information Technology and Systems	3
HITG 217 – Basic Coding (Lecture and Lab)	4
HITG 222 – Advanced Coding (Lecture and Lab)	3
HITG 223 – Billing and Reimbursement Methods	3
HITG 225 – Coding Review Seminar	1
HITG 231 – Healthcare Statistics & Quality Improvement	3
HITG 233 – Organizational Resources and Management	3
HITG 246 – Professional Practice Experience I	2
HITG 248 – Professional Practice Experience II	3
HITG 250 – Advanced Review Seminar	3
TOTAL CREDIT HOURS - 67	

Computer Literacy

Computer technology is incorporated across the Health Information Technology curriculum. In HITG 108, Introduction to Computer Applications for Healthcare Professionals, students are oriented to and tested on computer concepts, technology, and software applications (i.e. Word Processing, Excel, PowerPoint, and databases). Students are required to utilize computer technology and various software applications in most health information technology courses.

***Prerequisite Course(s)**

Students are to complete BIOL 220/220L and ALLH 210 and earn a “C” or better in prerequisite courses prior to gaining admission to the Health Information Technology Program. The seven (7) credit hours for these courses are included in the total sixty-seven (67) credit hours for the curriculum.

Contact Information

Kimberly Newlen, Program Director
 Metro Center
 610 Texas Street, Room 327
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 Email: kmadden@susla.edu

MEDICAL CODING SPECIALIST (CERTIFICATE OF APPLIED SCIENCE)

The Medical Coding Specialist serves as a valuable member of the health information team by ensuring accurate and valid codes are assigned to medical diagnoses and procedures for reimbursement purposes and for data collection and analysis which is an integral component of quality patient care. If your interests are directed at a healthcare profession that combines business, medicine, and computer information technology, the medical coding is an excellent career choice.

Medical Coding Specialists use their knowledge and technical skill sets to perform medical coding for reimbursement, billing, research, and statistical analysis purposes. The statistical information generated from medical coding is used in research, patient care, education, and in administrative decision-making.

The Medical Coding Specialist Certificate Program of Southern University at Shreveport Louisiana prepares graduates for careers as medical coders in both traditional and non-traditional healthcare settings. The curriculum combines the classroom setting, web-enhanced/online coursework, work in a simulated laboratory, and hands-on experience in the clinical setting. A Certificate of Applied Science as a Medical Coding Specialist is awarded upon successful completion of all academic and clinical experiences.

The courses with the Medical Coding Specialist Certificate Program are transferrable into the Associate of Applied Science in Health Information Technology for those students who are interested in the progression program.

The Medical Coding Specialist certificate program will seek approval by the American Health Information Management Association (AHIMA) in 2013. Program graduates are eligible to write for the national certification examination, the Certified Coding Associate (CCA), administered by the American Health Information Management Association (AHIMA). After successfully passing the examination, graduates obtain the credential Certified Coding Associate (CCA). Graduates are eligible to sit for additional national certification examinations also administered by AHIMA, which include the Certified Coding Specialist (CCS) and the Certified Coding Specialist-Physician (CCS-P). However, upon the recommendation by AHIMA, graduates are encouraged to gain additional work experience prior to sitting for these two (2) specialized coding examinations.

*American Health Information Management Association (AHIMA)
233 North Michigan Avenue – Suite 2150
Chicago, IL 60601-5800
(312) 233-1100*

Career Path

A career as a Medical Coding Specialist offers a diverse career opportunity to serve as a member of the healthcare workforce through the combination of health information and computer information technology. The Medical Coding Specialist Certificate provides a graduate with the knowledge base and technical skills to work in a variety of healthcare settings including acute care hospitals, ambulatory care, office-based physician practices, outpatient clinics, rehabilitation facilities, behavioral healthcare, insurance companies, etc.

Graduates may choose to apply for various job positions including Clinical Coding Specialist, Clinical Data Specialist, DRG Coordinator, DRG Specialist, Health Data Analyst, Medical Coder, Insurance/Billing Coordinator, Coding Supervisor. (Note: This is not a complete list and job titles/positions are subject to vary by healthcare settings.)

Job prospects are very good. Employment of health information professionals is expected to increase by twenty (20) percent, much faster than the average of all occupations through 2018. According to the American Health Information Management Association (AHIMA), health information professionals can expect to be in high demand as approximately 12,000 to 50,000 new jobs are anticipated by 2017 and the Bureau of Labor Statistics cites this profession as one of the twenty (20) fastest growing occupations in the U. S.

Program Academic Admission Requirements

Students wishing to apply for admission to the Medical Coding Specialist certificate program must:

- Meet the general admissions criteria of the University
- Complete an application for admission to the Medical Coding Specialist certificate program
- Score on the ACT or University Placement Test sufficient to place in college level courses
- Provide a copy of official transcripts from other colleges or universities attended
- Achieve a cumulative grade point average (GPA) of 2.5 and/or better in high school and in previous college course work
- Complete BIOL 220/220L and ALLH 210 and earn a “C” or better prior to gaining admission to the Health Information Technology Program.
- Complete an interview with the Program Director and Selection Committee (if applicable)

Program Progression Requirements

In order to achieve progress status and remain in good academic standing, the student must:

- Pre-advise with either a Medical Coding Specialist or Health Information Technology instructor/advisor each semester and update the degree plan
- Maintain a cumulative grade point average (GPA) of 2.0 or higher
- Take professional courses in sequence and earn a grade of “C” or better in each for both the professional and non-professional components of the Medical Coding Specialist curriculum (or permission of the Program Director)
- Achieve a satisfactory evaluation for each professional practice experience resulting in a “C” or better
- If a grade of “D” or below is earned in a non-professional course, the student may progress, provided that the course is not a prerequisite to a course in the professional component of the Medical Coding Specialist curriculum
- Agree/consent to criminal background checks prior to entering the clinical phase of the program

Program Requirements for Graduation

A Certificate of Applied Science as a Medical Coding Specialist is conferred upon a student when the following conditions have been met:

- Successful completion of all required courses
- Achievement of an overall grade point average (GPA) of 2.0 or higher in all Medical Coding Specialist certificate courses
- Successfully complete the Entry Level Review Seminar and the Coding Review Seminar at the end of the first year course work
- Clearance of all indebtedness to the University
- Payment of national certification examination fee has been made to the American Health Information Management Association and the examination data has been scheduled through the official testing center.

General Education Requirements – 20 Hours

Course	Credit Hours
ENGL 110 – Freshman English I	3
MATH 133 – Algebra for College Students	3
Behavioral/Social Science Elective	3
*ALLH 210 – Medical Terminology	3
*BIOL 220 – Human Anatomy & Physiology I (Lecture)	3
*BIOL 220L – Human Anatomy & Physiology I (Lab)	1
BIOL 222 – Human Anatomy and Physiology II Lecture	3
BIOL 222L – Human Anatomy and Physiology II Lab	1

Medical Coding Certificate Professional Courses - 28 Hours

Courses	Credit Hours
HITG 105 – Health Data Content Structure (Lecture)	3
HITG 108 – Introduction to Computer Applications for Healthcare Professionals	2
HITG 109 - Legal Aspects of Health Information	3
HITG 202 - Healthcare Delivery Systems	3
HITG 208 – Introduction to Medical Science	3
HITG 209 - Entry Level Review Seminar	1
HITG 217 - Basic Coding (Lecture and Lab)	4
HITG 222 – Advanced Coding (Lecture and Lab)	3
HITG 223 – Billing and Reimbursement Methods	3
HITG 225 – Coding Review Seminar	1
HITG 246 – Professional Practice Experience I	2
TOTAL CREDIT HOURS - 48	

Computer Literacy

Computer technology is incorporated across the Medical Coding Specialist Certificate curriculum. In HITG 108, Introduction to Computer Applications for Healthcare Professionals, students are oriented to and tested on computer concepts, technology, and software applications (i.e. word processing, excel, PowerPoint, and databases). Students are required to utilize computer technology and various software applications in most medical coding specialist certificate courses.

***Prerequisite Courses**

Students are to complete BIOL 220/220L and ALLH 210 and earn a “C” or better prior to gaining admission to the Medical Coding Specialist Certificate Program. The seven (7) credit hours for this course are included in the total 48 credit hours for the curriculum.

Contact Information

Kimberly Newlen, Program Director
 Metro Center
 610 Texas Street, Room 327
 Telephone: (318) 670-9644
 Email: kmadden@susla.edu

MEDICAL LABORATORY TECHNICIAN

Medical Laboratory Technicians (MLT) is health-care professionals skilled in the performance of laboratory procedures, which aid in the diagnosis, prognosis, treatment, and maintenance of the health of the patient. They perform a variety of procedures using intricate and sophisticated instrumentation. As a component of the profession of Medical Laboratory Technicians [also known as Clinical Laboratory Science (CLS)], MLTs are vital members of the healthcare team and contribute significantly to the delivery of quality healthcare. With the influx of new laboratory procedures, knowledge, and instrumentation, there is an increasing need for MLTs. The student contemplating the profession should possess such personal attributes as interest in the sciences, self-motivation, dedication, discipline, a strong desire to help people, and must have high moral, academic and ethical standards. Technical standards include manual dexterity and visual acuity (normal color vision).

The Medical Laboratory Technician program is a two-year program fully accredited by the

National Accrediting Agency of Clinical Laboratory Sciences

5600 N. River Rd. Suite #720

Rosemount, IL 60018

Phone: (773) 714-8880

Fax: (773) 714-8886 or

www.naacls.org

The program prepares students for employment as technicians in hospital laboratories, physicians' offices, and other types of clinical laboratory facilities. The curriculum is designed to develop well-rounded individuals and is not limited to the technical skills of the profession. Courses are intended to develop the educational, cultural and social needs of the student. Courses are provided in the natural sciences, behavioral sciences, liberal arts and in the clinical laboratory sciences (which include a clinical practicum at area hospital laboratories). Faculty of Southern University at Shreveport work closely with the affiliated hospitals to ensure the quality and standards of education are maintained.

Program Entrance Requirements

Admission into the program is competitive and based on selected entrance criteria:

- Program applications are available in the Program Director's office –Metro Campus, Suite 307 in February
- Deadline for completion of application packet is April 30th.
- Have completed twelve (12) credit hours at SUSLA prior to admission to the clinical program and supply the following
 - College transcript(s)
 - Brief narrative of intent
 - Three (3) letters of reference
 - GPA of 2.5 or better
 - Specified prerequisite courses
 - Interview with the MLT Interview Committee

Applicants must be eighteen (18) years of age and be in sufficient mental and physical health to meet the minimum clinical performance standards. The standards are listed in the Admissions Packet. Admission into the program is predicated upon completion of prerequisite courses (with grade of "C" or higher) by the terminus of the spring semester of application.

An application for acceptance must be submitted along with three (3) letters of recommendation. It is the student's responsibility to complete the application before he/she will be considered for entrance into the clinical program. Students selected for entry will be chosen by an interview panel composed of Allied Health Faculty and clinical laboratory scientists from local clinical affiliations. The number of students selected for the clinical program is predicated upon the number of clinical spaces available.

Upon admission

- Students are required to purchase uniforms and supplies. (A mandatory entrance fee of \$100.00 is due the first semester of clinical.)
- Students must be able to pass a Physician's Physical Examination, present evidence of current immunizations, Hepatitis vaccination and TB screening prior to entering the clinical setting.
- As mandated by the Program's Clinical Affiliate, all clinical students are subject to criminal background checks and drug screening.
- Students selected are required to maintain and demonstrate exceptional scholastic abilities at all times. If provided a student makes a final grade of a "D" or "F" in any of the professional courses, he/she will not be able to continue in the program the following semester.
- Upon successful completion of course work, clinical competency examinations, and a final comprehensive examination, Southern University at Shreveport will grant an Associate of Applied Science Degree in Medical Laboratory Technology.
- The student is then eligible to sit for the American Society for Clinical Pathologists (ASCP) and/or the America Medical Technology (AMT) examinations for certification.

Technical Standards or Essential Functions

Medical laboratory technician students must have abilities and skills as follows:

1. **Observation** - The applicant/student should be able to characterize color, odor, clarity and viscosity of biological, reagents or chemical reaction products. Therefore, the student must possess functional use of the senses of smell, vision and somatic sensation.
2. **Communications** - The applicant/student must be able to communicate effectively and sensitively orally and in writing with all members of the healthcare team. The student must have the ability to read and comprehend written material in order to correctly and independently perform laboratory test procedures.
3. **Psychomotor Skills** - The applicant/student must possess gross and fine manual dexterity sufficient to handle specimens or reagents and phlebotomy equipment and perform analytical procedures requiring the use of small, delicate tools, equipment and instruments. The applicant/student must possess vision and dexterity which allows him/her to focus and view specimens using a binocular microscope.
4. **Intellectual/Conceptual and Cognitive Abilities** - The applicant/student must be able to measure, calculate, reason, analyze and synthesize, integrate and apply information. The applicant/student should be able to use sufficient judgment to recognize and correct performance and problem solve unexpected observations or outcomes of laboratory procedures.
5. **Behavioral and Social Attributes** - The applicant/student must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities attendant to the performance of laboratory testing. Candidates must also be able to tolerate taxing workloads, function effectively under stress, adapt to a changing environment, display flexibility and function independently in the face of uncertainties or problems that might arise.
6. **Ethical Standards** - The applicant/students must demonstrate professional demeanor or behavior and must perform in an ethical manner in dealing with peers, faculty, staff and patients.
7. **Academic Performance** - The applicant/student must be able to obtain relevant information from lectures, seminars, laboratory sessions or exercises, clinical laboratory practicum and independent study assignments.

Reasonable accommodations for persons with documented disabilities will be considered on an individual basis, but a candidate must be able to perform in an independent manner. There will be no discrimination in the selection of program participants based on race, creed, color, gender, age, marital status, national origin, or physical or mental disability, providing mandatory standards can be met.

**ASSOCIATE OF APPLIED SCIENCE IN
MEDICAL LABORATORY TECHNICIAN**

General Education Courses - 32 Hours

Courses	Credit Hours
ENGL 110 – Freshman English I	3
MATH 133 – Algebra for College Students	3
CHEM 130 – General Chemistry Lecture	3
CHEM 130L – General Chemistry Laboratory	1
Humanities Elective	3
Social/Behavioral Sciences Elective	3
BIOL 220 – Human Anatomy and Physiology Lecture I	3
BIOL 220L – Human Anatomy and Physiology I Lab	1
BIOL 222 -- Human Anatomy and Physiology Lecture II	3
BIOL 222L – Human Anatomy and Physiology II Lab	1
FROR 120 – College Success	1
CMPS 101- Computer Concepts	3
**BIOL Elective 200 or Higher	4

Medical Laboratory Technician - 38 Hours

Courses	Credit Hours
PHLE 101 – Introduction to Phlebotomy	3
MLTC 105 – Introduction to Medical Lab Technology	1
MLTC 239 – Parasitology/Mycology	3
MLTC 240 – Coagulation	2
MLTC 241 – Clinical Hematology	3
MLTC 242 – Clinical Immunology/Serology	2
MLTC 243 – Clinical Immunohematology	3
MLTC 244 – Clinical Microbiology	3
MLTC 245 – Clinical Urinalysis	2
MLTC 246 – Clinical Chemistry	3
MLTC 247 – Clinical Hematology Practicum	1
MLTC 248 – Clinical Immunology Practicum	1
MLTC 249 – Clinical Phlebotomy Practicum	1
MLTC 250 – Clinical Immunohematology Practicum	1
MLTC 251 – Clinical Microbiology Practicum	1
MLTC 252 – Clinical Chemistry Practicum	1
MLTC 253 – Clinical Urinalysis Practicum	1
MLTC 270 – Clinical Review I	4
MLTC 271 – Clinical Laboratory Science Review II	3
TOTAL CREDIT HOURS - 70	

Contact:

Patricia Brown, Program Director
 Metro Center
 610 Texas Street, Room 307
 Telephone: (318) 670-9350
 Email: pbrown@susla.edu

PHLEBOTOMY (Certificate of Technical Studies Program)

Phlebotomists are health care professionals skilled in the procurement of blood and in facilitating the specimen collection process. The main function involves obtaining patient's blood specimens by venipuncture and micro-sampling techniques. Other duties involve facilitating the collection and transportation of other clinical specimens and processing specimens for the laboratory analysis.

The Program prepares students for employment in clinical laboratory facilities, generally under the supervision of the appropriate technologist. The curriculum includes courses concerned with instruction in general education and phlebotomy. Technical skills are acquired through a clinical practicum, which is a competency based system designed to prepare students for the workforce. Upon successful completion of the coursework, Southern University at Shreveport will grant a certificate in phlebotomy education. The student is then eligible to sit for the National Phlebotomy Registry.

Admission into the clinical practicum is competitive and based upon the number of clinical spaces available at local affiliated hospitals and other types of clinical facilities. Students are selected based on set criteria which include approval from the program's admission committee.

The Phlebotomy program is fully approved by

*National Accrediting Agency of Clinical Laboratory Sciences
5600 N. River Rd. Suite 720
Rosemount, IL 60018
www.NAACLS.org
Phone: 773-714-8880
Fax: 773-714-8886*

Admission into the program is competitive and based on selected entrance criteria

- High school diploma or equivalent
- High School GPA of 2.0 or higher
- College transcript(s) if applicable, GPA of 2.0 or higher
- Program application are available in the Program Director's Office (Metro Campus, Suite #307) in *March for the Fall Semester Clinical and September for the Spring Semester Clinical*
- Deadline for completion of application packet – *June 30th for the Fall Semester acceptance* and *October 31st for the Spring Semester acceptance*
- Brief narrative of intent
- Three (3) letters of reference
- Interview with Phlebotomy Interview Committee
- Applicants must be at least 18 years of age and be in sufficient mental and physical health to meet the minimum clinical performance standards. The standards are listed in the Admissions Packet.

Technical Standards or Essential Functions

Phlebotomy students must have abilities and skills as follows:

1. **Observation** – The applicant/student should be able to characterize color, odor, clarity and viscosity of biological, reagents or chemical reaction products. Therefore, the student must possess functional use of the senses of smell, vision and somatic sensation.
2. **Communication** – The applicant/student must be able to communicate effectively and sensitively orally and in writing with all members of the healthcare team. The student must have the ability to read and comprehend written material in order to correctly and independently perform laboratory rest procedures.
3. **Psychomotor Skills** – The applicant/student must possess gross and fine manual dexterity sufficient to handle specimens or reagents and phlebotomy equipment and perform analytical procedures requiring

the use of small, delicate tools, equipment and instruments. The applicant/student must possess vision and dexterity which allows him/her to focus and view specimens using a binocular microscope.

4. **Intellectual/Conceptual and Cognitive Abilities** – The applicant/students must be able to measure, calculate, reason, analyze and synthesize, integrate and apply information. The applicant/student should be able to use sufficient judgment to recognize and correct performance and problem solve unexpected observations or outcomes of laboratory procedures.
5. **Behavior and Social Attributes** – The applicant/student must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities attendant to the performance of laboratory testing. Candidates must also be able to tolerate taxing workloads, function effectively under stress, adapt to a changing environment, display flexibility and function independently in the face of uncertainties or problems that might arise.
6. **Ethical Standards** – The applicant/student must demonstrate professional demeanor or behavior and must perform in an ethical manner in dealing with peers, faculty, staff and patients.
7. **Academic Performance** – The applicant/student must be able to obtain relevant information from lectures, seminars, laboratory sessions or exercises, clinical laboratory practicums and independent study assignments.

Reasonable accommodations for persons with documented disabilities will be considered on an individual basis, but a candidate must be able to perform in an independent manner. There will be no discrimination in the selection of program participants on race, creed, color, gender, age, marital status, national origin, or physical or mental disability, providing mandatory standards can be met.

Upon Admissions

- Must be able to pass a Physician’s Physical Examination, CPR certification, present evidence of current immunization, Hepatitis vaccination, and TB screening prior to clinical setting.
- Students are required to purchase uniforms and supplies.
- As mandated by the Program’s Clinical Affiliate, all students are subject to criminal background check and drug screening.
- ACT and Placement exams is required
- A mandatory \$70.00 entrance fee is required upon admission into the Phlebotomy Program.
- Upon successful completion of the course work, clinical competency examination, and a passing grade of “C” (75% or higher) on the final comprehensive examination, Southern University will grant a Certificate in Phlebotomy.

Phlebotomy Curriculum

Phlebotomy Major - 18 Hours

Courses	Credit Hours
PHLE 101 – Introduction to Phlebotomy	3
PHLE 110 – Medical Ethics and Law	3
ALLH 210 – Medical Terminology	3
PHLE 210 – Clinical Practicum	9
TOTAL CREDIT HOURS - 18	

Contact:

Patricia Brown, Program Director
 Metro Center
 610 Texas Street, Room 307
 Telephone: (318) 670-9350
 Email: pbrown@susla.edu

RADIOLOGIC TECHNOLOGY

Program Mission

The Radiologic Technology program of Southern University offers an Associate of Applied Science, which prepares students for careers in Radiography. Dedicated to excellence in Radiography Education, the program promotes an environment which fosters the development of critical thinking, creativity, problem solving and cooperative learning through a wide range of instructional methods. The Program's offerings include learning experiences from a variety of disciplines to provide a diverse foundation for science and radiography. Using the classroom and clinical setting as the main thrust for enhancing the learning process, students are prepared to function as qualified radiographers in hospitals, clinics, and physicians' offices.

Program Overview

The radiography curriculum consists of general and clinical education. General education is concerned with instruction in the humanities, basic sciences, mathematics, and computer technology. The clinical course work in radiography utilizes a competency-based system and provides students with instruction in professional radiography to prepare them for an active role in the profession.

The program is accredited by the

Joint Review Committee on Education for Radiologic Technology (JRCERT)
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606.

Program Entrance Requirements

- ❖ Applicants must be at least 18 years of age and be in sufficient mental and physical health to meet the minimum clinical performance standards. The standards are listed in the Admissions Packet.
- ❖ Students **accepted** into the program must be able to pass a physician's physical examination and drug screening, present evidence of Hepatitis vaccination TB screening and must be current on all other immunizations prior to entering the clinical setting.
- ❖ Students must have completed at least twelve (12) hours of study at Southern University at Shreveport prior to admission to the clinical program.
- ❖ Applicants must be willing to work with low levels of radiation exposure and with sick and disabled patients.
- ❖ Applicants who have been arrested, charged with, convicted of, pled guilty of nolo contendere for any felony or misdemeanor other than a minor traffic citations must seek clarification of eligibility to sit for the ARRT Registry Exam prior to enrollment in this course of study. The ARRT maintains standards of conduct and a felony conviction may exclude an applicant. As mandated by the program's clinical affiliates all clinical students are subject to criminal background checks.

In addition, applicants must:

- ❖ Attend pre-application meeting held in the spring semester
- ❖ Complete an application for admission to the Radiologic Technology program.
- ❖ Complete at least twenty-four (24) hours of observation in Radiology.
- ❖ Submit an official transcript from all colleges/universities attended attached to application.
- ❖ Submit a copy of ACT scores
- ❖ Achieve a cumulative grade point average of at least 2.5.

Academic Requirements

- ❖ Possess a high school diploma or equivalent
- ❖ Have completed twelve (12) hours at SUSLA
- ❖ Have a score on the ACT or the University Placement Test sufficient to place the student in college level courses.
- ❖ Possess a strong education background in Biology/Science

- ❖ **Have a 2.5 cumulative GPA or higher.** It is recommended that students enroll in and successfully complete as many general education courses that are a part of the curriculum, prior to enrollment in the clinical portion of the program.
- ❖ Students must take RADT 103, ENGL 110, BIOL 200, 220L, 222, 222L, MATH 133, and PHYS 100 prior to gaining admission to the Radiologic Technology

Program Admissions

Admission to the clinical phase of the program is competitive and limited by the number of clinical slots that are available at local affiliated hospitals. Students must have the approval of the admissions committee in order to enroll in any clinical portion of the program. Prior to obtaining this approval, the student is strongly encouraged to pursue studies in the general education portion of the program. **Application packets are available in the Program Director's Office in mid-March.**

General Education Courses – 27	
Freshman English I	3
Algebra for College Students	3
Physical Science	3
Human Anatomy and Physiology Lecture I	3
Human Anatomy and Physiology Laboratory I	1
Human Anatomy and Physiology Lecture II	3
Human Anatomy and Physiology Laboratory II	1
Freshman Seminar	1
Behavioral or Social Science Elective	3
Introduction to Computer Concepts	3
Humanities Elective*	3
Radiologic Technology Professional Courses – 45	
MLTC 100 – Phlebotomy Workshop	1
RADT 103 – Radiologic Technology	2
RADT 107 – Clinical Rad I	3
RADT 112 – Rad Procedures and Position Lecture	2
RADT 113 – Rad Procedures and Position Lab	1
RADT 117 – Clinical Rad II	3
RADT 109 – Exposure I	2
RADT 110 – Exposure I Lab	1
RADT 122 – Rad Procedures and Position II Lecture	2
RADT 123 – Rad Procedures and Position II Lab	1
RADT 147 – Clinical Rad III	3
RADT 200 – Radiologic Physics	2
RADT 207 – Clinical Rad IV	3
RADT 215 – Exposure II Lecture	2
RADT 232 – Rad Procedures and Position III	2
RADT 233 – Rad Procedures and Position III Lab	1
RADT 220 – Rad Biology and Prot.	2
RADT 235 – Equipment Operation and Maintenance	2
RADT 237 – Clinical Rad V	3
RADT 244 – Rad Path and Film Crit.	2
RADT 255 – Rad Seminar I	2
RADT 257 – Clinical Rad VI	1
RADT 260 – Rad Seminar II	2

Program Requirements for Graduation

- ❖ Students must receive a minimum grade of a “C” in ALL professional courses to remain in the program. If a student receives below a “C” in any of the professional courses, he/she will be dismissed from the program. A student may reapply for readmission into the program if the student fails a professional course.

- ❖ Students will be given the exit exam at the end of the second Summer Term. Students must pass the exit exam with a 77% average or better.
- ❖ Students who are unsuccessful in passing the exit exam on the first attempt will be given an “I” grade and required to attend remediation sessions provided by program faculty.
- ❖ In the interim period between the end of the summer semester and midterm of the fall semester, students will be given the opportunity to retake the exit exam in thirty (30) day increments during the remediation process. Students must successfully complete the final challenge of the clinical competency based system utilized by this program. The student will be withheld from graduation until the clinical education system has been mastered.
- ❖ Successful completion of the exit exam is required prior to midterm of the fall semester. Failure to comply with this requirement will result in the student receiving a grade of “F”
- ❖ Students must successfully complete the final challenge of the clinical competency based system utilized by this program. The student will be withheld from graduation until the clinical education system has been mastered.
- ❖ A minimum cumulative GPA of **2.0** must be achieved in order to graduate from Southern University at Shreveport.

Progression in the Radiologic Technology Program

A student is allowed to progress in the Radiologic Technology Program provided competency is demonstrated in required didactic and clinical courses at the end of each semester. In order to achieve progress status and remain in good academic standing, the student must:

1. Achieve a minimum grade of C (77%) in all professional courses
2. Complete physical exam and drug test
3. Maintain continuous enrollment in the Radiologic Technology curriculum sequence.
4. Maintain current certification in CPR for health professionals.
5. Maintain current TB screening.

Grading Scale

100 – 93	A
92 – 85	B
84 – 77	C
76 – 70	D
69- below	F

NON-PROGRESSION

Failure to meet Academic Requirements

A student who does not achieve a C or better in any RADT course may not continue in the program sequence. In order to achieve progression status after failure to earn a grade of C or better in a RADT course, the student must repeat the course. A student may repeat only one course in the RADT curriculum. The students must achieve a grade of C or better in all remaining courses throughout the RADT curriculum in order to continue progression.

Readmission/Re-entry Following Placement in Non-Progression Status

A student who has not achieved a satisfactory grade of C or better is placed on non-progression status and must apply for re-admission to the Radiologic Technology Program.

1. Complete and return an application for readmission to the Division of Allied Health with the Application Fee.
2. Submit a letter with the application to the Program Director requesting readmission, explaining the circumstances under which you left the program and specific actions taken to increase the potential for success in the program
3. Students will be permitted to repeat only one course in the Radiologic Technology Program. Students will be allowed one readmission/re-entry.

Readmission/re-entry is not guaranteed. The Radiologic Technology Admissions Committee will evaluate all applications for readmission and make recommendations to the Division Chair of Allied Health.

DISMISSAL POLICIES

Dismissal Radiologic Technology Program for Academic Reasons

A readmitted student who fails to achieve a grade of “C” or better for a repeated course will be dismissed from the program. The student may not apply for readmission nor re-enroll in the program. A student that withdraws from the program after re-entry may not apply for readmission nor re-enroll in the program.

Radiologic Technology Program Dismissal for Clinical Reasons

A student who engages in behavior in the clinical area, which negatively affects a patient’s status, violates a patient’s confidentiality, or fails to adhere to program policies may be dismissed from the program. Any student who is dismissed for clinical reasons may not re-enroll.

Failure to Achieve/maintain satisfactory Clinical Performances

In order to achieve satisfactory performance in the patient care setting, each student is expected to meet the Competency Standards and conduct himself/herself in a manner consistent with course requirements and objectives, program and school policies. Any behavior that is not consistent with the competency standards, course requirements and objectives, program and school policies will result in a clinical grade less than satisfactory (77%). A grade less than satisfactory is evident by behavior in any patient care setting, which may jeopardize a patients’ physical and/or psychological safety. A grade less than satisfactory also includes unprofessional and uncaring behaviors, inability to perform or obtain the required number of competencies, or the failure to integrate didactic and clinical objectives. A grade of less than a C (77%) will result in the student immediate removal from the program.

Dishonesty

A student found guilty by the Southern University Disciplinary Committee of any of the following will be dismissed from the Radiologic Technology program and may be subject to University sanctions:

- A. Academic cheating
- B. Plagiarism
- C. Unauthorized possession of examinations
- D. Falsification of patient or agency records
- E. Falsification of Southern University documents

Contact:

Shelia Swift, Program Director
Metro Center
610 Texas Street, Room 212
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Email: sswift@susla.edu

RESPIRATORY THERAPY TECHNOLOGY

The Respiratory Therapy Program is designed so students can complete the professional courses within 2-year period. Professional courses will focus on preparing students to provide respiratory care services in general, critical care, and long-term care.

Program Accreditation and Practitioner Certification

The Respiratory Therapy program is accredited through the

*Committee on Accreditation for Respiratory Care
1248 Harwood Road
Bedford, TX 76021-4244
(817) 283-2835*

*and by the
Commission on Accreditation of Allied Health Education Programs*

Graduates of this program are eligible to take the entry-level examination and upon successful completion of the entry-level exam are eligible to take the advanced level examinations administered by the National Board for Respiratory Care Inc. Successful completion of the entry level exam will award the student with the CRT (Certified Respiratory Therapist) credential which is required before permanent state licensure can be issued.

Admission Requirements

The Respiratory Therapy program utilizes a competitive admission process to select students. Prospective students may obtain applications during the spring semester. The Respiratory Therapy Program admits students once per year at the beginning of the fall semester.

Students wishing to apply for admission to the Respiratory Therapist program must:

- Meet the general admissions criteria of the University;
- Successfully complete at least twelve (12) semester hours of coursework at Southern University at Shreveport Louisiana;
- Complete an application for admission to the Respiratory Therapy program;
- Complete the Respiratory Therapy program orientation
- Complete the HESI Program Admission Exam (**cost \$30.00**) – **Dates TBA**
- Submit official transcript from all colleges/universities attended
- Complete an interview with the Program’s interview committee
- Achieve a cumulative grade point average of at least 2.5 in the prerequisite courses and an overall 2.5 grade point average;
- Successful completion (“C” average or better) of the following prerequisite courses:

Courses	Credit Hours
BIOL 220 – Human Anatomy and Physiology Lecture I	3
BIOL 220L – Human Anatomy and Physiology Laboratory I	1
BIOL 222 – Human Anatomy and Physiology Lecture II	3
BIOL 222L – Human Anatomy and Physiology Laboratory II	1
PHYS 100 –Physical Science I	3
ENGL 110 – Freshman English I	3
MATH 133 – Algebra for College Students	3
CHEM 130 – General Chemistry Lecture	3
CHEM 130L – General Chemistry Lab	1

Program Progression

In order for a student to progress and remain in good academic standing, the student must:

- Maintain continuous enrollment in the Respiratory Therapy curriculum sequence
- Achieve a minimum grade of “C” in all professional courses
- Maintain current certification in CPR for health professionals
- Successfully complete the Student Assessment Examination at the end of the first year course work. Students with less than successful completion will be remediated and allowed one (1) retake.

Graduation Requirements

The Associate Degree of Applied Science in Respiratory Therapy may be conferred upon students when the following conditions are met:

- Successful completion of all required courses
- Achievement of an overall grade point average of 2.0 or higher in all Respiratory Therapy courses
- Sat for National Certification Examination
- Clearance of all indebtedness to the University

General Education Requirements	Credit Hours
BIOL 220 – Human Anatomy and Physiology Lecture I	3
BIOL 220L – Human Anatomy and Physiology Laboratory I	1
BIOL 222 – Human Anatomy and Physiology Lecture II	3
BIOL 222L – Human Anatomy and Physiology Laboratory II	1
CHEM 130 – General Chemistry Lecture	3
CHEM 130L – General Chemistry Lab	1
ENGL 110 – Freshmen English I	3
MATH 133 – Algebra for College Students	3
PHYS 100 – Physical Science I	3
Humanities Elective - (choose from HIST, ENGL, JOUR)	3
Behavioral/Social Science Elective – (choose from PSYC, POLI, or SOCL)	3
Respiratory Therapy Requirements	Credit Hours
RESP 103 – Cardiopulmonary Physiology	2
RESP 104 – Fundamental of Respiratory Care	4
RESP 109 – Clinical Applications and Procedures I	3
RESP 119 – Pharmacology	2
RESP 121 – Critical Care Concepts I	3
RESP 123 - Clinical Applications and Procedures II	3
RESP 129 – Pulmonary Diseases	2
RESP 130 – Entry-Level Review	1
RESP 218 – Advanced Pharmacology	1
RESP 226 - Clinical Applications and Procedures III	3
RESP 230 – Respiratory Care Topics	1
RESP 231 – Critical Care Concepts II	3
RESP 235 – Neonatology/Pediatrics	3
RESP 240 – Diagnostic Procedures	2
RESP 256 – Advanced Cardiopulmonary Physiology	2
RESP 261 – Clinical Applications and Procedures IV	6
RESP 265 – Pathology of Disease	2
RESP 276 – Advanced Review	2
TOTAL CREDIT HOURS - 72	

Computer Literacy

Computer technology is incorporated across the Respiratory Therapy curriculum. Computerized standardized exams are required in clinical applications and procedures I, II, III, and IV. Students are required to present case studies with Power Points.

Freshman Seminar

The content of Freshman Seminar course is reviewed in RESP 104: Fundamentals of Respiratory Care.

Contact:

Claudine Matthews, Program Director
 Metro Center
 610 Texas Street, Room 211
 Telephone: (318) 670-9650
 Email: cmatthews@susla.edu

STERILE PROCESSING TECHNICIAN

Program Mission

The Sterile Processing Technician Program of Southern University at Shreveport offers a Certificate of Applied Science (CAS), which prepares students for careers in sterile processing, as well as Materials Management and Distribution in health care industries. Dedicated to excellence in sterile processing and distribution education, the program promotes an environment which fosters the development of a sterile conscience required to safely care for surgical patients, critical thinking, cooperation, teamwork, professionalism, along with technical skills necessary to provide vital support to all patient care areas served by the Central Sterile Processing Management and Distribution Department. The Sterile Processing Technician graduate will have received classroom instructions as well as hands-on training in the University lab, Hospital Operating Room suites, Instrument rooms, and Central Service Departments. The Program prepares the student to take the National Certification Exam and become a Certified Registered Sterile Processing Technician (CRST).

Program Objectives

Upon completion of this program, the sterile processing technician will be able to:

- Decontaminate, inspect, assemble, process, and sterilize surgical instruments and trays.
- Maintain documentation required by the accrediting agencies for quality control.
- Inspect, maintain, deliver and retrieve equipment and instruments for the surgery suite, Emergency room, intensive care units, and other departments.
- Perform elementary computer procedures as they apply to equipment, supply tracking, ordering and preference/pick list generation.
- Discuss basic inventory control concepts.
- Demonstrate knowledge of medical and surgical instrumentation, supplies, and equipment in various specialties
- Use good communication skills utilizing appropriate medical terminology.
- Maintain a professional deportment in responding quickly and accurately to urgent hospital departmental requests.
- Log a minimum of 400 hours of Central Service Technician clinical hands-on experience.
- Prepare to take the National Certification exam from IACSHM and be a Certified Registered Sterile Processing Technician (CRST).

The sterile processing and distribution courses (SPDT) are offered during fall and spring semesters. A boot camp Central Processing Review course designated to prepare the student to take the national certification exam is offered in the summer. It is NOT necessary for the student to complete the nine (9) credit hours of general education before starting central processing and distribution courses, however, to receive the CAS, a student must have completed the curriculum as published.

Admissions Requirements

1. Application to the Sterile Processing Technician Program
2. Official high school or GED transcript
3. Official college transcript (if applicable)
4. Two (2) Letters of Recommendation
5. Written Essay
6. Security Background Check, health forms completion and vaccinations as required by the clinical sites (once accepted paperwork will be provided)

Employment Opportunities

Sterile Processing Technicians are employed in the Operating Rooms, Central Services and Distribution Departments of hospitals, Surgery Centers, Physicians' clinics, and hospitals are just some of the organizations in which Central Sterile Processing Technicians are providing services. The ladder of growth in the industry is exceptional and commensurate with experience, background education, and the desire to acquire additional certifications which related to various specialties in the CSPD industry.

CURRICULUM

General Education Requirements	Credit Hours
ENGL 110 – Freshman English I	3
MATH*	3
PSYC 210 – Introduction to Psychology	3

Sterile Processing and Distribution Specialty Courses	Credit Hours
ALLH 210 – Medical Terminology	3
SURG 102 – Introduction to Surgical Practice	4
SPDT 110 – Introduction to Sterile Processing and Distribution	4
SPDT 210 – Central Sterile Processing Department Practicum	10
SPDT 220 – Central Sterile Processing Review	2

TOTAL CREDIT HOURS - 32

*** The Program recommends that the student take Allied Health Math, however, any Math course above the Remedial Math will be accepted.**

Contact:

Didaciane Keys, Program Director
Metro Center
610 Texas Street, Room 328
Telephone: (318) 670-9638
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SURGICAL TECHNOLOGY

Surgical Technology is a Department in the Allied Health Division of Southern University at Shreveport Louisiana, the two-year program that offers a degree of Associate of Applied Science in Surgical Technology. Surgical Technology at SUSLA is a two-year program accredited by the **Commission on Accreditation of Allied Health Education (CAAHEP)**, which accredits surgical technology programs upon the recommendation of the Accreditation Review Committee on Education in Surgical Technology and Surgical Assisting (ARCEST/SA). The ARC-ST provides recognition of quality education programs to the public and it is the only CAAHEP-recognized Common on Accreditation for education in surgical technology and surgical assisting.

Surgical Technologists are Allied Health professionals trained to work directly under the supervision of the surgeon in the Operating Room (OR), they primarily set up sterile supplies, scrub with the sterile surgical team which include the surgeon and the surgical assistant(s), pass instruments, and anticipate the surgeon's needs.

Surgical Technologists are an integral part of the surgical team which includes the surgeon, the anesthesiologist, physician and non-physician surgical assistant(s), and the circulator who is usually a nurse or a surgical technologist. Although surgical technologists operate primarily in surgical settings, they also function in a variety of areas where aseptic/sterile techniques are of vital importance, as well as environments where expert knowledge of surgical and biomedical instruments, supplies and equipment is essential. Areas of employment include, but are not limited to, surgery departments, central supply management, trauma centers, labor and delivery, teaching, as well as surgical supplies and equipment sales reps. Certified Surgical Technologists with further experience may become Certified Surgical Assistants (CSA), by pursuing advanced training and meeting the eligibility requirements to sit for the National Certification for Surgical Assistants.

The Surgical Technology Program accepts students during the Fall Semester and Spring Semester on a clinical space availability basis. It is not mandatory to complete all the general supporting courses before applying for clinical courses, but those who take the surgical technology preliminary courses are more competitive when clinical space is very limited.

Students who complete the Program successfully will receive the Associate Degree of Science in Surgical Technology (AAS-ST). The students must successfully pass a comprehensive Exit Exam prior to sitting for the National Certification Exam. Although it is not required that students pass the National Certification Exam to graduate, all students must take the Nation Exam given by The National Board on Surgical Technology and Surgical Assisting (NBSTSA) as required by the Accreditation Committee on Surgical Technology and Surgical Assisting. Students who are successful on the National Certification Exam for Surgical Technology can use the title of Certified Surgical Technologist (CST).

Review courses are scheduled during summer, fall, and spring to assist students in preparing for The National Certification Exam. A student must successfully pass each review course prior to taking the comprehensive exit exam. A student who does not successfully pass any of the review courses or the exit exam will receive remediation during the following summer and/or fall. The student will then be re-scheduled for the Exit Exam and the National Exam in November in preparation for graduation. A student who fails the remediation courses will have to register for the needed review courses. National Certification Exam will be scheduled within forty-five (45) days prior to spring and fall graduation only.

The Surgical Technology curriculum courses are designed to meet the guidelines of the Core Curriculum for Surgical Technology 6th Edition established by the Association of Surgical Technology (AST). The total number of clinical surgical case requirement is one hundred and twenty (120). Each student will complete thirty (30) cases in General Surgery: twenty (20) in the First Scrub Role and ten (10) in the Second Scrub Role. Each student will complete ninety (90) cases in a variety of surgical specialties:

- (Minimum of five (5) and maximum of fifteen (15) in each specialty)
- Sixty (60) cases in the First Scrub Role
- Thirty (30) cases in the Second Scrub Role
 - Ten (10) can be diagnostic laparoscopy cases
 - Five (5) can be vaginal delivery cases

Eligibility for Admission to the Program

- Interview with the Surgical Technology Department.
- Submit a completed application to the Surgical Technology Program
- Declared Surgical Technology as a major.
- Complete Pre-Clinical Surgical Technology and Introduction to Surgical Practice courses with a “C” or above.
- Obtained a grade of “C” or above in all non-surgical technology required courses.
- Have an overall grade point average of 2.0 or above.
- Submit a completed health form and be able to pass a background check.

Criteria for selection

If the number of eligible students applying to the surgical technology program exceeds the number of available positions in the course, students with the highest overall grade point average will be selected. If there is more than one student qualifying for the last position (identical GPA’s) admission will be on a first come basis. The total number of students in the program from Surgical Practicum I to Surgical Practicum III cannot exceed (30).

Transfer Students

In accordance with University policy, students who have been enrolled at another institution must report official transcripts from each college or university previously attended. The Registrar of Southern University at Shreveport will evaluate all previous work done by the student at other institutions. Transfer credit may be given for those courses taken at accredited institutions provided that the courses fall within the scope of approved curriculums. Acceptability of non-equivalent surgical technology courses is subject to the approval of the Department Chair and the Chair of the Allied Health Division.

Progression in the Surgical Technology Program

A student is allowed to progress in the Surgical Technology Program provided competency is demonstrated in required didactic and clinical courses at the end of each semester. In order to achieve progress status and remain in good academic standing, the student must:

1. Achieve a minimum grade of “C” in all professional courses
2. Maintain the attendance and professional conduct requirements of the program and the clinical sites
3. Maintain continuous enrollment in the Surgical Technology curriculum sequence.
4. Maintain current certification in CPR for health professionals when in clinical
5. Maintain current TB screening.

NON-PROGRESSION

Failure to meet Academic Requirements

A student who does not achieve a “C” or better in any Surgical Technology courses may not continue in the program sequence. In order to achieve progression status after failure to earn a grade of “C” or better in a SURG course, the student must repeat the course.

Readmission/Re-entry Following Placement in Non-Progression Status

A student who has not achieved a satisfactory grade of “C” or better is placed on non-progression status and must apply for re-admission to the Surgical Technology Program. A student re-admitted to the Program will be required to comply with the current curriculum. Readmission/re-entry will be subject to space availability.

Dismissal Surgical Technology Program for Academic Reasons

A readmitted student who fails to achieve a grade of “C” or better for a repeated course will be dismissed from the program. The student may not apply for readmission nor re-enroll in the program. A student that withdraws from the program after re-entry may not apply for readmission nor re-enroll in the program.

Surgical Technology Program Dismissal for Clinical Reasons

A student who engages in behavior in the clinical area, which negatively affects a patient’s safety, violates a patient’s confidentiality, or fails to adhere to program and hospital policies may be recommended for dismissal.

General Education Requirements – 21 Hours	
<i>(Courses may be taken with clinical courses)</i>	
	Credit Hours
ENGL 110 – Freshman English I	3
MATH 133 –Algebra for College Students	3
BIOL 220 - Human Anatomy and Physiology Lecture I	3
BIOL 222 - Human Anatomy and Physiology Lecture II	3
Humanities Elective	3
Behavioral/Social Science Elective – PSYC or SOCL	3
ALLH 210 – Medical Terminology	3

Clinical Course Requirements – 12 Pre-Clinical Hours
(Open Admission)

Courses	Credit Hours
SURG 101 - - Introduction to Surgical Technology	2
SURG 102 – Introduction to Surgical Practice	4
SURG 112 – Pathology I	3
SURG 124 – Basic Patient Care	3

CLINICAL - 39

Admission to Surgical Technology Required
Offered Summer and Spring after completion of
Pre-Clinical courses with minimum of a “C” grade point average

First Semester	Credit Hours
SURG 114 – Biomedical Science	1
SURG 116 – Surgical Techniques	3
SURG 122 – Surgical Technology Practicum I	6
SURG 120 – Fundamental Science Review	3

Second Semester – Fall	Credit Hours
SURG 220 – Procedures I	3
SURG 222 – Surgical Technology Practicum II	6
SURG 228 – Pers. And Professional Development	4

First Semester – Spring	Credit Hours
SURG 224 – Procedures II	4
SURG 226 – Practicum III	6
SURG 234 – National Examination Review	3

TOTAL CREDIT HOURS - 72

Contact:

Didaciane Keys, Program Director
Metro Center
610 Texas Street, Room 328
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Email: dkeys@susla.edu

The Division of Behavioral Sciences/Education

The purposes of the Behavioral Sciences and Education Division are to prepare students with basic preparation needed for advanced training at a baccalaureate institution and to facilitate direct entry into the field of work. The Division also emphasizes a commitment to the community as it relates to the historical, social, political, psychological, and other human and social needs of the students served.

The Division is comprised of the Departments of Criminal Justice, Education, Human services and Social Sciences. The program in the Criminal Justice Department is the Associate Degree in Criminal Justice Administration. The Department of Education consists of the Associate Degree in General Studies in Elementary, Secondary, and Health and Physical Education and the certificate in Technical Studies in Child Development. The Human Services Department consists of the Associate Degree in Human Services with an option in Health & Human Services or Substance Abuse Counseling. The Social Sciences Department offers General Studies transfer programs in history, political science, psychology and sociology.

PROGRAMS

Associate Degree Programs

Criminal Justice Administration
Human Services

Certificate Technical Studies Programs

Child Development

General Studies Degree Programs (Transfer)

Elementary Education
Health & Physical Education
Secondary Education
History
Political Science
Psychology
Sociology

Louisiana Transfer

Contact:

Rosalyn J. Holt, Division Chair
Division of Behavioral Science/Education
Martin Luther King, Jr. Drive Campus
New Classroom Building, Room 120
Telephone: (318) 670-9436
Email: rholt@susla.edu

ASSOCIATE OF APPLIED SCIENCE IN CRIMINAL JUSTICE ADMINISTRATION

PURPOSE

The Associate of Applied Science Degree in Criminal Justice Administration is an interdisciplinary program that prepares individuals for professional careers in the Criminal Justice field. The degree is offered to students who wish to work in all fields of Criminal Justice with emphasis placed on administration. The program is designed to provide students with the ability, knowledge and skills needed to become professionals within and abroad the communities in which they live and work. In addition, the program is designed for student completion after four (4) consecutive semesters of in depth classroom theory and practical application. The curriculum is comprised of sixty-one (61) semester credit hours. Included are thirty-four (34) semester credit hours of General Education courses, twenty-one (21) core major courses, and six (6) related courses to obtain the Associate of Applied Science in Criminal Justice. Emphasis is placed on linkage between classroom theory and practical application of theory in society.

PROGRAM OBJECTIVES

To teach students skills needed for applied work in the area of Criminal Justice and to prepare students for integration into a higher level of learning at other institutions.

First Semester – 16 Hours

FROR 120 – College Success	1
ENGL 110 – Freshman English I	3
CJUS 101 – Introduction to Criminal Justice Administration	3
Natural Science Elective	3
MATH 133 – Algebra for College Students	3
HIST 104 – American History	3

Second Semester – 15 Hours

ENGL 111 – Freshman English II	3
MATH 135 – College Algebra	3
CMPS 101 – Computer Concepts	3
CJUS 200 – Police Administration	3
CJUS 201 – Rules of Criminal Evidence	3

Third Semester – 15 Hours

SPCH 200 – Public Speaking	3
POLI 200 – American Government	3
CJUS 221 – Judicial Process	3
Behavioral/Social Science Elective	3
Natural Science Elective	3

Fourth Semester – 15 Hours

CJUS 205 – Criminal Law and Procedures	3
CJUS 261 – Principles of Supervision	3
CJUS 298 – Criminal Justice Practicum	3
CJUS 230 – Special Problems	3
FIAR Elective	3

TOTAL CREDIT HOURS - 61

Contact:

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 New Classroom Building, Room 123
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DEPARTMENT OF HUMAN SERVICES

PURPOSE

The Department of Human Services offers an Associate of Science Degree in Human Services with the opportunity to pursue an option of either Health and Human Services or Substance Abuse Counseling. With either option, the Human Services graduate will be trained for an entry level position in the helping professions. Alternatively, the graduate may elect to transfer into a baccalaureate degree program in Human Services, Substance Abuse Counseling, or related field.

The Health and Human Services option is designed to provide students with the knowledge, skills and ability to function as paraprofessionals in assisting individuals and communities to achieve enhanced and total well-being. The graduates are trained for jobs in a variety of social settings, such as group home and halfway houses, community mental health centers, correctional facilities, family and youth agencies, and programs dealing with family/domestic violence and aging. The graduates will be trained as generalists, and will have experience in basic helping skills that are essential to the helping profession. Graduates will acquire additional skills in effective communication, diversity/sensitivity training, client-intake assessment/evaluations, facilitating group interactions, networking with other workers and agencies, conflict resolution, and client advocacy. Thus, this entry-level paraprofessional may receive employment in various social settings in addition to Child Care Facilities, Rehabilitation Centers, Residential Centers, Residential Facilities, Health Care Facilities and Government and Community Agencies. Therefore, the program curriculum is designed for those students who are interested in working with people specifically in the field of Social Work, Psychology, Nursing, Social Service Counseling, Homelessness, Child Care and Welfare, Family Services, Mental Health and other helping professions.

The Substance Abuse Counseling option is designed to enable students to develop practical skills as they relate to providing counseling services to persons with addictions and other related problems. The skills include the application of clinical concepts pertaining to chemical-dependent persons, as well as methods of assessment, intervention and treatment. Students are trained to learn the differences between abusers and addicts, the effects of drugs on children, teenagers, pregnant women and children of alcoholics. The graduates are trained to work in various settings, inclusive of substance abuse rehabilitation centers, residential facilities, health care facilities, social and governmental institutions, and community agencies. The graduate is trained and qualified in all aspects of assessment, counseling and treatment planning. Not only does this program option prepare students for further study in the fields of counseling, social work, sociology and psychology, but also provides the necessary 15 higher education hours needed for licensure in Substance Abuse Counseling. In addition, the program has an articulation agreement with Northwestern State University to complete the Substance Abuse Program through its Psychology Department.

The Human Services associate degree program is designed for completion in four (4) semesters, and the curriculum is comprised of sixty-eight (68) semester credit hours. Inclusive are thirty-two (32) semester credit hours of General Education Courses, 21 semester credit hours of Core Major courses to be taken by all program majors, six (6) semester credit hours of selected option (either Health and Human Services (option I) or Substance Abuse Counseling (option II)). Additionally, six (6) semester credit hours of Free Elective Courses are required.

ASSOCIATE OF SCIENCE IN HUMAN SERVICES

First Semester – 16 Hours	
FROR 120 – College Success	1
FIAR Elective	3
ENGL 110 – Freshman English I	3
MATH 133 –Algebra for College Students	3
HUSR 108 – Introduction to Human Services	3
CMPS 101 – Introduction to Computer Concepts	3
Second Semester – 15 Hours	
ENGL 111 – Freshman English II	3
MATH 135 – Pre-Calculus Algebra – <u>or</u> above	3
Social Sciences/Behavioral Sciences	3
HUSR 210 – Introduction to Drugs	3
Natural Science Elective	3
Third Semester – 15 Hours	
HUSR 215 – Bio-psychosocial	3
HUSR 221 – Domestic Violence	3
HUSR 214 – Seminar in Human Services	3
HUSR 109 – Communications Skills in Helping Profession	3
Humanities Elective 200 or above	3
Fourth Semester – 15 Hours	
Natural Science Elective	3
HUSR* - Selected Option	3
HUSR* - Selected Option	3
HUSR 222 – Counseling Therapies	3
HUSR 280 – Human Services Internship	3
TOTAL CREDIT HOURS - 61	

*Option I & II: A selected option consist of six (6) hours in Health & Human Services or Substance Abuse Counseling as listed below:

OPTION I	OPTION II
Health and Human Services	Substance Abuse Counseling
HUSR 220 Health, Aging/Death & Bereavement	HUSR 110 Clinical Writings
HUSR 250 Child Welfare	HUSR 239 Community Drug/Alcohol Programs

Contact:

Gwendolyn Igbokwe, Department Head
 Human Services
 Martin Luther King, Jr. Drive Campus
 Health & Physical Education Complex, Room 314
 Telephone: (318) 670-6435
 Email: gigbokwe@susla.edu

DEPARTMENT OF EDUCATION

The Department of Education is designed to provide meaningful information and classroom experiences for students who plan to teach. The Department offers a Certificate of Technical Studies in Child Development. General Studies degrees are offered in Elementary Education, Secondary Education, and Health and Physical Education. Students who transfer to senior institutions need to take eighteen (18) semester credit hours in Education and twelve (12) related semester credit hours in Elementary or Secondary Education.

The State of Louisiana has mandated that all students who plan to complete the requirements for a Bachelor's Degree, prior to admission at the four-year programs must have an ACT score of nineteen (19) and the successful completion of Praxis I. The Elementary and Secondary Education General Studies programs are designed to prepare students for making an academically smooth transition to a four-year teacher education program.

All Education majors are required to perform educational fieldwork with students enrolled in area schools. Specific objectives are to:

- plan introductory and foundation courses in education that will enlighten students on trends, innovations, and historical developments that shapes the education process.
- provide classroom experiences that encourage creativity and valuable research for methodology and materials that will enhance learning for all students.
- initiate early introduction to reading techniques and instructional media so these may be a part of each student's daily practices in class work.
- allow for early entry into classroom experience. Students will work 36-48 hours in area schools each semester they are enrolled in education classes.
- help each student accept responsibility for self-actualization in academic classes.
- investigate current social, economic, historical, and political changes and concepts needed for educational growth.
- help students develop the discipline needed for academic maturation.
- prepare students for meaningful and knowledgeable classroom experiences with young and school-age children.
- provide adequate preparation in associate degree programs that will allow students to perform effectively as teacher aides, substitute teachers, and teacher associates.

**CHILD DEVELOPMENT
(Certificate of Technical Studies Program)**

PURPOSE

To prepare students to seek certification as a Child Development Associate.

PROGRAM OBJECTIVES

To prepare students to meet the standards set by the National Association for the Education of Young Children (NAEYC). To provide current information and teaching methods to work with young children.

First Semester – 15 Hours	
EDUC 209 – Introduction to Early Childhood	3
EDUC 235 – Child Development	3
EDUC 239 – Parenting	3
EDUC 265 – Early Diagnosis of Childhood Diseases	3
HPRE 229 – Play Activities for Children	3
Second Semester – 9 Hours	
EDUC 247 – Curriculum and Planning in Early Childhood	3
EDUC 249* - Practicum in Early Childhood Education Programs	6
TOTAL CREDIT HOURS - 24	

*Will be waived for students who have been employed in a Headstart Program or an Accredited Early Childhood Program for at least five (5) years. Waiver must be approved upon entry into the program by faculty advisor, Department Head, Division Chairperson, and Dean.

Contact:

Dr. James C. Brown, Department Head
Education Department
Martin Luther King, Jr. Drive Campus
New Classroom Building, Room 125
Telephone: (318) 670-9455
Email: jcbrown@susla.edu

Division of Business Studies

The Division of Business Studies has the mission of preparing students with skills necessary to function effectively in the economic marketplace and to offer courses commensurate to the community. Students are prepared for immediate entry into the workforce through the Associate Degree Programs in Accounting, Business Management and Event Management as well as certificates in Food and Beverage Management, Business Management, Event Management, and Hospitality Operations. The Division is committed to giving personal attention to the growth and development of the students as a whole, and it fosters excellence in teaching and provides a nurturing environment for its diverse student population. The curriculum is designed for transfer course consideration to 4 year colleges or universities. Students may also pursue an Associate Degree in General Studies with a concentration in Business Administration and Hospitality (see: General Education Requirements).

PROGRAMS

Associate Degrees

Accounting
Business Management
Event Management

General Studies

Louisiana Transfer

Certificates

Business Management
Food and Beverage Management
Event Management
Hospitality Operations

Contact:

Cynthia Hester, Division Chair
Division of Business Studies
Hilary Huckaby Business Incubator, Room 109
Telephone: (318) 670-9714
Email: chester@susla.edu

ASSOCIATE OF SCIENCE IN ACCOUNTING

This curriculum is designed to provide a thorough knowledge of accounting theory and practice in order to prepare students for positions as accountants in industry, governmental service, or public accounting. The curriculum includes thirty-two (32) credit hours in General Education courses, thirty (30) credit hours in core requirements.

First Semester – 17 Hours

FROR 120 – College Success	1
ENGL 110 – Freshmen English I	3
ACCT 160 – Introduction to Accounting	3
MATH 133 – Algebra for College Students or	3
MATH 135 – Pre-Calculus Algebra	
MGMT 200 – Introduction to Business or	3
MGMT 240 – Fund of Entrepreneurship	
Natural Science Elective Lecture (BIOL, CHEM or PHYS Lecture and Lab)	4

Second Semester – 18 Hours

ENGL 111 – Freshman English II	3
MATH 140 – Plane Trigonometry or	3
Math 200 – Finite Mathematics	
ACCT 200 – Financial Accounting	3
MGMT 201 – Principles of Management	3
CMPS 101 – Introduction to Computer Concepts or	3
Computer Elective	
Behavioral/Social Science Elective – Econ 203 Micro-Economics- preferred or other as approved by faculty advisor	3

Third Semester – 12 Hours

PHYS 100 – Physical Science I	3
ACCT 220 – Computerized Accounting	3
ACCT 201 – Managerial Accounting	3
Humanities Elective (French or Spanish) preferred or other as approved by faculty advisor	3

Fourth Semester – 15 Hours

MGMT 243 – Legal Environment of Business	3
ACCT 250 – Intermediate Accounting	3
ACCT 262 – Tax Accounting	3
BUST 299 – Business Internship	3
FIAR Elective	3

TOTAL CREDIT HOURS - 62

Core Requirements: ACCT 160, 200, 201, 220, 250, 255, and 262; MGMT 200 and 260; BUST 299

Business-Related Courses: MGMT 201, 240, 260

Contact:

George Lewis, III, Department Head
Accounting Department
New Classroom Building, Room 103-B
Telephone: (318) 670-6437
Email: glewis3@susla.edu

ASSOCIATE OF SCIENCE IN BUSINESS MANAGEMENT

The Associate of Science Degree in Business Management is designed for students seeking a broad program of study in all phases of business practices. This degree not only focuses on the core of management, but also encompasses the critical areas of business operations (communications, finance, accounting, economics, and business law). The capstone course for the program is an internship where the students will demonstrate their acquired skills in the functional areas of business management. Additionally, the students who seek to continue their studies in a business discipline beyond the Associate Degree will be well prepared. The curriculum includes 32 credit hours in General Education courses, with the remaining thirty (30) credit hours in the Management core and business-related areas.

First Semester – 17 Credit Hours

FROR 120 – College Success	1
ENGL 110 – Freshman English I	3
ACCT 200 – Financial Accounting	3
MATH 133 – Algebra for College Students or	3
MATH 135 – Pre-Calculus Algebra	
MGMT 200 – Introduction to Business or	3
MGMT 240 – Fundamentals of Entrepreneurship	
Natural Science Elective	4

Second Semester – 15 Credit Hours

ENGL 111 – Freshmen English II	3
MATH 140 – Plane Trigonometry or	3
MATH 200 – Finite Mathematics	
ACCT 201 – Managerial Accounting	3
MGMT 201 – Principles of Management	3
Behavioral/Social Science Elective – ECON 203 Micro-Economics- preferred or other as approved by faculty advisor	3

Third Semester – 18 Credit Hours

PHYS 100 – Physical Science I	3
FIAR Elective	3
ECON 202 – Macro-Economics*	3
CMPS 101 – Introduction to Computer Concepts	3
MGMT 243 – Legal Environmental Business	3
Humanities Elective – (Foreign Language) French or Spanish- preferred or other as approved by faculty advisor	3

Fourth Semester – 12 Credit Hours

MGMT 260 – Business Communications or	3
MGMT 250 – Principles of Marketing	
MGMT 283 – Business Statistics	3
MGMT 273 – Business Finance	3
BUST 299 – Business Internship	3
TOTAL CREDIT HOURS - 62	

Core Requirements: MGMT 200,201, 225, 230, 243,260, 283, and 273; ECON 202 and 203; BUST 299
Business-Related Courses: ACCT 200, and 255

Contact:

Regina Webb, Interim Department Head
 New Classroom Building, Room 103
 Telephone: (318) 670-6394
 Email: rwebb@susla.edu

CERTIFICATE OF TECHNICAL STUDIES IN BUSINESS MANAGEMENT

The 24-semester credit hour *Business Management Certificate Program* is an accelerated program designed for those seeking a deeper understanding of the functional areas of business in order to increase their advancement opportunities or to take on greater responsibility, and for non-management workers with minimal management training. The courses are useful for promoting effectiveness across all **public** and **private** sectors. The courses can be applied toward an associate degree. Aspiring managers, new managers, supervisors, and emerging leaders will benefit from the program. **Students will apply all of the skills that they have learned in the Business Management Certificate Program by completing a full-semester internship module that is required of all successful graduates.**

CURRICULUM – EQUIVALENT COURSES

Summer I	Credit Hours
MGMT 200 – Introduction to Business	3
MGMT 260 – Business Communications	3
Summer II	Credit Hours
MGMT 201 – Principles of Management	3
CMPS 101 – Introduction to Computer Concepts	3
Fall Semester	Credit Hours
MGMT 250 – Principles of Marketing	3
MGMT 243 – Legal Environment of Business	3
Spring Semester	Credit Hours
MGMT 273 – Business Finance	3
BUST 299 – Practical Applications of Business Management	3
TOTAL CREDITS HOURS - 24	

NOTE: The courses are taught primarily **evenings and weekends (Saturdays)**. Students will spend approximately 4.5 hours per week per course. The program is structured into cohorts (groups of students with similar characteristics and interests). Each cohort will advance through the program together (start the program and finish the program together).

Each new cohort will begin during summer session. The University offers two 4-1/2 week summer sessions. The fall and spring semesters will be segmented into two accelerated 7-calendar weeks (two 7-weeks in fall, and two 7-weeks in spring sessions). Students will take one course per 7-calendar week.

**CERTIFICATE OF TECHNICAL STUDIES
IN
FOOD AND BEVERAGE MANAGEMENT**

The Food and Beverage Management Certificate Program is designed to prepare students to work in the Hotel, Lodging, and Restaurant Industry. Graduates are eligible for the Food and Beverage Management Certificate of Specialization issued by the Educational Institute of the American Hotel and Lodging Association. Students are trained for entry-level management positions and advancement in this hospitality industry.

The program is designed for completion in two (2) semesters. The first semester covers managing service, food safety, and cost control of food and beverage. The second semester is devoted to management and hands-on experience and training at a hospitality affiliate in the Shreveport-Bossier City area. This program offers day, evening, weekend, and on-line courses, which makes this certificate accessible to traditional as well as non-traditional students who may hold daytime jobs.

The program is the product of the rapid response posture of this institution to the workforce needs of the hospitality industry in Northwest Louisiana. Hotel/Motel and Restaurant Management is in fact a component of the Tourism Industry, and is one of the world's largest industries. In the United States, the Tourism Industry is the nation's third employer. According to industry data, there will not be enough trained employees to fill all of the available positions in this industry in the next five years. Graduates of this program will help to alleviate the manpower shortage in the Travel & Tourism industry, especially in Northwest Louisiana.

CURRICULUM

Fall Semester	Credit Hours
HOPR 141 – Food and Beverage Management	3
HOPR 143 – Food Safety	3
HOPR 246 – Hospitality Purchasing Management	3
HOPR 249 – Managing Service in Hospitality	3
Spring Semester	Credit Hours
ACCT/MGMT – Elective	3
HOPR 261 – Principles of Supervision	3
HOPR 272 – Operations Management	3
BUST 299 – Business Internship	3
TOTAL CREDIT HOURS - 24	

Contact:

Devonye Brown, Coordinator
 Hospitality & Event Management Programs
 New Classroom Building, Room 117
 Telephone: (318) 670-6412
 Email: dbrown@susla.edu

CERTIFICATE OF TECHNICAL STUDIES IN HOSPITALITY OPERATIONS

The Hospitality Operations Certificate program is designed to prepare students to work in the Hotel and Restaurant Industry. Graduates are eligible for the Hospitality Operations Management Certificate of Specialization issued by the Educational Institute of the American Hotel and Lodging Association. Students are trained for entry-level management positions and advancement in this hospitality industry.

The program is designed for completion in two semesters. The first semester covers managing services, food safety, and cost control of food and beverages. The second semester is devoted to management, marketing, front office, and hands-on experience and training at a hospitality affiliate in the Shreveport-Bossier City area.

The Hospitality Program offers day, evening, weekend, and on-line courses, which makes this program accessible to meet the needs of the working adult. The program is the product of the rapid response posture of this institution to the hospitality workforce industry in Northwest Louisiana. Also, it complements the Travel & Tourism Industry, and is one of the world's largest industries. In the United States, the Tourism & Travel Industry is the nation's third largest employer. According to industry data, there will not be enough trained employees to fill all of the available positions in the next five (5) years. Graduates of this program will help to alleviate the manpower shortage in the Tourism & Travel Industry, especially in Northwestern Louisiana.

CURRICULUM

Fall Semester	Credit Hours
HOPR 100 – Introduction to the Hospitality Industry	3
HOPR 143 – Food Safety	3
HOPR 249 – Managing Service in Hospitality	3
ACCT/MGMT – Elective	3
Spring Semester	Credit Hours
HOPR 232 – Front Office Procedures	3
HOPR 261 – Principles of Supervision	3
HOPR 270 – Marketing and Hospitality	3
HOPR 272 – Operations Management	3
BUST 299 – Business Internship	3
TOTAL CREDIT HOURS - 27	

Contact:

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ASSOCIATE OF SCIENCE (A.S.) DEGREE IN EVENT MANAGEMENT

Louisiana is a state of celebration, well-known for its rich culture, food cuisine, the arts, historical traditions, and spectacular events. Through this program, the University will continue to serve as a stimulus to the community by creating a more employable workforce. Upon completion of programs, graduates will be able to pursue employment at various places such as hotels & casinos, cruise ships, hospitals, convention/conference centers, sports venue, “Mega Churches,” retail outlets, and state or federal penal systems.

The A.S. in Event Management (EMGT) is designed to provide students with the knowledge and experience necessary to gain entry-level employment in the Hospitality Industry. In addition, it will provide area hospitality employers with a highly competitive pool of applicants. The associate degree curriculum includes thirty-two (32) hours of General Education courses, twenty-seven (27) hours of core courses, and a three (3) hour business elective to comprise the sixty-two (62) semester credit hour program.

A Certificate of Technical Studies of twenty-one (21) semester credit hours is included in the curriculum for students interested in immediate industry experience. This **option** offers eighteen (18) hours of core technical related courses, and a three (3) hour internship. Certificate students will be able to apply core courses toward the A.S. Degree in Event Management.

CURRICULUM ASSOCIATE OF SCIENCE DEGREE IN EVENT MANAGEMENT

First Semester	Credit Hours
FROR 120 – College Success	1
ENGL 110 – Freshman English I	3
CMPS 101 – Intro to Computer Concepts	3
MATH 133 –Algebra for College Students or	3
MATH 135 – Pre-Calculus Algebra	3
HOPR 100 – Introduction to Hospitality	
FIAR Elective	3
Second Semester	Credit Hours
ENGL 111 – Freshman English II	3
MATH 140 – Plane Trigonometry or MATH 200 – Finite Mathematics	3
ACCT/MGMT/EMGT Elective	3
BIOL 215 – Introduction to Nutrition	3
EMGT 202 – Global Tourism	3
Third Semester	Credit Hours
MGMT 243 – Legal Environment of Business	3
EMGT 210 – Catering/Food Management for Special Events	3
Humanities Elective	3
EMGT 215 – Meetings, Conferences and Special Events	3
MGMT 240 – Fundamentals of Entrepreneurship	3
Fourth Semester	Credit Hours
Natural Science Elective	3
Behavioral/Social Science Elective-ECON 203 Micro-economics- preferred or other as approved by faculty advisor	3
ECON – 202 Macro-Economics	3
MGMT 250 – Principles of Marketing	3
BUST 299 – Business Internship	3
TOTAL CREDIT HOURS - 62	

EMGT Core Courses: BUST 299, EMGT202, EMGT 210, EMGT 215, MGMT 243, EMGT 251, MGMT 240, HOPR 100, HOPR 270, ECON 202

EMGT Electives: EMGT 102, EMGT 200, EMGT 201, EMGT 203, EMGT 216, EMGT 218, EMGT 224, EMGT 250

CERTIFICATE OF TECHNICAL STUDIES IN EVENT MANAGEMENT

First Semester	Credit Hours
HOPR 100 – Introduction to Hospitality	3
MGMT 243 – Legal Environment of Business	3
EMGT 202 – Global Tourism	3
CMPS 101 – Introduction to Computer Concepts	3
Second Semester	Credit Hours
Business Elective – ACCT, MGMT, or EMGT	3
MGMT 250 – Principles of Marketing	3
BUST 299 – Business Internship	3
TOTAL CREDIT HOURS - 21	

***NOTE:** The EMGT programs are specifically tailored for those students interested in pursuing further studies in the field or interested in immediate and gainful employment/job promotion. The EMGT programs will ensure such application as hands-on experience through partnering entities, and enhance the course offerings in the existing Hospitality program. Students involved in the Hospitality Operations and Food & Beverage Management programs will be required to wear special attire (tuxedo shirt, bow-tie and vest at events) and participate in the Special Event Society.*

Contact:

Devonye Brown, Coordinator
 Hospitality & Event Management Programs
 New Classroom Building, Room 117
 Telephone: (318) 670-6412
 Email: dbrown@susla.edu

Division of Humanities

The Division of Humanities offers programs in the departments of Art, English, Foreign Language and Journalism, Music and Fine Arts, and Speech and Theater and Military Science. Coursework is designed to serve as a support for all University Programs and provide the required background course work for the core curriculum for all Associate and General Studies degrees. The Division also provides opportunities for students to participate in humanistic and artistic endeavors and be enriched by worthwhile ethnic and creative experiences.

PROGRAMS

Associate Degrees

General Studies

Louisiana Transfer

Certificates

Music Technology

Contact:

June Phillips, Division Chair
Division of Humanities
Martin Luther King, Jr. Drive Campus
Leonard Barnes Administration Building, Room 217
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Email: jphillips@susla.edu

DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGE

The English and Foreign Language department offers the Associate of General Studies Degree with a concentration in English, French, Spanish, or Journalism. The total hours for the degree with the identified concentrated area is 61.

The programs in the Department are designed to train students in the standard use of American English for all writing and speaking activities and develop effective communicative and analytic skills necessary for both humanistic and holistic development. The programs will also develop understanding and respect for the nature, function, and value of literature, help students think critically and logically and read with accuracy and comprehension. The Department offers foreign language courses for programs and disciplines that require them and provides a variety of cultural enrichment activities to support the liberal arts education of all students.

Placement Requirements for Freshman English

A student who has an English ACT score of 18 or less will be required to take a placement test and the results will be used to determine the appropriate recommendation for an English class (either, ENGL 089, ENGL 090 or ENGL 110). A student who scored 19 and above may register for Freshman English I, ENGL 110. A student who scored 24 and above on the English ACT has the option of registering in either Freshman English I Honors – 112 (Honors) or Freshman English I, ENGL 110.

ENHANCEMENT AND FRESHMAN STUDIES

The Department of Enhancement and Freshman Studies is the academic unit responsible for the educational experiences and personal growth of beginning freshmen during the period of transition from high school to college. The Department provides academic support for all students who have not demonstrated proficiency in basic skills required to successfully complete college-level courses.

DEPARTMENT OF SPEECH

The Department of Speech offers core/foundational level courses in communication, journalism, broadcasting, speech/language pathology, media productions, and theatre arts. These courses allow students to pursue the Louisiana Transfer degree in Mass Communication or Humanities or the Associate of General Studies with a concentration in Speech/Language Pathology, Journalism, Broadcasting, Media Production and Theatre Arts. The Department also serves as a referral center for students seeking assistance in making oral presentations and for students who have communication disorders and are interested in receiving intervention for those disorders.

DEPARTMENT OF MUSIC AND FINE ARTS

The Music and Fine Arts Department, composed of music, art and dance, is designed to cultivate and develop artistic appreciation. The curriculum is designed to provide two years of course work appropriate for the Louisiana Transfer degree or an Associate Degree in General Studies with a concentration in Music, Art or Dance. This program also provides the first two years of accredited college work appropriate for a Bachelor's Degree and the Certificate of Technical Studies in Music Technology.

CERTIFICATE OF TECHNICAL STUDIES IN MUSIC TECHNOLOGY

Music Technology trains students in a variety of technical, creative and business aspects of the recording and music industries. Students are prepared for entry-level employment as producers, stage and lighting technicians, music publishers, studio operators, recording engineering technicians, record label operators, music advertisers and marketers and music business and finance managers.

Fall Semester	Credit Hours
MUSC 101 – Fundamentals of Music	3
MUSC 130 – Introduction to Studio Recording	2
MUSC 140 – Introduction to MIDI	2
MUSC 150 – Music Workstation	3
MUSC 170 – Virtual Studio and Plug-Ins	3
MUSC 190 – Business of Music	3
Spring Semester	Credit Hours
MUSC 208 – Songwriting	3
MUSC 210 – Advanced MIDI	2
MUSC 220 – Desktop Digital Audio	2
MUSC 230 – Advanced Studio Recording	2
MUSC 240 – Music Publishing	2
MUSC 255 – Internet for Musicians	3
MUSC 260 – Studio Maintenance	2
TOTAL CREDIT HOURS - 32	

Contact:

Dorsey Summerfield, Jr.
 Tiptina Music Building
 700 Texas Street
 Shreveport, LA 71101
 676-5109

or

Jesse Stone Lecture Hall - B-11
 670-9383

Email: dsummerfield@susla.edu

ASSOCIATE OF GENERAL STUDIES

The Associate of General Studies Degree program is designed to meet the needs of almost every student on campus. While certain courses are required of everyone, a broad range of areas of concentration and electives allows the student to design a degree plan that matches individual career and educational objectives. This includes students interested in the humanities, the sciences, business, or even certain technical fields. The degree will serve as a foundation for further study for those students who desire to pursue a baccalaureate degree.

The general studies curriculum allows the student a wide choice of subjects. Areas of concentration include: business, behavioral sciences, humanities and science and technology. The degree plan must be developed by the student and a faculty advisor. The plan should be filed with the Registrar's Office no later than the end of the subsequent semester after declaring a general studies major.

Senior liberal arts colleges generally require at least sixty (60) semester credit hours of core curricula requirements. Therefore, those students planning to transfer to such schools are advised to consult the designated Associate of General Studies program advisor(s) for additional core curricula courses.

ASSOCIATE OF GENERAL STUDIES REQUIREMENTS

To obtain an associate of general studies degree a student must complete the requirements listed in the following areas:

I. GENERAL EDUCATION 31-33 semester credit hours. Courses listed under General Education/Core Curriculum Requirements.

II. AREA OF CONCENTRATION - 18 semester credit hours. A minimum of eighteen (18) semester credit hours must be earned in the area of concentration. At least six (6) semester credit hours must include 200 level courses. In Business Administration nine semester hours must be earned in any single area of Accounting, Business Management, and Hospitality. Areas of concentration are:

Arts	Mathematics
Biology	Music
Business Administration	Physics
Chemistry	Political Science
Communication	Pre-Allied Health Programs
Computer Science	Pre-Engineering
Dance	Psychology
English	Secondary Education
French	Science
Health and Physical Education	Sociology
History	Spanish
Hospitality	Speech Pathology
	Theatre Arts

III. RELATED COURSES - 9 semester credit hours. A minimum of nine (9) semester credit hours must be earned in an area other than the field of concentration. Six (6) semester credit hours must include 200 level courses. The courses may include art, behavioral sciences, computer science, foreign language, music, speech, accounting, business management, and hospitality.

IV. ELECTIVES - 3 semester credit hours. The remaining hours are electives and must be chosen with the approval of an academic advisor. Sixty (60) semester credit hours are required.

DEPARTMENT OF MILITARY SCIENCE Reserve Officers Training Corp (ROTC)

Introduction in the Department of Military Science emphasizes leadership and management. ROTC is designed to develop the foundational values, attributes and skills required of Army Officers. Army ROTC is divided into a Basic Course, usually taken in the first two years, and an Advance Course, taken in the junior and senior years. Enrollment in the Basic Course of Army ROTC occurs without a military obligation. Any student may enroll in all or part of the Basic Course.

College students who have completed four (4) years of JROTC may also be admitted into the advanced upper level. National Guardsmen or Reservist Sophomore Year who have completed thirty (30) semester hours may contract into the Basic Course and become a part of the Simultaneous Membership Program (SMP) with their prospective National Guard or Reserve Unit. Veterans, National Guardsmen, or Reservist, with fifty-four (54) college hours who are in good standing may have direct admittance into the advanced upper level.

Students with 54 semester hours who have not taken the basic level courses may attend the Leadership Training Course during the summer and receive six (6) credit hours; this is non-obligatory. Upon completion of the course students who contract are eligible to receive a \$5,000 incentive bonus upon acceptance into the Advance Course. All students admitted into the advanced course must pass a physical exam and pass the Army Physical Fitness Test.

Army scholarships for two, three, or four years are awarded to outstanding students, who apply each semester. The scholarship pays for tuition and a book allowance of \$600 per semester. Freshmen in the four (4) year program also receive a \$300 tax-free subsistence allowance per month for ten (10) months. Sophomores receive \$350 per month for ten (10) months. Cadets in the Advanced Course (juniors and seniors) also receive \$450 (juniors) per month tax-free subsistence allowance for twelve (12) months and \$500 (seniors) per month tax-free subsistence allowance for ten (10) months each school year. Upon earning the Baccalaureate Degree, the student is commissioned as a Second Lieutenant in the U. S. Army (Active Duty, Army Reserves or Army National Guard). The Military Science program is in cooperation with Grambling State University.

MILITARY SCIENCE

Freshmen Year (First Semester) – 4	Credit Hours
MILS 101 – Introduction to Leadership	1
MILS 101L – Introduction to Leadership Laboratory	1
MILS 102 – Introduction to Leadership	1
MILS 102L – Introduction to Leadership Laboratory	1
Sophomore Year (Second Semester) – 12	Credit Hours
MILS 201 – Foundations of Leadership Phase I	2
MILS 201L - Leadership Laboratory	1
MILS 202 – Foundations of Leadership Phase II	2
MILS 202L – Leadership Laboratory	1
MILS 203 – Leadership Training	6
Total Credit Hours - 16	

Contact:

Lt. Col. LaDaryl Franklin
Cpt. Rosalyn Johnson
Health and Physical Education Complex, Room D-316
Telephone: (318) 670-9443

School of Nursing

SCHOOL OF NURSING ASSOCIATE OF SCIENCE IN NURSING

Approval and Accreditation

The nursing program is accredited by the

National League for Nursing Accrediting Commission, Inc. (NLNAC)
3343 Peachtree Road NE, Suite 500
Atlanta, GA 30326
Phone 404.975.5000
Fax 404.975.5020

and has full approval by the Louisiana State Board of Nursing

The Nursing Program educates individuals to become registered nurses at the associate degree level. It is designed to provide the foundation for further preparation in nursing and life long learning. The program prepares a nurse generalist for beginning professional practice to function in the roles of provider of care and manager of care within the health care profession. It incorporates knowledge derived from the liberal arts, biological sciences, physical sciences and behavioral sciences. Individuals will be prepared to practice in a variety of settings, and encouraged to continue personal and professional growth. The program emphasizes excellent teaching with a commitment to student-faculty interaction. Individual talents, background experiences, perspectives and insights are recognized and appreciated by faculty. Graduates are eligible to apply to write the National Council Licensure Exam for Registered Nurses (NCLEX-RN) to receive licensure as a registered nurse.

Program Objectives/Student Learning Outcomes

At the completion of the Associate of Science in Nursing Program at Southern University at Shreveport, students should be able to:

1. Formulate plans of care for individuals that are consistent with the realities, experiences and values held by diverse populations.
2. Provide therapeutic interventions developed through collaborative partnerships with clients and members of the healthcare team utilizing the nursing process.
3. Manage complex health care problems and health care resources utilizing principles from leadership theory and Kings General System's Framework.
4. Utilize critical thinking and problem solving skills to meet the challenges of contemporary and future needs of individuals in a rapidly changing society.
5. Provide education to a client base in response to society's health care needs, thereby supporting client's growth and development in the wellness-illness continuum.
6. Be individually responsible and accountable for their own nursing practice.
7. Demonstrate respect for self and others.
8. Advance nursing as a profession by participation in professional organizations, community involvement, and political awareness and action.
9. Effectively exchange ideas, thoughts, feelings and knowledge through written, verbal, and interpersonal skills.

Institutional Affiliations

Booker T. Washington Nursing Home
Brentwood Hospital
Christus Schumpert Health System
Life Care Hospital
Louisiana State University Health Science Center
Minden Medical Center

Pilgrim Manor Guest Care
Shreveport Manor Guest Care
Spring Lake Retirement Village
Veteran's Administration Medical Center
Willis-Knighton Health System

Admission Requirements

Students will be admitted to the Nursing Program in the spring semester. Students seeking admission must submit an application to the first required nursing clinical course, Nursing 125. Licensed Practical Nurses will be admitted during the fall semester and must submit an application to Nursing 132.

Eligibility

- Be unconditionally admitted to Southern University at Shreveport.
- Submit a completed application to the Nursing Program by the deadline date
- Declared Pre-Nursing as a major.
- Completed at least 12 course credit hours at Southern University at Shreveport.
- Completed all pre-requisite courses.
- Obtained a grade of “C” or above in all non-nursing pre-requisite and non nursing required courses.
- Have an overall grade point average of 2.5 or above.
- Completed the National League for Nursing Pre Admission Examination RN and achieved a composite score of 120 or better.
- Not enrolled in another school or university in the semester in which application is made.
- Completed Louisiana State Board of Nursing Application to Enroll in a Clinical Nursing Course.
- Submitted a completed health form.
- Verification of CPR certification.

Criteria for Selection

If the number of eligible students applying to the nursing program exceeds the number of available positions in the course, students with the highest overall grade point average will be selected. If there is more than one student qualifying for the last position (identical GPA’s) the student scoring higher on the NLN Pre-Admission Exam will be selected. If GPA’s and NLN Pre-Admission Exam scores are identical, then the person having completed more hours at SUSLA will be selected. A total of seventy (70) students will be admitted for the spring semester. No wait list will be maintained.

Other Criteria

- Persons who have previously been enrolled in a nursing program at another school or university and were not successful, were dismissed from the program or were not in good standing at the last enrollment are not eligible to apply until three (3) years after the semester of the last enrollment in the program.
- Students who were dismissed for academic reasons from the School of Nursing, Southern University at Shreveport, are not eligible to re-apply until two (2) years or 4 regular semesters (spring/fall) after the semester of the last enrollment in the Nursing Program.
- Persons applying to enter the Nursing Program who have been arrested, charged with, convicted of, pled guilty or nolo contendere to or been sentenced for any criminal offense in any state or foreign country, must contact the Department Chair for guidance in obtaining Louisiana State Board of Nursing approval to enter the clinical practice area.
- Persons applying to the Nursing Program who currently have or have held licensure in any other discipline and were subject to disciplinary action must contact the Department Chair in obtaining guidance in seeking approval from the Louisiana State Board of Nursing to enter the clinical practice area.

Transfer Students

In accordance with University policy, students who have been enrolled at another institution must report official transcripts from each college or university previously attended. The Registrar of Southern University at Shreveport will evaluate all previous work done by student at other institutions. Transfer credit may be given for those courses taken at accredited institutions provided that the courses fall within the scope of approved curriculums. Acceptability of non-equivalent courses is subject to the approval of the Department Chair.

Transfer students requesting admission into the nursing program must meet application deadlines and admission criteria. Transfer students requesting to challenge nursing courses at Southern University at Shreveport must have successfully completed equivalent nursing courses from other schools or universities within the last three years. Students will only be permitted to challenge lower level courses. Students who have been placed on probation or dismissed for academic or professional reason from another institution are not eligible for admission to the nursing program until after three (3) years from the last enrollment in the former nursing program and may not challenge nursing courses.

Articulation

The School of Nursing is in compliance with a state mandate articulation model that recognizes the education and training of Licensed Practical/Vocational Nurses. LPN's/LVN's will be able to advance their education with minimal duplication of knowledge and skills while maintaining the integrity of the educational process and the autonomy of practical/vocational nursing programs.

The licensed Practical/Vocational Nurse articulating into the Associate of Science in Nursing Program will be awarded fourteen (14) credit hours in the professional component of the nursing curriculum upon successful completion of the transition course. Transfer of non-nursing courses will be according to the policy of the University.

Applicants are required to submit an application to Nursing 132: Role Transition to Professional Nursing in the fall semester and complete the National League for Nursing Acceleration Challenge Exam (ACE) I – PN to RN (Foundations to Nursing). The exam “assesses fundamental skills needed to meet physiological and psychosocial needs of clients who are in stable condition.”

For entry into the LPN-RN track, applicants must:

1. Be unconditionally admitted to Southern University at Shreveport
2. Be a graduate of an approved LPN/LVN program
3. Declare nursing as a major
4. Successfully complete at least 12 hours at Southern University at Shreveport
5. Have a valid, unencumbered license to practice as an LPN in the State of Louisiana
6. Successfully complete the Nursing Acceleration Challenge Exam (ACE) I – PN to RN
7. Successfully complete with a grade of “C” or better the following courses:
 - Chemistry 130
 - English 110
 - English 111
 - Math 133
 - Math 200
 - Biology 200
 - Biology 220
 - Biology 222
 - Psych 250
8. Have an overall GPA of 2.5 or above
9. Submit an application by the deadline date
10. Verification of current State of Louisiana License to Practice as an LPN
11. Verification of IV certification
12. Verification of CPR certification
13. Current health record

Criteria for selection into the Accelerated LPN to RN Track

If the number of eligible students applying to the LPN to RN accelerated track of the nursing program exceeds the number of available positions in the course, students with the highest overall grade point average will be selected. If there is more than one student qualifying for the last position (identical GPA's) the student scoring higher on the ACE I PN to RN Exam will be selected. If GPA's and ACE I – PN to RN scores are identical, then the person having completed more hours at SUSLA will be selected. A total of twenty (20) students will be admitted to the accelerated LPN to RN track for the fall semester. No wait list will be maintained.

Criteria for selection in subsequent nursing courses when an interruption occurs

The number of students in each nursing clinical course may vary according to the resources available to the Nursing Program. If progression in a clinical nursing course is interrupted for any reason, the student must apply to re-enroll into the course(s) where the interruption occurred.

1. Course placement will be dependent upon resources available. If the number of students applying to re-enroll in a nursing clinical course exceeds the position available, overall grade point average will be used as the criteria for selection. Highest overall GPA's will be selected until all available positions are filled.
2. If the interruption is for more than two consecutive regular semesters (spring/fall), the student will be responsible for meeting the requirements of the current curriculum.
3. If the interruption is for more than 2 years (4 regular semesters: spring/fall), the student will be required to repeat all courses in the professional component of the nursing major. The student must re-apply to the Nursing Program and complete all admission/eligibility requirements. Students will be considered with all other applicants.

Progression in the Nursing Program

To progress in the Nursing Program, students must:

1. Maintain a Southern University at Shreveport overall grade point average of 2.0 or higher
2. Earn a grade of "C" or better in each required course in the professional component of the nursing curriculum
3. Achieve a satisfactory evaluation in the clinical area of each required course in the professional component of the nursing curriculum. Unsatisfactory performance in the clinical area will result in a course grade of "D or F", even though the student may have earned a grade of "C" or better in the didactic component of the course
4. Earn a grade of "C" or higher in each course in the nursing curriculum. If a grade of "D" or below is earned in any non-nursing required course, the student may progress, provided that the course is not a pre-requisite to a course in the professional component of the nursing curriculum. However, the course must be repeated
5. Completed annual health form
6. Show evidence of current CPR certification before the start of class
7. Satisfactorily complete a standardized exam in each required nursing course. Unsatisfactory performance on the exam will result in a course grade of 'D' or 'F' even though the student may have successfully completed the didactic and clinical components of the course

Grading Scale used in the School of Nursing

100 – 93	A
92 – 85	B
84 – 77	C
76 – 65	D
64 – below	F

Probation

A student may be placed on probation when failing to comply with the academic and professional conduct standards of the School of Nursing. A violation has occurred when:

- A lack of professional compatibility is demonstrated when the standards described in the Louisiana Nurse Practice Act and the American Nurses Association Code of Ethics are not met
- Earning a *first* grade of "D", "F", or "W" in any required clinical nursing course
- There is a criminal arrest or charge in any state or foreign country

Suspension

A student, who is arrested, charged with, convicted of, pled guilty or nolo contendere to a criminal offense in any state or foreign country will be immediately suspended from all clinical nursing courses. Suspension will remain in effect until the Louisiana State Board of Nursing grants approval to continue in clinical nursing courses.

Dismissal

A student found guilty by the Southern University Disciplinary Committee of any of the following will be dismissed from the Department of Nursing and may be subject to University sanctions:

- A. Academic cheating
- B. Plagiarism
- C. Unauthorized possession of examinations
- D. Falsification of patient or agency records
- E. Falsification of Southern University documents
- F. Illegal possession, sale, use or distribution of drugs
- G. Illegal possession of weapons
- H. Theft
- I. Any other activity that is incompatible with professional behavior as delineated by The Louisiana Nurse Practice Act, The American Nurses Association Code of Ethics, or Southern University

A student will be dismissed from the School of Nursing, when:

- A. Earning a grade of “W”, “D”, or “F” in a required clinical nursing course after enrolling for the **second** time
- B. Earning two grades of “D”, or “F” in the nursing curriculum
- C. Withdrawing from a clinical nursing course after having previously withdrawn from two other clinical nursing courses. Only two withdrawals are permitted in the professional component of the nursing curriculum. A student withdrawing for a third time will be dismissed from the Nursing Program. This policy applies only to courses following the Nursing 125: Basic Principles of Nursing course and Nursing 131: Role Transition to Professional Nursing. Students earning a *first* “W”, “D”, or “F” in Basic Principles of Nursing or Role Transition to Professional Nursing will be dismissed from the Nursing Program. Students are eligible to apply to the Nursing Program at the next regular semester in which applications are accepted. Students will be considered with all other applicants and must meet eligibility criteria.
- D. Continuing to demonstrate a lack of professional compatibility while on probation
- E. Being denied approval by the Louisiana State Board of Nursing to continue
- F. Failing to declare criminal charges, arrests or convictions that occur while matriculating in the program
- G. Deemed ineligible to continue by the Louisiana State Board of Nursing

Exceptions

Students have the right to request an exception to any of the School of Nursing policies. Letters of exception are submitted to the School of Nursing Academic and Professional Standards Committee. After consideration, the Committee submits its recommendation to the Nursing Faculty Organization for a final decision.

Degree Requirements

Students must complete all of the requirements pertaining to the Associate of Science in Nursing Program and to University requirements for graduation outlined in this catalog.

ASSOCIATE OF SCIENCE IN NURSING

Program Progression

72 Credit Hours

First Semester – 18	
CHEM 130 – General Chemistry Lecture	3
ENGL 110 – Freshman English I	3
MATH 133 – Algebra for College Students	3
BIOL 220 – Human Anatomy and Physiology Lecture I	3
BIOL 200 – Microbiology Lecture	3
NURS 105 – Art of Nursing Practice	3
Second Semester – 15	
NURS 125 – Basic Principles of Nursing	6
MATH 200 – Finite Mathematics	3
BIOL 222 – Human Anatomy and Physiology Lecture II	3
ENGL 111 – Freshmen English II	3
Third Semester – 14	
NURS 140 – Con. And Proc. Of Nursing I (7½ week course)	4
NURS 160 – Psych Mental Health (7 ½ week course)	4
NURS 210 – Principles of Pharmacology	3
PSYC 250 – Developmental Psychology	3
Fourth Semester – 13	
NURS 225 – Nursing Care Childbearing Family (7½ week course)	4
NURS 220 – Nursing Care of Child(7½ week course)	4
Speech Elective	3
NURS 230 – Trends/Issues in Nursing	2
Fifth Semester – 12	
NURS 240 – Con and Proc of Nursing II (7½ week course)	5
NURS 260 – Con and Proc of Nursing III (7½ week course)	4
Fine Arts Elective	3

***The following courses are taught in seven and one-half (7½) week sessions:**

NURS - 140	Concepts & Processes of Nursing I
NURS - 160	Psychiatric Mental Health Nursing
NURS - 220	Nursing Care of the Child
NURS - 225	Nursing Care of the Childbearing Family
NURS - 240	Concepts & Processes of Nursing II
NURS - 260	Concepts & Processes of Nursing II

Computer Literacy

Computer technology is incorporated across the nursing curriculum. Computerized standardized exams are required in each nursing course, as well as presentations using Power Point. Students are expected to obtain resources for presentations using the internet as well as the on-line library system.

Freshman Seminar

The content in the Freshman Seminar course is reviewed in Nursing 125: Basic Principles of Nursing and Nursing 132: Role Transition to Professional Nursing

**ASSOCIATE OF SCIENCE IN NURSING
PROGRAM PROGRESSION
ACCELERATED LPN – RN TRACT
(14 by credit awarded)**

PRE-NURSING

Courses – 27 Hours	Credit
CHEM 130 – General Chemistry	3
ENGL 110 – Freshman English I	3
ENGL 111 – Freshmen English II	3
MATH 133 – Algebra for College Students	3
MATH 200 – Finite Mathematics	3
BIOL 200 – Microbiology Lecture	3
BIOL 220 – Human Anatomy and Physiology Lecture I	3
BIOL 222 – Human Anatomy and Physiology Lecture II	3
PSYC 250 – Developmental Psychology	3
Fall Semester	Credit Hours
NURS 132 – Role of Transition to Professional Nursing	5
NURS 210 – Principles of Pharmacology	3
First Semester	Credit Hours
NURS 225 – Nursing Care Child/Family	4
NURS 220 – Nursing Care of Child	4
Speech Elective	3
NURS 230 – Issues and Trends in Nursing	2
Second Semester	Credit Hours
NURS 240 – Con and Proc of Nursing II	5
NURS 260 – Con and Proc of Nursing III	4
Fine Arts Elective	3

***Students successfully completing Nursing 132: Role Transition to Professional Nursing will be awarded fourteen (14) hours of credit for Nursing 125: Basic Principles of Nursing (6), Nursing 140: Concepts and Processes of Nursing I (4) and Nursing 160: Psychiatric Mental Health Nursing (4)**

	Credit Hours
General Education Requirements	33
Nursing – <i>by enrollment – 27; by credit awarded - 14</i>	41
TOTAL CREDIT HOURS - 74	

CERTIFIED NURSING ASSISTANT

Approval

The nursing assistant program is approved by the

*State of Louisiana
Department of Health and Hospitals (DHH)
Bureau of Health Services Financing, Health Standards Section
500 Laurel Street, Suite 100
Baton Rouge, Louisiana 70821*

The Certified Nursing Assistant educates/trains individuals to meet the basic care needs of a patient/client population residing in a long term facility or setting. Students will acquire competencies in the provision of the activities of daily living (ADLs) bedside care, and basic nursing procedures. Students successfully completing the classroom, skills laboratory, and clinical components will be eligible to write the Final Competency Examination. Successful exam writers will earn a Certificate of Completion (as mandated by the Department of Health and Hospitals) and will hold the credential “Certified Nursing Assistant”.

Program Objectives/Student Learning Outcomes

At the completion of the program, successful students should be able to:

1. Provide basic care under the supervision of a registered nurse and licensed practical nurse;
2. Communicate and interact competently on an individual basis with residents as part of the team implementing care;
3. Demonstrate sensitivity to the resident’s emotional, social and mental health needs through skillful, directed interactions;
4. Assist residents in attaining and maintaining functional independences
5. Exhibit behavior to support and promote the rights of residents; and
6. Demonstrate proficiency in the skills needed to support assessment of the health, physical condition, and well being of resident.

Institutional Affiliations

Magnolia Manor Nursing and Rehab Center
Pilgrim Manor Guest Care Center
Shreveport Manor Guest Care Center

Admission Requirements

The program is open to all interested persons. There are no pre-requisite course requirements. Students selected for the Certified Nursing Assistant Program must be admitted to Southern University at Shreveport, and show evidence of a criminal background check. Admission will be on a first come basis. If the number of applicants is greater than available positions, a wait list will be maintained.

Students will be admitted to the Certified Nursing Assistant Program in two (2) admission cycles each semester (Terms 2 and 3). The course will be taught over a seven and half (7 ½) week session. Students seeking admission must submit an application to the School of Nursing no later than thirty (30) days prior to the start of each session.

CERTIFICATE OF COMPLETION

Certified Nursing Assistant

Four (4) Credit Hours

NURC 100 Nursing Assistant – 4 Credit Hours	90 - Clock Hours
Lecture – Classroom – 3 Credit Hours	45
Clinical – Clinical – 1 Credit Hour (1:3cr/clock ratio)	45

Division of Science and Technology

The Division of Science and Technology is composed of four (4) departments: Aerospace Technology, Biomedical Sciences (Biology, Chemistry, Microbiology, Anatomy and Physiology), Electronics Technology, Mathematics and Computer Science. The division offers the Associate of Applied Science, Associate of Science, Associate of General Studies degree programs as well as a diploma and Certificate programs in various fields. The Associate of Applied Science Program and the Certificate Programs prepare students for either entry into the labor force or for transfer into baccalaureate degree programs. The Associate of General Studies Programs prepares students only for transfer into the baccalaureate and professional training programs. Pre-professional and related transfer courses are also offered through the Associate of General Studies Degree Program. These courses are offered through the Department of Biomedical Sciences including courses in Anatomy and Physiology, Biology, Chemistry, Microbiology and Nutrition.

PROGRAMS

Associate of Science (AS)

Biology
Computer Science

General Studies

Louisiana Transfer

Certificate Programs

Computer Information Systems
Fire Service Management
Web Development

Technical Diploma (TD)

Airframe and PowerPlant Maintenance Technology

Contact:

Dr. Barry Hester, Division Chair
Division of Science and Technology
Louis Collier Science Building, 1st Floor
Telephone: (318) 670-9407
Email: bhester@susla.edu

AEROSPACE TECHNOLOGY PROGRAM

Southern University at Shreveport offers a Technology Diploma Programs for students who desire to enter the field of aviation as Aviation Maintenance Technicians. The maintenance technician keeps the aircraft in peak operating condition by performing scheduled maintenance, making repairs and conducting inspections as required by the Federal Aviation Administration (FAA).

Students in the Aerospace Technology Program are expected to pursue aerospace technology courses on a continuous basis. The order of course progression may vary depending on when the student enters the program. Special course scheduling may be necessary to ensure continuity of student training between the academic and technical components. These schedules must be approved by the program director.

TECHNICAL DIPLOMA IN AIRFRAME AND POWERPLANT MAINTENANCE TECHNOLOGY

The Airframe and Powerplant Maintenance Technology Diploma Program, which is certified by the FAA under Air Agency Certificate No. XSUT020K, offers the non-experienced student a carefully selected blend of theory and practical applications. The training will give the student an opportunity to enter the Aviation Maintenance profession. Once the training requirements are completed, the student will become eligible to take the FAA airframe and/or power plant examinations for the Aviation Maintenance Technician's License. Licensing is not a function of the University, but of the FAA. Students in this program perform actual repairs on the aircraft as well as overhaul the engines and accessories. Facilities for the technology training are located in the Aerospace Technology Center at the Downtown Airport in Shreveport.

Contact:

David Fogleman, Program Director
Aerospace Technology
Downtown Airport, Hangar #20
Telephone: (318) 676-5591
Email: dfogleman@susla.edu

**TECHNICAL DIPLOMA IN AIRFRAME AND POWERPLANT
MAINTENANCE TECHNOLOGY**

First Semester	Credit Hours
AMTG 101 – Basic Electricity	3
AMTG 102 – Aviation Regulations	1
AMTG 104 – Fluid, Lines, and Fittings	1
AMTG 105 – Materials and Processes	3
AMTG 106 – Ground Operations and Servicing	3
AMTG 108 – Aircraft Drawings	1
Second Semester2	Credit Hours
AMTA 201 – Wood, Coverings and Finishes	2
AMTA 202 – Sheet, Metal and Non-Metallic	4
AMTA 203 – Aircraft Welding	1
AMTA 205 – Airframe Inspection	1
AMTA 206 – Assembly and Rigging	3
AMTA 208 – Aircraft Fuel Systems	1
First Summer Session	Credit Hours
AMTA 208 – Aircraft Hydraulic and Pneumatic Systems	3
Third Semester	Credit Hours
AMTA 209 – Aircraft Landing Gear System	2
AMTA 210 – Cabin Atmosphere Control	1
AMTA 211 – Aircraft Electrical Systems	3
AMTA 212 – Position and Warning/Fire Control	2
AMTA 213 – Comm/Navigation and Instruments	2
AMTA 222 – Turbine Engines	3
AMTA 223 – Engine Inspection	1
Fourth Semester	Credit Hours
AMTP 224 – Engine Instruction and Fire Protection	1
AMTP 225 – Engine Lubrication Systems	1
AMTP 226 – Ignition and Starting System	3
AMTP 227 – Engine Fuel and Metering System	3
AMTP 228 – Induction, Cool, and Exhaust	2
AMTP 229 – Propellers and Components	3
AMTP 231 – Engine Electrical Systems	2
Second Summer	Credit Hours
AMTP 250 – Reciprocating Engine Overhaul	4
TOTAL CREDIT HOURS - 60	

ASSOCIATE OF SCIENCE IN BIOLOGY

A sound background in the life sciences is essential for success in employment and for graduate studies in biological science as well as careers in the health care arena. Many careers require fundamental and detailed understanding and knowledge of animal and plant structure and function. The Department of Biology offers two academic programs – the Associate of General Studies and the Associate of Science in Biology. The Associate of General Studies in Biology parallels the first two years toward the Bachelor of Science in Biology that would prepare students for admission to schools of medicine, dentistry, and veterinary medicine, and pharmacy as well as graduate studies. The Associate of Science in Biology Program is designed for students seeking immediate professional careers in biology and its related fields. A student may officially enroll in the Degree program when he/she has completed all admission requirements prescribed by the institution.

The Department offers service courses in biology as a part of the institutional core curricular requirements as elective courses for non-majors and as basic science requirements in the Allied Health and Nursing programs. Biology majors are required to complete a comprehensive departmental exit examination prior to transferring or receiving the associate degree.

First Semester	Credit Hours
FROR 120 – College Success	1
ENGL 110 – Freshman English I	3
MATH 133 –Algebra for College Students	3
Humanities Elective	3
BIOL 104L – General Biology Lab	1
BIOL 104 – General Biology Lecture	3
Second Semester	Credit Hours
ENGL 111 – Freshman English II	3
MATH 135 – Pre-Calculus Algebra	3
BIOL 105L– Biology Lab	1
BIOL 105 - General Biology Lecture	3
CMPS 101 – Introduction to Computer Concepts	3
BIOL 230 – Parasitology	3
BIOL 230L – Parasitology Lab	1
SLGE 000 – Service Learning	0
Third Semester	Credit Hours
BIOL 200 – General Microbiology Lecture	3
BIOL 200L – General Microbiology Lab	1
BIOL 220 – Human Anatomy and Physiology Lecture I	3
BIOL 220L – Human Anatomy and Physiology Laboratory I	1
CHEM 130 – General Chemistry Lecture	3
FIAR Elective	3
Fourth Semester	Credit Hours
BIOL 264 – Cell and Molecular Biology Lecture	3
BIOL 264L – Cell and Molecular Biology Lab	1
BIOL 222 – Human Anatomy and Physiology Lecture II	3
BIOL 222L – Human Anatomy and Physiology Laboratory II	1
CHEM 131 – General Chemistry Lecture II	3
CHEM 131L – General Chemistry Laboratory II	1
Behavioral/Social Science Elective	3
TOTAL CREDIT HOURS - 60	

**Natural Science Elective: Genetics, General Biology, General Botany, General Physics or 200 Level Chemistry Course, Immunology

COMPUTER SCIENCE DEPARTMENT

This curriculum allows students the option of specializing in either scientific or business application programming according to their career goals. After graduation, students are prepared to work as a junior programmer or they may continue their education in a four-year institution offering a degree in computer science or related field.

ASSOCIATE OF SCIENCE IN COMPUTER SCIENCE

First Semester	Credit Hours
FROR 120 – College Success	1
ENGL 110 – Freshmen English I	3
MATH 135 –Pre-Calculus Algebra	3
Approved Elective (Business or Computer Science)	3
CMPS 140 – Structured Programming	3
FIAR Elective	3
Second Semester	Credit Hours
ENGL 111 – Freshman English II	3
MATH 140 – Plane Trigonometry	3
Computer Science or Business elective	3
BIOL 104 – General Biology Lecture	3
BIOL 104L – General Biology Lab	1
CMPS 293 – Introduction to C++ Programming	3
Third Semester	Credit Hours
MATH 264 – Calculus I	4
Computer Science or Business elective	3
Natural Science Elective	3
Humanities Elective	3
Fourth Semester	Credit Hours
CMPS 240 – Data Structure	3
CMPS – Elective	3
SOCL 210 – Introduction to Sociology	3
CMPS 295 – Seminar <i>or</i>	3
CMPS 299 – Internship	
TOTAL CREDIT HOURS - 57	

Contact:

Vanessa White, Department Head
 New Classroom Building
 Telephone: (318) 670-9477
 Email: vwhite@susla.edu

WEB DEVELOPMENT PROGRAM (Certificate of Technical Studies)

All students completing 27 credit hours of course work in the Web Development program and meeting all relevant University requirements will be awarded a Certificate in Web Development. Any elective credit hours taken can be satisfied with CWEB courses or CMPS courses. Any student seeking a Web Development certificate along with an AS degree in Computer Science will have to meet the general education requirements only once. All prerequisite requirements must be met.

NOTE: *All programming courses are grouped together within the Computer Science Department under the Computer Science curriculum. Students enrolled in the Web Development curriculum can take any programming courses to satisfy the CWEB electives requirements.*

First Semester	Credit Hours
ENGL 110 – Freshman English I	3
MATH 133 – Algebra for College Students	3
CWEB 110 – Introduction Web Page Design – HTML	3
CWEB/Elective	3
CWEB/CMPS Elective	3
Second Semester	Credit Hours
Social or Natural Science Elective	3
CWEB 160 – Web Site Construction	3
CWEB 210 – Advanced Web Page Design - HTML II	3
CWEB/CMPS Elective	3
TOTAL CREDIT HOURS – 27	

COMPUTER INFORMATION SYSTEMS (Certificate of Technical Studies)

All students completing 27 credit hours of course work in the Computer Information Systems program and meeting all relevant University requirements will be awarded a Certificate in Computer Information Systems. Any elective credit hours taken can be satisfied with CIS courses or CMPS courses or Business Management (MNGT). Any student seeking a Computer Information System certificate along with an AS in Business Administration will have to meet the general education requirements only once. All prerequisite requirements must be met.

NOTE: *Students enrolled in the Computer Information Systems curriculum can take any programming courses in the Computer Science (CMPS) curriculum or programming courses in the Web Development (CWEB) curriculum to satisfy the CIS electives requirements.*

First Semester	Credit Hours
ENGL 110 - Freshman English I	3
MATH - Algebra for College Students	3
CISC 210 - Information Systems or CMPS 290 – Systems Analysis and Design	3
MGMT 200 – Introduction to Business	3
CIS/CMPS/CWEB - Elective	3
Second Semester	Credit Hours
Social or Natural Science Elective	3
CMPS 140 – Structured Programming	3
CWEB 160 - Web Site Construction	3
CISC/CMPS/CWEB – Elective	3
TOTAL CREDIT HOURS – 27	

CERTIFICATE OF TECHNICAL STUDIES IN FIRE SERVICE MANAGEMENT

The Certificate in Fire Service Management is the study of the theoretical and conceptual techniques the fire service manager uses to effectively prepare, justify, and manage the personnel of the fire service organization. Steps in planning, analysis, problem solving, and decision-making tools are emphasized. All students completing 30 credit hours of course work will be awarded a Certificate in Fire Service Management.

First Semester	Credit Hours
FSMC 110 – Hazardous Materials Awareness	3
FSMC 120 – HazMat Operational Leave	3
FSMC 130 – Firefighter I	3
FSMC 140 – Firefighter II	3
FSMC 150 – Fire Service Instructor I	3
Second Semester	Credit Hours
FSMC 260 – Fire Service Instructor II	4
FSMC 270 – Fire Officer I	4
FSMC 280 – Fundamentals of Fire Operations	3
FSMC 290 – Incident Command System	4
TOTAL CREDIT HOURS - 30	

Contact:

Katrina Seamster, Program Director
 Metro Center
 610 Texas Street, Room 201
 Telephone: (318) 670-9690
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COURSE DESCRIPTIONS**Departmental Abbreviations****ALLIED HEALTH DIVISION**

Allied Health	ALLH
Dental Hygiene	DHYG
Dialysis Technician	DYLT
Emergency Medical Technician – Basic	EMTB
Health Information Technology	HITG
Medical Laboratory Technician	MLTC
Phlebotomy	PHLE
Radiologic Technology	RADT
Respiratory Therapy	RESP
Sterile Processing Technician	SPDT
Surgical Technology	SURG

BEHAVIORAL SCIENCES/EDUCATION DIVISION

Criminal Justice Administration	CJUS
Education, Child Development, and Day Care Administration	EDUC
Geography	GEOG
Health & Physical Education	HPRE
History	HIST
Human Services	HUSR
Political Science	POLI
Psychology	PSYC
Sociology	SOCL

BUSINESS STUDIES DIVISION

Accounting	ACCT,BUST
Business Management	MGMT
Economics	ECON
Event Management	EMGT
Hospitality Operations/Food & Beverage Management	HOPR

HUMANITIES DIVISION

Dance	DNCE
English	ENGL
Fine Arts	FIAR
French	FREN
Freshman Studies	FROR
Humanities	HUMA
Journalism	JOUR
Military Science	MILS
Music Technology	MUSC
Reading	READ
Service Learning	SLGE
Spanish	SPAN
Speech	SPCH

SCHOOL OF NURSING

Nursing	NURS,NURC
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SCIENCE AND TECHNOLOGY DIVISION

Aviation Maintenance Technology – Airframe	AMTA
Aviation Maintenance Technology – General	AMTG
Aviation Maintenance Technology – Powerplant	AMTP
Biology	BIOL
Chemistry	CHEM
Computer Information Systems	CISC
Computer Science	CMPS
Electronics Technology	EETC
Engineering Technology	ENGR
Fire Service Management	FSMC
Mathematics	MATH
Physics	PHYS
Web Development	CWEB

COURSES OF INSTRUCTION

The following is a list of all courses of instruction offered by the various departments at SUSLA at the time of this catalog's publication. Every effort is made to be as accurate and complete as possible. Courses are listed alphabetically by subject.

The first figure in parentheses following each course title indicates the lecture hours per week, the second figure indicates the number of laboratory hours the class meets per week in a regular semester, and the third indicates the semester credit hours for the course.

ACCOUNTING (ACCT)

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|-----------------|--|----------------|
| ACCT 160 | Introduction to Accounting
A survey course of the bookkeeping and accounting process. This course places emphasis on gathering, analyzing, classifying and reporting financial data. | (3-0-3) |
| ACCT 200 | Financial Accounting
The principles of accounting, theory of debits and credits, financial statement analysis, and financial statement preparation will be studied. | (3-0-3) |
| ACCT 201 | Managerial Accounting
The preparation of financial statements and their analysis using external and internal financial data with a focus on partnerships and corporations will be studied in this course. This course also covers the use of financial data in managerial decision-making. <i>Prerequisite: ACCT 200.</i> | (3-0-3) |
| ACCT 220 | Computerized Accounting
This course applies the elements of accounting principles and methods in a computerized environment. This course emphasizes the use of professional accounting software packages such as: Peachtree and Quick Books. The students will apply the complete accounting cycle in a computer environment. Students are required to complete projects in: Merchandising, Job Costing, Payroll, and Service Accounting. <i>Prerequisite: ACCT 200.</i> | (3-0-3) |
| ACCT 250 | Intermediate Accounting
This course includes advanced training in the preparation and interpretation of financial statements with individual analysis of their various components. | (3-0-3) |
| ACCT 255 | Managerial Accounting
This course provides a survey of managerial accounting theory and the application of those principles. It covers the relationship between managerial and financial accounting. The student will learn about the organizational role of management accountants in the management process. The course will cover the basic cost terms and applies them within a job order and a process cost system, cost volume analysis, budgeting, performance evaluation, pricing, and capitol investment analysis will also be addressed. <i>Prerequisite: ACCT 201</i> | (3-0-3) |
| ACCT 262 | Tax Accounting
This is a survey course that includes the elements of the federal and state tax structure, existing tax laws and preparation of tax returns for individuals, partnerships and corporations. | (3-0-3) |
| BUST 299 | Business Internship
This course is designed to provide students with opportunities to enhance their undergraduate learning experience in a work environment, apply knowledge gained in the classroom to an actual worksite, investigate and prepare for career opportunities and professional networking. ACCT 299, MGMT 299, and HOPR 299 were replaced by this course. <i>Prerequisite: This course can only be taken during the student's sophomore year and with consent from the internship coordinator or recommendation from the department head.</i> | (1-9-3) |

ALLIED HEALTH (ALLH)

- ALLH 200 Principles of Pharmacology (3-0-3)**
 This is a course designed to introduce nursing and allied health students to drugs and drug therapy, their indications, contra-indications, and side effects, as well as dosage calculations.
- ALLH 210 Medical Terminology I (3-0-3)**
 A study of the terminology used in all areas of the health sciences. Emphasis is placed on basic medical word construction and understanding of the various word parts as they relate to the human body.
- ALLH 211 Medical Terminology II (3-0-3)**
 A continuation of ALLH 210 with a more in-depth study of terms that relate to medicine and the human body. *Prerequisite:* ALLH 210.
- ALLH 217 Biomedical Statistics (3-0-3)**
 This is a one semester course that provides an introduction to statistical methods and applications. Emphasis is placed on descriptive and inferential statistics. Equal time will be given to research techniques using the APA format.
- ALLH 230 Nutrition in Health and Disease (3-0-3)**
 This course introduces the student to the scope of the science of nutrition and its application in promoting good nutrition through the proper use of food. The principles of nutrition, as they apply to the needs of normal persons of all ages and to those individuals suffering from certain pathological conditions, will be covered.

AVIATION MAINTENANCE TECHNOLOGY - AIRFRAME (AMTA)

- AMTA 201 Wood, Coverings, and Finishes (1.5-1.5-2)**
 A study of classic airframe structures will provide the theory and application of the older airframe construction and repair techniques. Wood structures, fabric coverings and painting are the main topics covered in this course.
- AMTA 202 Aircraft Sheetmetal, Non-Metallic Structures (1-2-4)**
 A study of aircraft structural characteristics and methods of fabrication and repairs as it applies to aircraft aluminum structures. Repairing of aluminum skin is emphasized.
- AMTA 203 Aircraft Welding (1.5-1.5-1)**
 This course provides the theory and application of the different welding processes used for repairing of aircraft. Emphasis is placed on the welding of structural members of the aircraft.
- AMTA 205 Airframe Inspection (1.5-1.5-1)**
 Airframe Inspection will provide the theory and practical application of the inspections required for both general and commercial aviation type aircraft.
- AMTA 206 Assembly and Rigging (1.5-1.5-3)**
 A course of study on the methods and procedures used in the assembly and rigging of aircraft for the most efficient flight.
- AMTA 207 Aircraft Fuel Systems (1.5-1.5-1)**
 This course of study is directed towards the various fuel storage and distribution systems used in small and large aircraft and the standard practices for the maintenance of these systems.
- AMTA 208 Hydraulic and Pneumatic Power Systems (1-2-3)**
 The study of the operation and maintenance of aircraft hydraulic and pneumatic systems in both small and large aircraft. The method of troubleshooting and repair of components are covered as well as servicing and ground testing. The course also includes the study of powered flight control systems.

- AMTA 209 Aircraft Landing Gear Systems (2-1-2)**
The study of aircraft landing gear structures and operational systems include the repair and maintenance procedures for the retraction systems, brakes, shock struts, steering systems, wheel, tires, and anti-skid systems.
- AMTA 210 Cabin Atmosphere Control Systems (2-1-1)**
A study of the various types of systems used for cabin atmospheric control in corporate and airline type aircraft. Heating, cooling, and pressurization as well as oxygen systems are included in the study.
- AMTA 211 Aircraft Electrical Systems (1.5-1.5-3)**
A course of study of the theory of operation and maintenance of the DC and AC power generating and distribution systems.
- AMTA 212 Aircraft Position and Warning Systems (1.5-1.5-2)**
A study of the theory of operation and the maintenance of various position and warning systems used on small and large aircraft. Fire protection systems are included.
- AMTA 213 Aircraft Communication, Navigation Systems and Instruments (2-1-2)**
This course familiarizes the student with the communication, navigation, and instrument systems and their function. Emphasis is placed on the proper removal and installation procedures.

AVIATION MAINTENANCE TECHNOLOGY - GENERAL (AMTG)

- AMTG 101 Basic Electricity (2-1-3)**
A study of basic electrical theory for both AC and DC current and its application to aircraft systems. Understanding voltage, current, and resistance relationships, reading and interpreting electrical schematics, and developing a methodical approach to electrical problem solving are included. Introduction to solid state, and digital devices in aircraft systems and projects to give the aircraft technician hands-on experience will also be included.
- AMTG 102 Aviation Regulations, Records, and Documents (3-0-1)**
A presentation of Federal Aviation Regulations pertinent to aircraft maintenance and the associated documents, publications and records applicable to aircraft maintenance and the technician.
- AMTG 104 Fluid, Lines, and Fittings (1.5-1.5-1)**
A study that will include the identification of aircraft plumbing, its repairs, and the methods and processes used for fabricating rigid and flexible lines.
- AMTG 105 Materials and Processes (1.5-1.5-3)**
An introduction to the materials and processes used in aircraft maintenance and repair. Various methods of non-destructive testing and control of corrosion are studied and performed.
- AMTG 106 Ground Operations and Servicing (1.5-1.5-3)**
A course of standards for aircraft ground movement and operations and associated safety practices. A study of aircraft weight and balance as it applies to the maintenance technician is included.
- AMTG 108 Aircraft Drawings (2-1-1)**
A study of aircraft working drawings, schematics, diagrams, and the meaning of lines and symbols as well as blueprint reading.

AVIATION MAINTENANCE TECHNOLOGY - POWERPLANT (AMTP)

- AMTP 222 Turbine Engines (1.5-1.5-3)**
A study of the theory of operation of the turbine engine and the function of engine components. Overhaul and testing procedures are covered including disassembly, inspection, repair, reassembly and operational tests of the engines and accessories.

AMTP 223	Engine Inspection Engine inspection will provide the theory and application of the inspections required for both general and commercial aviation engines.	(1.5-1.5-1)
AMTP 224	Engine Instruments and Fire Protection Systems A study of the theory of operation, installation and troubleshooting of the engine instruments and fire protection systems.	(1.5-1.5-1)
AMTP 225	Engine Lubrication Systems This course covers the different types of lubrication systems used in the reciprocating and turbine engines. The study also provides the procedures to use in repairing and servicing of these systems.	(1.5-1.5-1)
AMTP 226	Ignition and Starting Systems This course of study includes the theory of operation, inspection and repairing of ignition and starting systems for both large and small aircraft.	(1.5-1.5-3)
AMTP 227	Engine Fuel and Metering Systems This course covers all the related components of the fuel distribution from the airframe to the fuel metering units which includes the filters, pumps, fuel heating systems and controls. This course places emphasis on theory of operation and application for carburetors and fuel controls. In inspection, troubleshooting and repair procedures of these fuel metering units are covered.	(1.5-1.5-3)
AMTP 228	Induction, Cooling and Exhaust Systems The types and characteristics of induction, cooling and exhaust systems are compared and evaluated. Standard maintenance practices are covered.	(1.5-1.5-2)
AMTP 229	Propellers and Components This course covers the theory, installation, inspection, servicing, maintenance, repair, and the principles of operation of fixed and controllable pitch propellers and related systems. This course also includes the study of propeller de-icing, synchronization, and the selection and use of propeller lubricants for reciprocating and turbo propeller engines.	(1.5-1.5-3)
AMTP 231	Engine Electrical Systems This course offers a study of various electrical systems used in support of aircraft engines. The inspection, repair and maintenance procedures are also covered.	(1.5-1.5-2)
AMTP 250	Reciprocating Engine Overhaul & Installation This course contains a detailed study supported by the actual disassembly, inspection and repairing of an operational engine followed by the reassembly and the operational testing of the engine. This course also includes the methods and procedures for engine removal and installation.	(1.5-1.5-4)

BIOLOGY (BIOL)

BIOL 104	General Biology Lecture <i>[LCCN: CBIO 1013, General Biology I]</i> Broad biological principles for non-science majors; scientific method; biological molecules, cell structure and function; genetics and evolution.	(3-0-3)
BIOL 104L	General Biology Laboratory <i>[LCCN: CBIO 1011, General Biology I Lab]</i> Laboratory designed to supplement General Biology I for non-science majors.	(0-2-1)
BIOL 105	General Biology Lecture <i>[LCCN: CBIO 1043, General Biology II]</i> General concepts and principles of ecology, evolution, and biological diversity, including anatomy and physiology. Comment: Biological diversity would include body plans of various plants, animals fungi etc, so having the words ‘anatomy & physiology’ included separately may be misleading as it suggests/emphasizes more depth than is covered in this introductory class. Perhaps needs removal? Prerequisite: BIOL 104	(3-0-3)

BIOL 105L	General Biology Laboratory [LCCN: <i>CBIO 1021, General Biology II Lab</i>] Laboratory designed to supplement General Biology II for non-science majors. Prerequisite: Biology 104L	(0-2-1)
BIOL 200	General Microbiology Lecture [LCCN: <i>CBIO 2123, General Microbiology</i>] Microbial diversity; structure and function; interaction with hosts and environments.	(3-0-3)
BIOL 200L	General Microbiology Laboratory [LCCN: <i>CBIO 2121, General Microbiology</i>] Laboratory designed to supplement General Microbiology for science majors.	(0-2-1)
BIOL 220	Human Anatomy and Physiology Lecture I [LCCN: <i>CBIO 2213, Human Anatomy and Physiology I</i>] Cells, tissues, integumentary, skeletal, muscular, and the nervous systems.	(3-0-3)
BIOL 220L	Human Anatomy and Physiology Laboratory I [LCCN: <i>CBIO 2211, Human Anatomy and Physiology I Lab</i>] Laboratory is designed to supplement Human Anatomy and Physiology I lecture.	(0-2-1)
BIOL 222	Human Anatomy & Physiology Lecture II [LCCN: <i>CBIO 2223, Human Anatomy and Physiology II</i>] Endocrine, circulatory, respiratory, lymphatic, digestive, excretory, and reproductive systems. Prerequisite: BIOL 220	(3-0-3)
BIOL 222L	Anatomy & Physiology Laboratory II [LCCN: <i>CBIO 2221, Human Anatomy and Physiology II Lab</i>] Laboratory designed to supplement Human Anatomy and Physiology II lecture. Prerequisite: BIOL 220L	(0-2-1)
BIOL 230	Parasitology A course involving the collection, staining techniques, basic morphology, live histories, classification, distribution, and identification of common parasites of man and other vertebrates. Prerequisite: BIOL 104	(3-2-4)
BIOL 232	Genetics [LCCN: <i>CBIO 2514, Introduction to Genetics Lecture + Lab</i>] General principles of genetics, to include heredity and genetic analysis. The course material is presented in a combined lecture and laboratory format. Prerequisite: BIOL 105	(3-2-4)
BIOL 250	Immunology This course involves the study of immune phenomena in biological systems, including: the organization and development of the immune system; the chemistry of antigens, antibodies and their relation to each other; the activation, proliferation and differentiation of immune cells; regulation of the immune response and other effector mechanisms of immunity; and the immunologic mechanisms in disease. Prerequisite: BIOL 104	(3-2-4)
BIOL 264	Cell and Molecular Biology [LCCN: <i>CBIO 2134, Cell Biology Lecture + Lab</i>] Structure and function of cells, and molecules essential for cellular processes are covered. The course material is presented in a combined lecture and laboratory format. Prerequisites: BIOL 104 and CHEM 130.	(3-2-4)
BIOL 279	Biology Seminar Independent library and laboratory study of a selected problem; reports and assigned readings are undertaken. Prerequisite: BIOL 104.	(2-0-2)

CHEMISTRY (CHEM)

- CHEM 130** **General Chemistry Lecture** **(3-0-3)**
[LCCN: CCEM 1103, Chemistry I (Non-Science Majors)] An introduction to nomenclature; atomic structure; chemical equations and stoichiometry; gas laws; bonding; quantitative problem solving; energy relationships, and solutions.
- CHEM 130L** **General Chemistry Laboratory** **(0-2-1)**
[LCCN: CCEM 1101, Chemistry I Lab (Non-Science Majors)] Safety; basic laboratory techniques (to include data collection and interpretation; introduction to laboratory reporting/record keeping) related to the topics in Chemistry I.
- CHEM 131** **General Chemistry Lecture II** **(3-0-3)**
[LCCN: CCEM 1113, Chemistry II (Non-Science Majors)] An introduction to special topics in chemistry, which may include basic organic and biochemistry, acid/base, and others. Topics may vary. **Prerequisite: Chemistry 130, Chemistry 130L**
- CHEM 131L** **General Chemistry Laboratory II** **(0-2-1)**
[LCCN: CCEM 1111, Chemistry II Lab (Non-Science Majors)] Safety; basic laboratory techniques related to the topics in Chemistry II. **Prerequisite: Chemistry 130L.**
- CHEM 132** **General Chemistry Lecture I** **(3-0-3)**
[LCCN: CCEM 1123, Chemistry I (Science Majors)] Nomenclature, atomic and molecular structure, chemical equations and stoichiometry, gas laws, bonding, quantitative problem solving, introduction to periodicity, energy relationships, and solutions.
- CHEM 132L** **General Chemistry Laboratory I** **(0-2-1)**
[LCCN: CCEM 1121, Chemistry I Lab (Science Majors)] Safety, basic laboratory techniques (to include data collection and interpretation, introduction to laboratory reporting/record keeping) related to the topics in Chemistry I for science majors.
- CHEM 133** **Inorganic and Equilibrium Chemistry Lecture II** **(3-0-3)**
[LCCN: CCEM 1133, Chemistry II (Science Majors)] Intermolecular forces; thermodynamics; general and heterogeneous equilibrium; kinetics; solutions; acid/base equilibrium and properties; and electrochemistry.
- CHEM 230** **Organic Chemistry Lecture** **(3-0-3)**
[LCCN: CCEM 2213, Organic Chemistry I] Nomenclature, chemical reactions, synthesis, functional groups, structure/property relationships, stereochemistry, spectroscopy, and mechanistic theory are covered. (Pre-professional; Science Majors) **Prerequisites: Chemistry 130, 131, Lab., 131L**
- CHEM 230L** **Organic Chemistry Laboratory** **(0-2-1)**
[LCCN: CCEM 2211, Organic Chemistry I] Safety; basic laboratory techniques; related to the topics in Organic Chemistry I. **Prerequisites: Chemistry 130L and 131L.**
- CHEM 231** **Organic Chemistry Lecture** **(3-0-3)**
[LCCN: CCEM 2223, Organic Chemistry II] This course is a continuation of topics in Organic Chemistry I. **Prerequisite: Chemistry 230**
- CHEM 231L** **Organic Chemistry II Laboratory** **(0-2-1)**
[LCCN: CCEM 2221, Organic Chemistry II] Safety; basic laboratory techniques related to the topics in Organic Chemistry II. **Prerequisite: Chemistry 230L.**
- CHEM 242** **Quantitative Analysis** **(3-3-4)**
[LCCN: CCEM 2304, Analytical Chemistry (Quantitative Analysis)] Introduction to techniques and practices of analytical chemistry. Topics will include: statistics, equilibrium, titration, spectroscopy, electrochemistry, and chromatography. The course material is presented in a combined lecture and laboratory format. **Prerequisite: CHEM 133.**

- CHEM 250 Organic Chemistry (3-0-3)**
[LCCN: CCEM 2203, Organic Chemistry Survey] Introduction to nomenclature, chemical reactions, functional groups, and stereochemistry (One-semester, ‘terminal’ course). **Prerequisite: CHEM 131 or CHEM 133.**
- CHEM 250L Organic Chemistry Laboratory (0-2-1)**
 This course covers experiments in the area of organic chemistry. Topics include chromatography, extinctive and synthesis. **Prerequisite: CHEM 130.**
- CHEM 251 Inorganic, Organic and Biochemistry (3-0-3)**
[LCCN: CCEM 1003, General, Organic & Biochemistry] A survey of general, organic, and biochemistry, primarily for nursing and allied health. **Prerequisites: CHEM 130.**
- CHEM 251L Inorganic, Organic and Biochemistry Lab (0-2-1)**
 This course covers inorganic, organic and biochemistry experiments. Topics include solubility, extraction, reactivity and electrophoresis. **Prerequisite: CHEM 130L.**
- CHEM 255 Biochemistry (3-2-4)**
 This is a one semester course with emphasis covering chemistry and physiological functions of carbohydrates, lipids, proteins, minerals, water and vitamins. **Prerequisites: CHEM 250 or CHEM 231.**
- CHEM 264 Instrumental Analysis (3-3-4)**
 This course covers the study of theories and procedures of pH, polarographics, absorption, spectroscopic emission, spectroscopic measurements and such separation techniques as gas, thin layer and ion exchange chromatography, liquid extraction and electrodeposition for chemical analysis. **Prerequisite: CHEM 242.**
- CHEM 265 Field Service Training (0-2-2)**
 This course is designed to give students practical laboratory experience. It involves training at the site of contamination. **Prerequisite: CHEM 230.**

COMPUTER INFORMATION SYSTEM (CISC)

- CISC 140 Computer Based Information Systems Applications (3-0-3)**
 Experience hands-on applications of advanced levels of productivity software, this course focuses on multimedia peripherals for micro-computers, along with other computer components. Advanced micro-computer application software problems and exercises are discussed. **Prerequisite: CMPS 215.**
- CISC 150 Spreadsheet Applications (3-0-3)**
 This course is designed to provide a comprehensive presentation of Microsoft Excel. In this course the student will experience advanced techniques off spreadsheet design. Hands-on learning is emphasized. Some course topics include using formulas data manipulation, formatting worksheet, charting techniques, understanding functions, what-if-analysis, Internet data utilization, and database functions. **Prerequisite: CMPS 215.**
- CISC 160 Word Processing Applications (3-0-3)**
 The focus of this course is on Microsoft Word. In this course, the student will experience advanced techniques of document development. Hands-on learning is emphasized. Some course topics include creating and saving a document in multiple folders, document editing and formatting, saving documents as Web pages, inserting charts and graphs, document merging, and basic desktop publishing techniques. **Prerequisite: CMPS 215.**

- CISC 170 Presentation Applications (3-0-3)**
 Experience hands-on applications of advanced levels of Microsoft PowerPoint. Some course topics included creating a presentation using a design template, creating a presentation on the Web, using customized sounds in a presentation, such as voice, and downloading Internet clipart galleries. Additionally, students will learn how to ungroup and group a clip, automated slide transitions and animation. *Prerequisite: CMPS 215.*
- CISC 180 Introduction to PC-User Support (3-0-3)**
 The primary focus of this course is system maintenance. The student will learn basic techniques for PC maintenance/troubleshooting. Some course topics will include PC operating systems-Windows, system utilities, troubleshooting, computer upgrade, computer repair, and software installation.
- CISC 199 Topics in Computer Information Systems (3-0-3)**
 This course is the consent of the department. Topics to be announced by the computer information systems department will vary from semester to semester. Topic focus in this course will change as topic feasibility, student demand and instructor availability permit. The topics that may be included tend to focus on new developments in business computing areas. Topics may include (but not limited to) Windows 98 vs. Windows XP, PC Maintenance, PC File Management, Windows Explore, Surfing the Net, Web Page building. Not more than three (3) credits may be applied for computer information systems majors.
- CISC 210 Information Systems (3-0-3)**
 In this course, the theoretical foundation and evolution of Information Systems are discussed. Computer-based Information Systems are analyzed along with developing a business model using the systems approach (Systems Development Life Cycle). Ethical implications of Information Technologies are discussed.
- CISC 240 Database Applications (3-0-3)**
 The focus of this course is Microsoft Access. Course topics include creating, querying, and maintaining a database; creating a data access page, reports, forms, subforms; creating a report using design view; importing and exporting data; working with charts and table-objects, SQL and access data in other applications. *Prerequisites: CMPS 215.*
- CISC 280 Introduction to Oracle (3-0-3)**
 This course is designed to introduce students to the fundamentals of a relational database and the impact of relational database structure in the business environment. The course content includes client/server concepts, relational concepts, database design and development techniques, integrated database applications, SQL programming, creation of tables, forms, and reports. *Prerequisite: CISC 240.*
- CRIMINAL JUSTICE ADMINISTRATION (CJUS)**
- CJUS 101 Introduction to Criminal Justice (3-0-3)**
 Basic introduction to crime, law, and justice; a discussion of the criminal law and its relationship to criminal justice, an overview of the law-enforcement field, adjudication process, the correctional system, and juvenile justice system will be studied.
- CJUS 102 Introduction to Corrections (3-0-3)**
 Criminal corrections and correctional systems are presented. Penal and correctional philosophy, procedures, techniques and institutions are discussed. The origins, organizations, processes, trends in corrections, management control and treatment of juvenile and adult offenders are examined.
- CJUS 103 Police Functions (3-0-3)**
 Police functions are examined in the context of law enforcement and of police procedures, rules, regulations, and general codes.
- CJUS 105 Correctional Administration (3-0-3)**
 An overview of the organization, personnel structure, operation and management of correctional institutions, and confinement operations. Administration of community-based correctional facilities is examined. Management options and operational implications are discussed with reference to security, staffing and public policy.

- CJUS 106 Correctional Techniques (3-0-3)**
 An examination of institutional corrections and the penology theory, with focus on the methods of probation and parole, correctional reform and post-incarceration services, and the relationship between institutional and field techniques in corrections.
- CJUS 200 Police Administration (3-0-3)**
 An introductory course in the role of police in administration of criminal justice and crime control. The course will provide an overview of police administrative, line and auxiliary functions.
- CJUS 201 Rules of Criminal Evidence and Procedures (3-0-3)**
 An examination of the Federal and Louisiana criminal procedural laws affecting arrest, search and seizure, trial and post-conviction remedies.
- CJUS 204 Criminology (3-0-3)**
 A course that provides students with an understanding of how theory and application relate to one another, examinations and explanations of crime and criminal behavior; present various new sociological perspectives on crime causation.
- CJUS 205 Louisiana Criminal Law (3-0-3)**
 The criminal statutory provisions in the State of Louisiana will be studied. The study also includes interpretation of the statutory criminal law as set forth by the State and U.S. Supreme Court.
- CJUS 210 Criminal Investigation Techniques (3-0-3)**
 A survey of general procedures, concepts, and practical applications of the mechanics of criminal investigation with emphasis on elements of crime and fact finding will be covered.
- CJUS 221 Judicial Process (3-0-3)**
 A study of the structure, organization and administration of federal and state court systems, with special attention to the criminal courts. The basic functions of the courts will be examined.
- CJUS 222 Juvenile Justice Process and Juvenile Delinquency (3-0-3)**
 This course is a study of the process by which juvenile offenders are handled in the system of criminal justice, including adjudication and correction practices; study of delinquency, including causation theories, alternative definitions of delinquency, official statistics and the critique, and an analysis of the interaction between social institutions and youth. *Prerequisite:* CJUS 101 or consent of the department chairperson.
- CJUS 230 Special Problems in Law Enforcement (3-0-3)**
 In-depth individual study of a current problem or topic in law enforcement which is not addressed in other courses will be done. Under faculty supervision, the students select appropriate topics, study and prepare extensive written reports for submission to the supervising faculty member.
- CJUS 231 Correctional System (3-0-3)**
 Changes in American correctional philosophy, administration and techniques, including the shift from institutional incarceration to community-based correctional programs.
- CJUS 261 Principles of Supervision (3-0-3)**
 The art of working with people is studied. The course illustrates how supervision relates to basic managerial functions, and contributes to the attainment of business objectives.
- CJUS 298 Criminal Justice Practicum (3-0-3)**
 Research and field work, under staff supervision, at selected sites. Students must complete one hundred thirty-four (134) hours for completion of the class.

COMPUTER SCIENCE (CMPS)

- CMPS 101 Introduction to Computer Concepts (3-0-3)**
 This course is an introduction to computer concepts and their applications. Topics include organization of a computer system, computer terminology, input/output devices and media, software development, future trends, and the impacts of the changes. Some hands-on laboratory experience is provided using software packages such as word processing, spreadsheets, presentation, and database.

- CMPS 140 Structured Programming (3-0-3)**
 This course is designed to introduce students to problem solving, structured design of algorithms, implementation of algorithms in a programming language, testing and debugging programs, and documenting programs using techniques of good programming style. Data types, control structures, and subroutines will also be covered.
- CMPS 150 BASIC (3-0-3)**
 This beginner's course is designed to provide insight into BASIC programming through solving common computational problems. *Prerequisite: CMPS 140.*
- CMPS 160 FORTRAN (3-0-3)**
 This course is an introduction to FORTRAN language. Programming assignments involve applications appropriate for students in the sciences, mathematics, and engineering. *Prerequisite: CMPS 140.*
- CMPS 190 COBOL (3-0-3)**
 This programming course is designed for students interested in applications of computer techniques in solving simple business data processing problems using structures program design. Programs will emphasize nested IF statements, control break, tables, and sequential files, which will be written, compiled, and executed by each student. *Prerequisite: CMPS 140.*
- CMPS 199 Topics in Computer Science (3-0-3)**
 This course is taken at the consent of the department. Topics to be announced by the computer science department will vary from semester to semester. Topic focus in this course will change as topic feasibility, student demand and instructor availability allow. Topics that may be included tend to focus on new developments in applied computing areas. Topics may include (but are not limited to) networking, upgrading and maintaining PCs, operating systems, troubleshooting techniques (hardware/software), diagnosis and repair problems, and guide to the Internet. Not more than three (3) credits may be applied for computer science majors.
- CMPS 210 RPG II (3-0-3)**
 This course is a business oriented computer language that lets the programmer describe the input and desired output, and then leave it to the computer to generate the program. *Prerequisite: CMPS 140.*
- CMPS 215 Business Applications (3-0-3)**
 This course provides an in depth knowledge base for Microsoft Word, Excel, PowerPoint, and Access. Microsoft Word topics include creating, saving, and printing documents, and saving documents as Web pages. Microsoft PowerPoint would entail using various galleries that are part of the software, downloaded via Internet, or customized. PowerPoint topics include creating, saving, adding, printing the presentation slides, creating graphical announcements, developing an Internet presentation, and inserting charts and tables. Excel topics include formulas, functions, charting, formatting worksheets, absolute cell references, working with large worksheets, what-if analysis, using Excel to create static and dynamic web pages. Some Access topics to be discussed will include database definitions, files, records, fields, storage, and retrieval. Projects may vary according to instructor choice and student needs.
- CMPS 225 Business Application (3-0-3)**
 This course is designed to help students prepare to receive a Microsoft Certification in Microsoft Word, Power Point, and Excel. Projects may vary according to instructor choice and student needs. This course is a hands-on application course designed to expose students to how to use these Microsoft applications while introducing how these applications are used in the business arena. Additionally, upon completion of the course, the student will be prepared to be tested and obtain a Microsoft Specialist Certification, through Microsoft CertiPort, in one or all of the Microsoft applications taught.
- CMPS 230 PASCAL (3-0-3)**
 This course is an introduction to programming in the Pascal language. All Pascal language constructs will be examined including general files, recursion, and dynamic allocation. *Prerequisite: CMPS 140.*

- CMPS 240 Data Structures (3-0-3)**
 This course is an introduction to the fundamental data structures and their applications. These structures include arrays, stacks, queues, linked lists, and trees. Also studied are techniques for sorting and searching. *Prerequisite: CMPS 230.*
- CMPS 260 Assembly Language (3-0-3)**
 This course introduces the students to machine language structure and coding which provides a direct, comprehensive description of the arithmetic, logic branching, status switching, input/output operations, and the interrupt systems. *Prerequisites: CMPS 160 and CMPS 250.*
- CMPS 290 System Analysis and Design (3-0-3)**
 This course is an introduction to analysis, design documentation, implementation, and evaluation of computer systems. Techniques of data gathering, systems flowcharting, file organization, and accessing methods are studied and case studies are presented. *Prerequisites: CMPS 215 and CMPS 230.*
- CMPS 293 Introduction to Programming in C++ (3-0-3)**
 A survey of the problem solving techniques, strategies and mechanisms available in the C++ language. Topics include arithmetic operations, basic input and output, functions, control flow mechanisms, arrays, pointers, strings, and structures. *Prerequisite: CMPS 160 or CMPS 230.*
- CMPS 294 Introduction to C Language (3-0-3)**
 This course will focus upon scientific and commercial applications programming in C language. Topics include: pre and post fix logical and arithmetic operation, primitive data types, arrays, pointers, linked lists, unions, procedures, and standard I/O functions and libraries. *Prerequisite: CMPS 160 or CMPS 230.*
- CMPS 295 Seminar in Computer Science (3-0-3)**
 This course is to be used in lieu of CMPS 299. It is designed for students desiring to complete a term project of significance. This course will be a synthesis course, integrating many concepts taught in the curriculum. Students will be graded on the basis of oral and written presentation dealing with analysis and design as well as the quality of the project.
- CMPS 296 Object-Oriented Programming Using JAVA (3-0-3)**
 The study of object-oriented programming principles and their implementation in the JAVA programming language. Topics may include: classes, methods, packages, class hierarchies, sequence, selection, iteration, arrays, records, and files. *Prerequisite: CMPS 160 or CMPS 230.*
- CMPS 299 Internship (0-12-3)**
 An opportunity for students majoring in computer science to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience. *Prerequisites: Sophomore classification and approval of advisor*

WEB DEVELOPMENT (CWEB)

- CWEB 110 Introduction to Web Page Design-HTML (3-0-3)**
 This course is designed to introduce some web design fundamentals and the language used for the Internet. Students will learn and understand the hypertext markup language (HTML), which is the programming language used to develop web pages. As part of the learning experiences students will be required to develop some online documents with multiple links, will learn to implement basic colors, graphics, and sound into web pages, and will learn document and image formatting.
- CWEB 120 Internet Technology (3-0-3)**
 With the Internet being a technology trend that can not be escaped, it is important that students acquire the skills and confidence needed to navigate on the Internet. This course will provide a foundation for students to earn how to access the Internet along with the World Wide Web (WWW). Students will learn how to use the WWW to find information (surf the net), do research using the Internet, communicate with others electronically, take part in e-commerce, understand Internet design, software, services, access providers, and more.

- CWEB 130 Multimedia Literacy (3-0-3)**
The primary focus of this course is to provide both a conceptual and a practical introduction to multimedia. Multimedia is a fairly new trend that is very appealing in education and business. Southern University at Shreveport Louisiana 160 Students will learn what impact multimedia is having in our daily lives, why multimedia became a multibillion-dollar industry, how to use multimedia effectively, and how to create their own multimedia application and publish them on the web.
- CWEB 140 Introduction to E-Commerce (3-0-3)**
This course examines the practical considerations of developing and maintaining an e-commerce business. Students will be introduced to fundamental business concepts as they apply to e-commerce. Basic discussion will include security, privacy, order processing, and payment systems. Additionally, personal applications such as online banking, retail purchasing, Internet marketing, and advertising will be discussed.
- CWEB 160 Web Site Construction (3-0-3)**
Delivery of this course will be through the Internet. When planning to develop a web site in the business arena, there are several considerations to be made. Some concerns would be as follows: What are the considerations when choosing a web server? What database should be used? There are many considerations in web site construction, and through this course students will learn to ask the right questions about the Information Technology infrastructure. There will be emphasis on planning a web site, policy issues, and security concerns. Additionally, students will gain understanding on hosting environments and operations budgeting.
- CWEB 210 Advanced Web Page Design – HTML (3-0-3)**
This course is designed to provide advanced technical skills to designing a web site (collection of web pages). As part of the interactive learning activity, students will learn how to incorporate functionality and animation into their web pages. Some related topics include integrating advanced multimedia techniques, implementing user authentication, database queries, understanding online ordering, tallying counts (hits), etc.
- CWEB 215 Business Application (3-0-3)**
This course provides an introduction to Microsoft Word, Microsoft Excel, Microsoft Power Point, and Microsoft Access. Word topics include creating, saving and printing documents, and saving documents as Web pages. Projects include creating an announcement, a research paper, a business letter and resume, Web pages, and a report. Excel topics include formulas, functions, charting, formatting worksheets, absolute cell references, working with large worksheets, what-if analysis, using Excel to create static and dynamic Web pages, financial functions, data tables, amortization schedules, cell protection, worksheet database manipulation, lookup functions, and database functions. Power Point would entail using various galleries that are part of the software, downloaded via Internet, or customized. Power Point includes creating, saving, adding, and printing the presentation slides. Some projects would include creating graphical announcements, developing an Internet presentation, and inserting charts and tables. If time permits, some Microsoft Access database topics will be discussed. Projects may vary according to instructor choice and student needs.
- CWEB 220 Managing a Web Site (3-0-3)**
The focus of this course is on understanding how to maintain a web site and how to optimize the server in which the web site is stored. This course will look at the concept of building a web site and take it through the process of actually implementing that web site. The process entails building a support team, maintaining and optimizing the server, addressing legal issues associated with web site operation, and dealing with contracting issues such as performance, availability and cost. Students will become knowledgeable of various requirements to implement a web site and what to be aware of in taking on support for an existing site.
- CWEB 230 Web Production (3-0-3)**
Delivery of this course is through the Internet. This course is ideal for the non-technical manager. Web Production provides students with an understanding of the design, organization, marketing

and budgetary considerations of a small business web site. The focus of this course is more on how to design the website to meet the business needs or objectives and to select the appropriate tools for web production. Other topics will include understanding the basics of doing business on the Internet (e-commerce) and understanding how to use search engines to promote a web site.

- CWEB 240 Front Page (3-0-3)**
 Front Page is an application that can aid users in developing web pages without the user being highly technical. This course is designed to provide technical skills and interactive learning required to develop web pages. In this course, there is no programming knowledge requirement. Web pages will be constructed as if they were being created in a word processing environment, a very simplified way to develop a web page. Some related topics will include proper web page design techniques, managing collections of related web pages (links), personal use web page design, professional business use web page design, and more.
- CWEB 250 Web Interface Design (3-0-3)**
 Interactive learning is emphasized. In this course the focus is on students acquiring some advanced technical skills to build interfaces that users want or need. Some related topics in this course are review of hypertext systems, information management, content planning, authoring techniques, user interface design, web navigation, web multimedia, and uses of multimedia databases.
- CWEB 260 CGI Programming (3-0-3)**
 This course introduces the fundamentals of server-side programming. The focus of this course is on script writing for the Internet via CGI using the programming language Perl as the scripting language. Basis Perl programming skills will be learned. Students will learn how to create shopping carts, track users, understand cookies, produce HTML pages that extract information from databases, and implement client Apull@ and server Apush@ techniques. Students will also, learn to create web-based forms and program the associate CGI scripts to develop dynamic, interactive website.

DANCE (DNCE)

- DNCE 101 Beginning Modern Dance I (3-0-3)**
 The development of a movement vocabulary using the stretch, strengthening and body alignment techniques (exercises) developed by Martha Graham and Lester Horton.
- DNCE 102 Beginning Modern Dance II (3-0-3)**
 Further development of a movement vocabulary using more advanced techniques leading to better performance and a greater range of body movement.
- DNCE 103 Beginning Jazz I (3-0-3)**
 Basic movement development skill for Jazz Dance, using the techniques of body isolations, stretch and strengthening exercises and movement improvisation.
- DNCE 104 Beginning Jazz II (3-0-3)**
 Further development of movement began in Jazz I, with added emphasis on musicality and the true difference between Jazz Dance and Modern Dance.
- DNCE 105 Beginning Ballet I (3-0-3)**
 Fundamental technique of Ballet Dance as taught by Agrippina Vagonova with barre work, musicality and elements of composition. Emphasis on proper body alignment and focus.
- DNCE 106 Beginning Ballet II (3-0-3)**
 Continued development of the balletic vocabulary, leading to advanced movement skills, greater musicality and a greater understanding of compositional elements.
- DNCE 110 West African Movement (2-0-2)**
 To develop a movement vocabulary of original West African movement, as we examine the cultural, economic, social and religious movement of West Africa. Particularly Senegal, Dekar and the Gambia.

- DNCE 120 History and Philosophy of Dance I (3-0-3)**
Origins and development of dance. Ritual and social elements of dance; dance in early cultures and the present philosophy of crossing traditional idiom lines.
- DNCE 121 History and Philosophy of Dance II (3-0-3)**
Evolution of dance as a concert stage art form, with an examination of present day critics and what effect cultural background has on the critical point of view. The examination of the growing concern on multi-culturalism.
- DNCE 130 Choreography and Related Media (3-0-3)**
To introduce the student to the elements of good choreography: time, space, design, rhythm, levels, succession and opposition by the development of small works by students. Items such as camcorders, computers, multi-imaging, television and radio will be used to introduce students to technology.
- DNCE 131 Improvisational Studies (2-0-2)**
The development of individual creativity through the use of mirror images, creating movement using environmental aspect and the exploration of the effect of different emotions on the strength of force of movement.
- DNCE 140 Dance Pedagogy (2-0-2)**
Practical experience in teaching dance to elementary, middle and high school students, with emphasis on methodology, lesson plans, correct music selection and working with the gifted and talented.
- DNCE 204 Dance: Skills and Techniques (2-0-2)**
This course is designed to develop a wide range of movement skills and progressions; practical applications in the development of theme, design, form and structure; the essential nature of dance as educational activity and as a performing art.
- DNCE 214 Tap Dance (1-0-1)**
This course is designed to develop skills in dance movements to increase knowledge of rhythmic fundamentals and to gain an understanding of the evolution of tap dance as an art form.
- DNCE 227 Dance Composition (2-0-2)**
This course teaches the utilization of creative techniques in choreography.
- DNCE 262 Elementary Modern Dance (1-0-1)**
This course is designed to develop the use of the body as a means of expression, emphasizing flexibility, balance and control. The course focuses upon the appreciation and understanding of modern dance as an art form. It also covers the vocabulary of dance movement.
- DNCE 264 Dance Production (2-0-2)**
This course provides laboratory experiences in dance, with emphasis on individual creativity and performance.

DENTAL HYGIENE (DHYG)

- DHYG 101 Introduction to Dental Hygiene (1-0-1)**
An introduction to Dental Hygiene including an overview of the normal oral cavity, common pathological conditions, preventive measures, dental hygiene education and community dentistry. This course will familiarize the student with the history and purpose of the school, administrative systems, regulations, the use of the library, study problems and vocational and educational information.
- DHYG 120 Clinical Dental Hygiene Orientation (6-0-1)**
Designed to provide dental hygiene students with basic didactic background for clinical skills required for dental hygiene practice. This course will introduce the student to basic computer concepts and integration of computer technology in patient assessment and dental hygiene treatment planning. Some hands-on laboratory experience is provided using software packages such as word processing, spreadsheets, and MS PowerPoint for presentations. *Prerequisite: DHYG 101. Co-requisite: DHYG 121.*

- DHYG 121 Clinical Dental Hygiene Technique (0-8-2)**
 This course is an introduction to basic clinical techniques required for entry into the first clinical level of basic patient care. *Co-requisite:* DHYG 120.
- DHYG 122 Dental Anatomy (2-2-1)**
 Study of the morphological characteristics of the teeth. A laboratory course in identifying and drawing teeth is included. *Prerequisites:* BIOL 220, BIOL 222. *Co-requisites:* DHYG 120, DHYG 123.
- DHYG 123 Head and Neck Anatomy (3-1-2)**
 This course is designed to give the student a basic knowledge and understanding of head and neck anatomy, including terminology, osteology, and basic physiology of the oral cavity. *Prerequisites:* BIOL 200, BIOL 220, BIOL 222. *Co-requisites:* DHYG 120, DHYG 121, DHYG 122.
- DHYG 125 Fundamentals of Dental Radiology (3-4-2)**
 This is an introductory course in conventional and digital dental radiology including didactic instruction in radiation physics, radiation biology, radiation hygiene and radiographic processing techniques. It also includes an introduction to the radiological interpretation of normal anatomy, caries, periodontal disease and periapical disease. The student receives supervision in taking and processing intra- and extra oral radiographs on manikins as well as patients. *Prerequisites:* MATH 133, BIOL 220, BIOL 222, DHYG 101. *Co-requisites:* DHYG 120, DHYG 122, DHYG 123.
- DHYG 126 Clinical Dental Hygiene Lecture (6-0-2)**
 A continuation of DHYG 120. Special emphasis is placed on the dental hygiene process of care and treatment of patients that are medically compromised. *Prerequisites:* DHYG 120, DHYG 121, DHYG 123, DHYG 124, DHYG 125. *Co-requisites:* DHYG 127
- DHYG 127 Clinical Dental Hygiene I (0-8-2)**
 A continuation of DHYG 121. Concentration on the application of the dental hygiene process of care. Students provide dental hygiene services to clinic patients during this course. Clinic requirements are expanded to reflect provision of care for more challenging case types. *Prerequisites:* DHYG 120, DHYG 121, DHYG 122, DHYG 123, DHYG 124, DHYG 125. *Co-requisites:* DHYG 126
- DHYG 128 General and Oral Pathology (3-0-2)**
 This course is designed to introduce the student to current concepts relative to the pathophysiologic mechanisms of human disease. The student will acquire a fundamental knowledge of diagnostic principles regarding systemic disease in general and oral diseases. *Prerequisites:* BIOL 200, DHYG 123, DHYG 124. *Co-requisites:* DHYG 126, DHYG 127.
- DHYG 129 Preventive Dentistry (4-0-1)**
 This course provides the concepts of preventive dentistry. The history of disease prevention is also discussed during this course. *Prerequisites:* DHYG 120, DHYG 121.
- DHYG 130 Public and Community Dental Hygiene (2-0-1)**
 The administration of public health programs and issues regarding health promotion in the community. The primary focus is on implementing dental health programs in the community. The students are afforded the opportunity for a wide variety of extramural experiences, both observation and participation. This course also introduces the student to scientific methodology and the use of its attendant statistics. *Prerequisites:* MATH 124, MATH 130, DHYG 120, DHYG 121.
- DHYG 131 Pharmacology for Dental Hygienists (3-0-2)**
 The emphasis of this course is the pharmacodynamics of drug action. This includes modes of administration, mechanisms of action, biotransformation, excretion, drug interactions and side effects. Special considerations are given to those drugs relevant to the practice of dentistry. *Prerequisites:* DHYG 120, DHYG 121, DHYG 123. *Co-requisites:* DHYG 126, DHYG 127.

- DHYG 134 Oral Histology and Embryology (2-1-1)**
 An introductory course designed to provide the student with an understanding of the microscopic anatomy of oral structures. Embryological development are integrated with histology in the lectures. *Prerequisites:* BIOL 200, BIOL 220, BIOL 222. *Co-requisites:* DHYG 122, DHYG 123
- DHYG 214 Periodontics (6-0-2)**
 A fundamental lecture and clinical course in periodontics with emphasis on basic understanding of the normal and diseased states of the periodontium. An orientation to the concepts of periodontal examination, nomenclature, charting, diagnosis, and treatment planning. *Prerequisites:* BIOL 200, DHYG 126, DHYG 127, DHYG 128, DHYG 129, DHYG 131. *Co-requisites:* DHYG 216, DHYG 217
- DHYG 216 Clinical Dental Hygiene II (0-16-1)**
 Continuation of DHYG 127. Student will provide services to patients in the dental hygiene clinic with emphasis on adjunctive periodontal treatments and challenging case types. *Prerequisites:* DHYG 126, DHYG 127, DHYG 129, DHYG 131. *Co-requisites:* DHYG 214
- DHYG 217 Clinical Dental Hygiene Lecture II (4-0-1)**
 A didactic course to accompany DHYG 216. *Prerequisites:* Successful completion of all first year dental hygiene courses. *Co-requisites:* DHYG 216.
- DHYG 230 Dental Materials (3-3-2)**
 This course provides a working knowledge of metallurgy, ceramics and polymer science. Specific restorative and dental laboratory products are presented and their proper manipulation is described. Lab sessions involving some of the products provide experience in materials handling and emphasize technique. *Prerequisites:* CHEM 130, MATH 133, Successful completion of all first year dental hygiene courses.
- DHYG 232 Periodontics II (4-0-1)**
 This course is a continuation of DHYG 214. Special emphasis is placed on the discussion of surgical procedures, supportive care and maintenance therapies. *Prerequisites:* DHYG 214, Successful completion of all first year dental hygiene courses. *Co-requisites:* DHYG 234, DHYG 236
- DHYG 234 Clinical Dental Hygiene III (0-16-3)**
 This course is a didactic course designed to accompany DHYG 236. Emphasis is placed on case-based treatment planning. *Prerequisites:* DHYG 214, DHYG 216, DHYG 217. *Co-requisites:* DHYG 232, DHYG 236, DHYG 238.
- DHYG 236 Clinical Dental Hygiene Lecture III (4-0-1)**
 A second year dental hygiene clinical course with the emphasis on treatment of complex patient case presentations. *Prerequisites:* DHYG 214, DHYG 216, DHYG 217. *Co-requisite:* DHYG 234.
- DHYG 238 Local Anesthesia and Pain Control (4-4-1)**
 This course is designed to instruct students in the art and science of local anesthesia. The course encompasses pre-anesthetic evaluation of the patient, the dental assessment and management of the medically compromised patient, physiology and pharmacology of local anesthetics and the management of medical emergencies. *Prerequisites:* BIOL 220, BIOL 222, DHYG 214 and successful completion of all first year Dental Hygiene courses. Course requirement: Approval by Dental Hygiene Program Director.
- DHYG 240 Clinical Dental Hygiene IV (0-16-4)**
 A continuation of DHYG 234. *Prerequisites:* DHYG 234, DHYG 236, Successful completion of all first year dental hygiene courses. *Co-requisites:* DHYG 242. Course requirement: Approval by Dental Hygiene Program Director

- DHYG 242 Clinical Dental Hygiene Lecture IV (4-0-2)**
 Clinical lecture course to accompany DHYG 240. Special emphasis is placed on techniques and equipment used in the treatment of advanced types of periodontal disease. Students are required to present comprehensive case study at the end of this course. **Prerequisites:** DHYG 232, DHYG 236, DHYG 238. Successful completion of all first year dental hygiene courses **co-requisite:** DHYG 240.
- DHYG 250 Survey of Dental Specialties (2-0-1)**
 Students learn the techniques used in the various specialties of dentistry such as periodontics, orthodontics, endodontics, oral surgery, prosthodontics, and oral medicine. **Prerequisites:** DHYG 234, DHYG 236. Successful completion of all first year dental hygiene courses.
- DHYG 252 Ethics, Jurisprudence and Practice Management. (2-0-1)**
 The laws and ethics relating to the practice of dental hygiene are covered in this course. Dental office policies and procedures are also covered. Student will become familiar with laws regarding dental hygiene practice and the Louisiana Dental Practice Act. **Prerequisites:** DHYG 236, DHYG 238. Successful completion of all first year dental hygiene courses **co-requisites:** DHYG 240, DHYG 242.
- DHYG 254 Seminar/Directed Study (4-0-2)**
 This course provides instruction in current trends relating to dental and dental hygiene education. Individual and Instructor assisted study and/or research in selected dental hygiene topics. Emphasis will be placed on review of current literature and research publications. **Prerequisites:** Successful completion of all prior dental hygiene courses and approval of program director. **Co-requisites:** DHYG 240, DHYG 242.

DIALYSIS TECHNICIAN (DYLT)

- DYLT 101 Introduction to Hemodialysis (2-0-2)**
 An overview of contemporary Dialysis Environment in relation to history of dialysis, treatment for kidney failure, expected treatment outcomes, nutritional and adjustment considerations, quality assurance and current dialysis issues.
- DYLT 103 Renal Anatomy & Physiology (3-0-3)**
 A detailed discussion of the normal structure and function of the kidney and other organs of the urinary system.
- DYLT 105 Hemodialysis Principles, Devices, & Procedures (3-0-3)**
 A discussion of the principles of Dialysis, Hemodialysis Devices and Hemodialysis Procedures.
- DYLT 107 Dialyzer Reprocessing (2-0-2)**
 A discussion of the history of dialyzer reprocessing, benefits and risks of reprocessing, steps in the reprocessing procedure and applicable regulations/guidelines.
- DYLT 109 Water Treatment (2-0-2)**
 A discussion of the purpose of water treatment, types of contaminants and effects on patients, components of a water treatment system and monitoring a water treatment system.
- DYLT 110 Hemodialysis Practicum I (2-4-4)**
 Hands-on training of students at the Dialysis Center in the care of the hemodialysis patient.
- DYLT 112 Hemodialysis Practicum II (0-8-8)**
 Hands-on training of students at the Dialysis Center in the care of the hemodialysis patient.

ECONOMICS (ECON)

- ECON 202 Principles of Macro-Economics (3-0-3)**
 This course gives a detailed analysis and interpretation of the national economy and global economic issue. Topics include: aggregate price-equilibrium theory, unemployment, inflation, national income accounting, Keynesian economic theory, fiscal policy, and monetary policy. Students will be required to utilize the Internet, financial and economic journals to keep abreast of current economic events. **Prerequisite:** Students must be currently enrolled in or have completed MATH 133 or higher.

ECON 203 Principles of Micro-Economics (3-0-3)
 This course emphasizes the scope and methodology of microeconomics. Economic principles to describe consumer and business, behavior and the processes of price determination and resource allocation will be discussed. The course focuses upon the understanding and application of economic tools to problems in competition, international trade and taxation. *Prerequisite: MATH 133 or higher.*

EDUCATION (EDUC)

EDUC 132 Mathematics for Elementary Teachers (3-0-3)
 This course is designed for present or prospective elementary teachers. Topics include nature and role of mathematics, elements of set theory, nature and language of deductive reasoning, historical background and operation of numeration systems, number systems with other bases, real numbers, elementary number theory, measurements, informal geometry and geometric constructions. *Prerequisite: MATH 135 or consent of instructor.*

EDUC 209 Introduction to Early Childhood Education (3-0-3)
 This is a survey course that will give the student a historical background of early childhood education and provide in-depth information needed to make meaningful the total study of child care including Special Education for ages, birth through six years.

EDUC 210 Introduction to Education (3-0-3)
 This course provides a general overview of education. The course presents a survey of underlying principles in educational philosophies and theories as each shape the role of the school in America. Emphasis is placed on the historical development of education and its impact on teacher education and the ethics of teaching. Students will do an additional thirty-six hours of work in a classroom setting.

EDUC 211 Principles of Elementary Education (3-0-3)
 This course presents teaching procedures in elementary school. It introduces the principles of elementary school in its total setting with emphasis on curriculum organization and planning for teaching. Students will do an additional thirty-six hours as tutors and classroom helpers in area schools or special tutorial programs. *Prerequisite: EDUC 210.*

EDUC 212 Current Trends and Issues in Modern Schools (3-0-3)
 Contemporary trends and issues in schools will be studied to determine their origin, status, and significance. Students will gain experiences in arriving at logical, practical, and personal positions.

EDUC 217 Reading Experience in Early Childhood Education (3-0-3)
 Students will study reading readiness skills, methods of motivation for early reading among young children, testing methodology for reading pictures, words, groups of words and numbers. Picture stories and language experience approaches to early reading will be utilized. Language growth and development related to correctness in reading will be emphasized. The course will also focus on methods of identification and the correction of problems in language growth and development among children. *Prerequisite: EDUC 209 or EDUC 210.*

EDUC 218 Principles of Secondary Education (3-0-3)
 This course allows students the opportunity to examine general principles, objectives and functions of secondary education, history, development, pupils, personnel, and curriculum organization. Teaching styles, learning styles and individual differences among adolescents and other secondary students will be examined. *Prerequisite: EDUC 210.*

EDUC 219 Introduction to Teaching Reading in the Elementary School (3-0-3)
 This is a survey course designed to introduce the student to word recognition, comprehension, study, and oral and silent reading skills needed for classroom reading experiences. Historical information related to reading instructional language arts and small grouping techniques, and different approaches to teaching reading will be presented. *Co-requisite: EDUC 220.*

- EDUC 220** **Methods in Reading** **(3-48-3)**
 Students will be assigned to reading coordinators, teachers, and special students in elementary schools or tutorial programs. Competencies in reading skills, tutoring, field-centering reading experiences, and micro-teaching will be emphasized. Each student must do 48 clock hours in a classroom setting. *Co-requisite: EDUC 219.*
- EDUC 221** **Strategies in Reading for Middle & Secondary Schools** **(3-0-3)**
 This course is designed to introduce different approaches in the teaching of reading skills based diagnostic procedures and materials for elementary and secondary grades. Remediation meth of determining readability and working with teacher-made materials will be presented. *Co-requisite: EDUC 222.*
- EDUC 222** **Methods in Reading** **(3-48-3)**
 Students will be assigned to teachers or tutorial programs in middle or secondary schools. Competencies in reading skills, reading materials, and lifelong learning skills will be emphasized. Each student must do 48 clock hours in a classroom setting. *Co-requisite: EDUC 221.*
- EDUC 229** **Play Activities for Children** **(3-0-3)**
 This course is designed to provide planning, implementation and evaluation of play activities, and theories of play that will help 2-5 year olds develop motor skills. Class experiences that will help children with problems are an integral part of this course. Participants are required to work 24 hours in area Early Childhood classes under master teachers. *Prerequisite: EDUC 210*
- EDUC 235** **Child Development** **(3-0-3)**
 The course focuses are scientific study of children, the way they grow and develop, the way their personalities are formed, the way they think and learn, and the special ways they respond to the special demands of their culture.
- EDUC 239** **Parenting** **(3-0-3)**
 The course is aimed at introducing students to recommended parenting techniques; and psychological, social, and economic aspects of parenting; and ways that parents can contribute meaningfully to the Day Care Center. *Prerequisite: EDUC 209*
- EDUC 241** **Child Literature** **(3-0-3)**
 The study and analysis of books, materials, writers and media programs of stories about and for children will be studied. Emphasis on the development of reading materials for children since colonial days is studied. *Prerequisite: EDUC 209.*
- EDUC 246** **Play Activities for Children** **(3-0-3)**
 The course is designed to provide planning, implementation and evaluation of play activities, and theories of play that will help 2-5 year olds develop motor skills. Class experiences that will help children with problems are in integral part of this course. Participants are required to work 24 hours in area Early Childhood classes under master teachers. *Prerequisite: EDUC 210.*
- EDUC 247** **Curriculum and Planning for Early Childhood Education** **(3-0-3)**
 The planning and development of meaningful curricula for pre-elementary school children will be done. Primary focus is on the study of principles, methods and materials for curriculum development that influence and direct the intellectual, emotional, physical and social growth of children 2-5 years of age. *Prerequisite: EDUC 209, PSYC 235, MUSC 268, FIAR 294, BIOL 105, and HPRE 229.*
- EDUC 248** **Day Care Management Practicum** **(3-0-3)**
 Students are involved in a hands-on basis with the management of a licensed day care center under the supervision of the center director.

- EDUC 249 Practicum in Early Childhood Education Programs (3-0-3)**
 Students will get work experience in area day care, nursery and kindergarten schools. Seminars will be held weekly. Students who take Day Care Administration will work in a licensed center and will engage in practical activities of planning, financing, organizing, marketing and managing day care facilities. Students will also be exposed to experiences in innovative day care practices with all ages through adult day care. **Prerequisite: Students must have completed all course requirements before enrollment or have special permission from the advisor and department chairman to take courses along with practicum.**
- EDUC 250 Instructional Technology (3-0-3)**
 This is a comprehensive course designed to help undergraduates become better acquainted with preparation, selection, and utilization of technology in the classroom.
- EDUC 251 Introduction to Television (3-0-3)**
 This course examines the effects of radio and television on the learning process as it relates to communication. Effective planning, scheduling, utilization, and evaluation of educational programs, case studies, and research findings will be examined. The contributions of instructional television and its integration into formal learning situations will be examined.
- EDUC 252 Practicum for Teacher's Aides (3-0-3)**
 Prospective teacher's aides will plan, prepare, and utilize teaching materials for classroom use. Short-and long-range planning for classroom management will be implemented and evaluated. Students must demonstrate proper techniques of tutorial practice in reading, mathematics, elementary science, and social studies.
- EDUC 253 The Computer: An Instructional Tool (3-0-3)**
 This course is designed to introduce students to the computer as a vital teaching and learning tool.
- EDUC 265 Early Diagnosis of Children's Diseases (3-0-3)**
 This course provides instruction on recognizing early symptoms of childhood diseases such as measles, chicken pox and mumps. Students will learn appropriate classroom precautions. **Prerequisites: EDUC 211 and EDUC 209.**
- EDUC 266 Music for the Classroom Teacher (2-1-3)**
 This course is a consideration of conceptual bases of Music education as it relates to child development. Concentration on teaching strategy, curriculum design, materials for children and music structure is done. **Prerequisite: EDUC 209 or EDUC 210.**
- EDUC 268 Music Activities in Early Childhood Education (2-1-3)**
 Students plan activities to aid in rhythmic discrimination, mood and mood changes and development of fine and gross muscles. Students also use instruments appropriate for singing, marching and instrumental group experiences. **Prerequisite: EDUC 209 or EDUC 210.**
- EDUC 293 Art for Teachers (1-5-3)**
 This course emphasizes the selection, organization of laboratory experiences with materials and methods of projects for elementary children.
- EDUC 294 Art in Early Childhood Education (1-5-3)**
 Students will investigate and analyze basic implications of children's art. Classroom activities are planned and implemented relative to needs, techniques, media and skills related to art for pre-elementary school experiences.
- EDUC 298 Teaching the Culturally Different (3-0-3)**
 This is a survey course that examines the cultural differences in schools and communities. The effects of race, religion, gender, gifted and talented, disability, social class, and economic background in schools and the classroom will be researched.

ELECTRONICS TECHNOLOGY (EETC)

- EETC 110 Basic Electronics Lecture & Laboratory I (3-2-4)**
Introduction to basic concepts of electricity, Ohm's Law, series and parallel circuits, voltage and current dividers, Kirchhoff's Law. *Prerequisite: MATH 124*
- EETC 120 Basic Electronics Lecture & Laboratory II (3-2-4)**
Basic concepts of inductance, inductive reactance, inductive circuits, capacitance, capacitive reactance, capacitive circuits, RC and RL time constants, alternating current circuits, resonance filters, and transformers. *Prerequisite: EETC 110*
- EETC 130 Semiconductor Circuits Lecture & Laboratory (3-2-4)**
An analysis of solid state devices, diodes, transistors, power supplies, amplifiers, optics and readouts with typical circuits. *Prerequisite: EETC 110*
- EETC 200 Digital Electronics (3-2-4)**
A study of integrated circuits, devices of medium and large scale complexity, extensive use of manufacturers' specification sheets, and digital systems used in industry with TTL, and CMOS families. *Prerequisite: EETC 110*
- EETC 210 Semiconductor Circuits II (3-2-4)**
Biasing of bipolar junction transistors (BJTs) and field effect transistors (FETs). Analysis and design of small and large signal low frequency amplifiers, coupling techniques, multistage amplifiers, power derating, and decibel units. *Prerequisite: EETC 130*
- EETC 220 Operational Amplifiers Lecture and Laboratory (3-2-4)**
A study of differential amplifiers, circuit application of opamps, active filter power amplifiers, and use of CMOS/MOS application. *Prerequisite: EETC 210*
- EETC 230 Electronic Instrumentation (3-1-3)**
Study of the theory and application of electronic measuring instruments, maintenance and calibration of instruments. *Prerequisite: EETC 120*
- EETC 245 Microprocessor Technology (3-2-3)**
An analysis of microprocessor systems with arithmetic unit, memory input/output circuits and control units, micro-computer architecture, software interfacing and peripheral devices, includes laboratory work. *Prerequisite: EETC 200*
- EETC 298 Introduction to Robotics (3-1-3)**
This is a hands-on course that relies on the use of LEGO-based robots. This course presents the basic concepts in robotics, such as sensors and actuators, and covers the most important approaches to robot control. Students will apply the concepts covered during the lectures in the laboratory sessions, by constructing their own robots and developing controllers for various robotic tasks. *Prerequisites: Electronics Technology Majors: EETC 230 and EETC 245*

EVENT MANAGEMENT (EMGT)

- EMGT 101 Information Systems for Hospitality & Event Management (3-0-3)**
This course will introduce students to the various systems used in the industry. Special emphasis is placed on database applications, spreadsheets, web development, desktop publishing and bulletin board development. Students will learn to incorporate technology into increasing communication and event marketing efforts.
- EMGT 102 Corporate Event Management (3-0-3)**
Introduces students to the types of corporate events, familiarizes them with planning processes and policies. Allows review and study of best practices in the industry. Teaches students to design various creative, cost-efficient events.
- EMGT 200 Marketing & Management of Sports Events (3-0-3)**
Teaches students to identify key sports event stakeholders, develop and implement sponsorship programs, build and utilize various marketing strategies, and plan admission and other administrative structures governing these types of events.

EMGT 201	Cruise Line Event Management Introduces students to the exciting world of Cruise line travel, and addresses the special issues that arise in the management of its employees, events and facilities.	(3-0-3)
EMGT 202	Global Tourism A study of the global impact and perspectives of the Hospitality/Tourism industry. Students will explore current events and such topics as ecotourism or “green travel”, and the affects of politics, terrorism, and global economics on the industry as a whole (formerly HOTL 201).	(3-0-3)
EMGT 203	Travel, Exotic Destinations and Study Tours This course is designed to provide students with practical knowledge needed to schedule a wide variety of travel reservations including airline scheduling and reservations. Techniques that can be applied to various modes of travel and other leisure needs such as tour packages, car rental, cruise lines. Students will learn to identify the lure of travel ventures and how to develop marketing campaigns (formerly HOTL 204).	(3-0-3)
EMGT 210	Catering and Food Management for Special Events Students will learn to identify and evaluate professional catering sources, conduct food and beverage needs assessments, and adheres to health department regulations regarding food service.	(3-0-3)
EMGT 215	Meetings, Conventions and Conference Events Provides basic tools to plan successful meetings of all types and scales. Teaches students to identify sites, develop and maintain budgets, and adhere to legal requirements. Introduces concepts assessed in Certified Meeting Planner (CMP) examinations.	(3-0-3)
EMGT 216	Entertainment & Production Event Management Trains students to recognize the legalities of music licensing, identify contractual elements, successful incorporate multimedia in promotion, develop contingency plans, and differentiate between agents, managers, entertainment companies, and other key players in the industry.	(3-0-3)
EMGT 218	Holiday Celebrations and Historical Event Management Students will learn to conduct event history research, evaluate resources for event production, create documentation, and quantify economic, social and political value of effective historical events.	(3-0-3)
EMGT 224	Fundraising and Event Sponsorship An insight to the art and science of fundraising. Provides a plan for identifying, evaluating, soliciting, and managing long-term sponsorship deals. Introduces laws governing sponsorship solicitation. Students will learn to increase financial yield from fundraising events.	(3-0-3)
EMGT 243	Hospitality Law This course includes a general overview of hospitality law and provides a process for analyzing and responding to risks that can adversely impact events. Familiarize students with safeguards to produce safe and successful events. This course will also address potential ethical problems and pitfalls involving the lodging industry as it affect general operations, guests, and employees (formerly HOTL 205)	(3-0-3)
EMGT 250	Wedding Planning, Coordination and Consulting This course serves as an introduction to the wedding industry, or a seminar for those interested in becoming wedding planners, consultants, or coordinators. Participants learn about the business aspects of the industry as well as the intricacies of client relations, designing creative solutions, and producing successful events.	(3-0-3)
EMGT 251	Practicum Introduces students to research aspects and methods that will be used and needed in the study of special event management. Students will also prepare a special event portfolio, and participate in the University Special Event Society for a grade.	(3-0-3)

EMERGENCY MEDICAL TECHNICIAN - BASIC (EMTB)

EMTB 200 Emergency Medical Technician Lecture (9-0-9)
 A didactic course designed to educate the student on all aspects of the Emergency Medical Technician Basic. *Co-requisite: EMBT 201*

EMTB 201 Emergency Medical Technician Practicum (0-12-12)
 A course designed to provide hands-on practicum for students in the Emergency Medical Technician course. *Co-requisite: EMBT 200*

ENGLISH (ENGL)

ENGL 089 English Grammar (3-2-3)
 Students who need a review of grammar, sentence structure and principles of writing are recommended for English 089. *(This course may not be counted toward fulfillment of degree requirements.)*

ENGL 090 English Fundamentals (3-0-3)
 This course is taught in a sequence with ENGL 089 English Grammar. Focus is on the writing process. Technical aspects of grammar taught in ENGL 089 English Grammar are reviewed. Emphasis is placed on sentence construction, punctuation, paragraph development, theme writing and summary skills. *(This course may not be counted toward fulfillment of degree requirements.)*

ENGL 110 Freshman English I (3-0-3)
[LCCN: CENL 1013, English Composition I] Introduces students to the critical thinking, reading, writing and rhetorical skills required in the college/university and beyond, including citation and documentation, writing as process, audience, awareness; and writing effective essays.

ENGL 111 Freshman English II (3-0-3)
[LCCN: CENL 1023, English Composition II] Continuation and further development of material and strategies introduced in ENGL COMPOSITION I. Primary emphasis on composition, including research strategies, argumentative writing, evaluation, and analysis. *Prerequisite: ENGL 110 or ENGL 112*

ENGL 112 Freshman English I – Honors (Equivalent to ENGL 110) (3-0-3)
 English Honors is designed for students who possess an exceptional understanding of language and literature. The course emphasizes the development of longer themes, literary analysis, library research and creative writing. Selected readings are employed to illustrate rhetorical strategies and enhance literary and analytical skills.

ENGL 113 Freshman English II – Honors (Equivalent to ENGL 111) (3-0-3)
 English Honors is designed for students who possess an exceptional understanding of language and literature. The second level of freshman composition is an advanced writing course that emphasizes analysis, synthesis and evaluation through argumentation and library research writing. Research projects will be assigned. *Prerequisite: ENGL 112 or ENGL 110 and permission of the department.*

ENGL 118 Technical Writing (3-0-3)
 Technical descriptions related to business and industry through the development of various technical writing assignments, including memos, letters, proposals and reports are the chief focus of this course. In addition focus will be on technical writing skills, reading and interpreting local and federal regulations, data and library research skills, and computer data handling and data presentation. *Prerequisite: ENGL 110.*

ENGL 200 Introduction to Literature (3-0-3)
[LCCN: CENL 2323, Introduction to Literature] Introduction to various literary genres; includes critical analysis and writing about literature. *Prerequisites: ENGL 110 and ENGL 111.*

ENGL 201	World Literature [LCCN: CENL 2223, Major World Writers; CENL 220, World Literature I; or CENL 2213, World Literature II] A survey of significant world writers; includes literary analysis and writing about literature. <i>Prerequisite:</i> ENGL 200.	(3-0-3)
ENGL 210	English Literature [LCCN: CENL 2123 Major British Writers; CENL 2103, British Literature I; CENL 2113, British Literature II; or CENL 2303, Introduction to Fiction] A survey of significant British writers; includes literary analysis and writing about literature. <i>Prerequisite:</i> ENGL 200.	(3-0-3)
ENGL 213	African-American Literature [LCCN: CENL 2403, Introduction to African American Literature] Introduction to African American literature; includes critical analysis and writing about literature. <i>Prerequisite:</i> ENGL 111 or permission of instructor.	(3-0-3)
ENGL 214	American Literature [LCCN: CENL 2173, Major American Writers; CENL 2153, American Literature I; or CENL 216, American Literature II] A survey of significant American writers; includes literary analysis and writing about literature.	(3-0-3)
ENGL 225	Creative Writing Creative style and techniques in traditional and contemporary forms of poetry and short fiction are stressed in this course. <i>Prerequisite:</i> ENGL 111 or permission of instructor	(3-0-3)
ENGL 230	Advanced Composition This writing course develops proficiency in advanced writing techniques especially persuasive writing. Emphasis is placed on the mechanics of writing and the effectiveness of style in the development of various themes. <i>Prerequisite:</i> ENGL 111 or permission of instructor.	(3-0-3)
ENGL 240	Film and Literature The course surveys literary examples of the short story, novel and drama as depicted on film. <i>Prerequisite:</i> ENGL 111 or permission of instructor.	(3-0-3)
ENGL 250	The Bible as Literature The course surveys literary genres of the Old and New Testaments focusing on the poetic and narrative art of each. <i>Prerequisite:</i> ENGL 111 or permission of instructor.	(3-0-3)
ENGINEERING TECHNOLOGY (ENGR)		
ENGR 110	Engineering Orientation Introduction to the engineering profession: engineering problem solving, use of scientific calculation and introduction to the design process.	(1-0-1)
ENGR 112	Engineering Drawing Development of proficiency in basic drafting techniques, free-hand sketching and lettering, view analysis and multi-view projection, auxiliary view, detail dimensions, pictorial representation, and working drawings.	(0-6-3)
ENGR 114	Introduction to Circuit Analysis I Non-calculus introduction to elementary electric and magnetic concepts, DC network theorems, and magnetic circuits.	(3-0-3)
ENGR 115	Circuit Analysis I Laboratory Laboratory study of selected topics studied in Introduction to Circuit Analysis I.	(0-2-1)
ENGR 116	Introduction to Circuit Analysis II Devoted to sinusoidal AC circuits, resonance, transformers, two -part system parameters and computer use in circuit analysis. Basic circuit analysis techniques and network theorems are applied to sinusoidal AC circuits. <i>Prerequisites:</i> MATH 130 and ENGR 114	(3-0-3)
ENGR 117	Circuit Analysis II Laboratory Consists of laboratory experiments designed to reinforce the theoretical instruction covered in ENGR 116.	(0-2-1)

ENGR 120	Engineering Graphics Orthographic projection, isometric drawing, freehand sketching, sections and auxiliary view, detail and assembly working drawing, dimensions and standards, graphic representation, revolutions, and vector analysis. <i>Engineering majors only.</i>	(0-6-3)
ENGR 224	Engineering Mechanics I (Statics) Introduction to vector algebra, equivalent force systems, equations of equilibrium, structural mechanics, trusses, frames, chains and cables, friction, properties of surfaces, center of gravity, moment of inertia, variational mechanics, methods of virtual work, and method of minimum potential energy. <i>Prerequisites: PHYS 221 and MATH 140.</i>	(3-0-3)
ENGR 225	Engineering Mechanics II (Dynamics) Introduction to particle kinematics, relative motion, particle dynamics, D'Alembert's principle, motion of a system of particles, energy methods, work energy equations, momentum methods, impact, angular impulse, and Enler's equation of motion. <i>Prerequisite: MATH 140.</i>	(3-0-3)
FINE ARTS (FIAR)		
FIAR 110	Design I This course is a study of the elements and principles of two dimensional art including color, composition and visual perception. Primarily for art majors. There are no prerequisites.	(0-6-3)
FIAR 111	Design II This is an advanced course that is a continuation of the study of elements and principles with the addition of the exploration of new materials. <i>Prerequisite: FIAR 110.</i>	(0-6-3)
FIAR 130	Drawing I Drawing 130 consists of a basic approach to linear representation with attention to space, gesture, value, texture, and shape.	(0-6-3)
FIAR 131	Drawing II This course is a continuation of linear representation with added problems in space, gesture, value, texture, and shape. <i>Prerequisite: FIAR 130.</i>	(0-6-3)
FIAR 200	Understanding the Arts Understanding the Arts is open to all undergraduates. It is an introduction to art in which the visual elements and principles are examined through a study of key monuments in history in modern and earlier times.	(3-0-3)
FIAR 220	Commercial Art Emphasis in the course is on basic skills necessary for effective preparation of art for reproduction. <i>Prerequisites: FIAR 110 and FIAR 130.</i>	(0-6-3)
FIAR 232	Sculpture Design I In this course students will explore the visual elements in three-dimensional forms and structures in weekly studio assignments. Field trips and critiques are an integral part of the studio work. <i>Prerequisite: FIAR 211.</i>	(0-6-3)
FIAR 233	Sculpture Design II This course is a continuation of the exploration of visual elements in three-dimensional forms and structures. <i>Prerequisite: FIAR 232.</i>	(0-6-3)
FIAR 250	Drawing III This course is about drawing from the figure with emphasis on understanding its fundamental structure and movements and further sensitivity to visual organization and graphic expression. <i>Prerequisites: FIAR 130 and FIAR 131.</i>	(0-6-3)
FIAR 251	Drawing IV This course is a continuation of figure drawing with emphasis on understanding its fundamental structure and movements. <i>Prerequisite: FIAR 250</i>	(0-6-3)

- FIAR 270** **Painting I** **(0-6-3)**
 In this course students will be introduced to formal and technical problems of painting, development of fundamental concepts and skills. *Prerequisites: FIAR 110, FIAR 111, FIAR 130 and FIAR 131.*
- FIAR 271** **Painting II** **(0-6-3)**
 Painting 271 is a continuation of formal and technical problems of painting and development of fundamental concepts and skills. *Prerequisite: FIAR 270*
- FIAR 290** **Graphics** **(0-6-3)**
 This course serves as an introduction to graphic art and includes studio work in various graphic media. *Prerequisites: FIAR 110, FIAR 111, FIAR 130 and FIAR 131.*
- FIAR 292** **Arts and Graphics** **(0-6-3)**
 This is a general crafts course with an emphasis on use of a variety of easily obtained materials.
- FIAR 297** **Problems in Art** **(1-5-3)**
 Students will research problems in pictorial representation by using various media. The visual problems are selected with the consent of the instructor based on student's portfolio evaluation. This course can be repeated once.

FRENCH (FREN)

- FREN 100** **Elementary French** **(3-0-3)**
[LCCN: CFRN 1013, Elementary French I] This is an introductory level French course designed for students who do not have previous instruction in the French language. The course emphasizes the fundamentals of French grammar, basic sounds and structures of the French language. Basic lexicon and structure of French; emphasis on the four basic skills (listening, speaking, reading, and writing) and culture of the French and Francophone world.
- FREN 101** **Elementary French I** **(3-0-3)**
[LCCN: CFRN 1013, Elementary French I] Basic lexicon and structure of French; emphasis on the four basic skills (listening, speaking, reading, and writing) and culture of the French and Francophone world. Beginning course: no previous knowledge of French expected or required.
- FREN 102** **Elementary French II** **(3-0-3)**
[LCCN: CFRN 1023, Elementary French II] Continuation of the study of French on the elementary level. *Prerequisite: FREN 101.*
- FREN 200** **Intermediate French I** **(3-0-3)**
[LCCN: CFRN 2013, Intermediate French I] Intermediate level study of structures and lexicon of French; additional emphasis on the four basic skills and culture. *Prerequisite: FREN 102.*
- FREN 201** **Intermediate French II** **(3-0-3)**
[LCCN: CFRN 2023, Intermediate French II] continuation of the study of French on the intermediate level. *Prerequisite: FREN 200.*
- FREN 202** **French Civilization** **(3-0-3)**
 The course analyzes cultural patterns, attitudes and ideas that have characterized French culture and civilization. *Prerequisite: FREN 102.*
- FREN 203** **French Phonetics** **(3-0-3)**
 The course includes a study in French morphology and syntax through the application of phonetic principles in French. Scientific description of Speech sounds and International Phonetic Alphabet are emphasized. *Prerequisite: FREN 201.*

FRESHMAN STUDIES (FROR)

- FROR 120** **College Success** **(2-0-1)**
College Success is designed to facilitate the successful transition of first time freshman into the learning community of the university. Topics addressed during the course include time management, learning styles, classroom expectations, support services, and career planning.

FIRE SERVICE MANAGEMENT (FSMC)

- FSMC 110** **Hazardous Materials Awareness** **(3-0-3)**
This course provides training for the emergency responder who, in the course of duty, may be the first on the scene of an incident involving hazardous materials. These responders are not expected to take any action other than recognizing the hazard and contacting trained personnel. This course meets NFPA Standard 472 and EPA 40 CFR Part 311 for Awareness Level Response dependent studies course which spans the entire 15 week semester.

- FSMC 120** **Haz Mat Operational Level** **(3-0-3)**
This course addresses the emergency responder with the knowledge to respond to releases or potential releases of hazardous substances as part of the initial response at the site. The knowledge acquired should enable the responder to contain the release and prevent exposures of the hazardous substance. Practical exercises and teamwork are included in this course. Upon completion, the student should be able to demonstrate competency in knowledge of the basic hazard and risk assessment techniques; selection and use of proper personal protective equipment; understanding of basic hazardous material terms, basic control, containment, and/or confinement operations within the capabilities of the resources and personal protective equipment available within the unit; implementation of basic decontamination procedures; and understanding of relevant standards, operating procedures, and termination procedures. This course meets the needs of emergency responders for OSHA 29 CFR 1910.120 EPA 40 CFR Part 311, an NFPA 472.

- FSMC 130** **Firefighter I** **(3-0-3)**
This course is designed to exceed the standards for NFPA 1001 standard for Fire Fighter Professional Qualifications. Addressed in this course are cognitive knowledge and motor skills required by NFPA. Throughout the course students shall demonstrate and identify the proper use of tool and appliance in a safe manner; don and doff personal protective equipment, rope ladder carry and raises, and safely climb and lock into a 100 foot aerial ladder. The students will also be required to demonstrate proper water application for structural fire fighting in single family dwellings, commercial building, and industrial fire settings.

- FSMC 140** **Firefighter II** **(3-0-3)**
Students are introduced to fire protection covered in the NFPA 472 standards for Professional Competence of Responders to Hazardous Materials Incidents for Awareness and Operations levels. The Awareness level covers the use and application of the North American Emergency Response Guidebook and initial response objectives for hazardous and terrorist scenes. Operations level objectives encompass ways to protect and decontaminate responders; defensive maneuvers, such as, damming, diking, and diversion; and identification of tank rail cars and trucks. Training includes the American Heart Association Healthcare Provider course. This course instructs students on proper techniques of checking for responsiveness, rescue breathing, and cardiopulmonary resuscitation for adults, children, and infants. Also addressed is the use of an Automatic External Defibrillator for adults and children.

- FSMC 150** **Fire Service Instructor I** **(3-0-3)**
This course is designed to enable instructors in the fire service in instructional methodology. Topics to be covered include training objectives, lesson plans, methods of instruction, concepts of adult learning, testing and evaluation. Participants will prepare lesson plans and make oral presentations. This course meets objectives of SFFA 1041: Fire Service Instructor Professional Qualifications Level

FSMC 260 Fire Service Instructor II (3-2-4)
 This course provides information on how to design a course, determine course objectives, develop course outlines, select appropriate tests and supporting aids, and coordinate support for the class. The course emphasizes an approach that is oriented toward performance-based local training.

FSMC 270 Fire Officer I (3-2-4)
 This Fire Officer training program is designed to prepare fire officers or aspiring fire officers to become leaders in the fire service. This course is an introduction to a fire officer's duties. Content includes the requisite mind set, report writing, diversity, workplace safety, decision making, quality assurance, supervisory practices and pre-incident planning. Work-based learning to include managing task assignments, member assistance programs, applying human resource management policies, citizen's complaints, safety regulations and accident investigation. Content includes determining fire cause, emergency operations, compliance issues, scene safety, IMS, strategy/tactics, size-up and action planning and the PIO function. Work-based learning to include directing training evolutions, managing public inquiries, determining preliminary fire cause, pre-incident planning, incident action planning and emergency operations.

FSMC 280 Fundamentals of Fire Operations (BT) Part (3-0-3)
 Students are introduced to fire protection and emergency medical services. This program meets or exceeds all requirements set by the Louisiana Commission on Fire Protection an NFPA Standard 1001, Firefighter I and II under IFSAC and NPQS. Students are introduced to fire protection. This course will present and discuss fire chemistry, behavior of fire, fire hazards of materials, fire suppression systems, alarms and detection systems, process fire hazards, and transportation fire hazards. Life safety and building codes are emphasized. Demonstration and observation of fire protection systems and equipment are included in this course.

FSMC 290 Incident Command System (ICS) (3-2-4)
 This course integrates the National Incident Management System (NIMS) guidelines and meets the NIMS Baseline Training requirements using all-hazards, all-agency approach. It is the first in a series of modules (100, 200, 700 and 800) designed to meet all-hazard, all-agency NIMS and ICS requirement for operational personnel. The 100 module integrates the NIMS guidelines and meets the NIMS Baseline Training Requirements using an all-hazard, all-agency approach. ICS 200 introduces NIMS and explains the purpose, principles, key components and benefits of NIMS. The module also contains "Planning Activity" screens giving students an opportunity to complete some planning tasks during this course. The 700 and 800 modules introduce participants to the concepts and principles of the National Response Framework. Lab consists of the appropriate use and accurate completion of the incident command forms.

GEOGRAPHY (GEOG)

GEOG 221 Principles of Geography (3-0-3)
 This course studies the basic physical factors found in each of the major geographic realms with emphasis on the interrelationships of climate, land forms and natural vegetation.

HISTORY (HIST)

(See: General Studies Program listed in University Catalogue)

HIST 104 American History (3-0-3)
 American History 104 is a general survey of the history of America from the period of discovery to the Civil War.

HIST 105 American History (3-0-3)
 American History 105 is a general survey of the history of America from the period of Civil War/Reconstruction to the present time.

HIST 114 History of Western Civilization (3-0-3)
 This course is a survey of the history of the development of Western Civilization from prehistoric time to the 16th century.

- HIST 115 History of Western Civilization (3-0-3)**
 This course is a continuation of history of western civilization with emphasis on civilization from the 16th century to the present. *Prerequisite: HIST 114.*
- HIST 211 African-American History (3-0-3)**
 This course in African-American History is a survey of the political, economic and social history of Black Americans.
- HIST 230 Louisiana History (3-0-3)**
 This course in Louisiana History is a survey of the history of Louisiana from early exploration and settlement to the present.

HEALTH INFORMATION TECHNOLOGY (HITG)

- HITG 105 Health Data Content and Structure (3-0-3)**
 Introduction to the health information management profession and the health record. This course will provide an overview of the functions, content, and structure of the health record, data access and retention, forms and screen design, indexes and registers, data storage and retrieval systems, quantitative and qualitative analysis; numbering and filing systems; and healthcare data sets.
- HITG 108 Introduction to Computer Applications for Healthcare Professionals (2-0-2)**
 Orientation to computer concepts and technology related to health information technology which includes but not limited to organization of computer systems, word processing, excel, PowerPoint, and databases. Introduction to e-health concepts including definitions, users, and technology.
- HITG 109 Legal Aspects of Health Information (3-0-3)**
 Study of legislative and regulatory processes with an emphasis on health information laws and regulations related to PHI and HIPAA privacy standards. An overview of healthcare compliance, confidentiality, ethical, legal, and privacy issues, and data security applied to health record practice.
- HITG 202 Healthcare Delivery Systems (3-0-3)**
 Study of the healthcare delivery system in the U.S.; the structure and operation of a healthcare organization and the role of various healthcare providers and disciplines; and health record content, data sets, licensure, certification, and accreditation, applicable computer information systems, and reimbursement systems in alternative healthcare facilities.
- HITG 208 Introduction to Medical Science (3-0-3)**
 A study of the nature and etiology of disease. An introduction to symptomatology, clinical diagnosis, and treatment of diseases. Review of basic anatomical structures, assessing the major pathological conditions, and an introduction to the pharmacological treatment of diseases per body system. *Prerequisites: ALLH 210; BIOL 220 & 220L*
- HITG 209 Entry Level Review Seminar (0-3-1)**
 Lectures, presentations, mock exams, and administration of a comprehensive exam related to the first twelve months of professional courses in preparation for a national certification examination.
- HITG 215 Health Information Technology and Systems (3-0-3)**
 Overview of computer technology concepts related to healthcare and application of the tools and techniques for collecting, storing, and retrieving data.
- HITG 217 Basic Coding Lecture and Lab (4-1-4)**
 Overview of ICD-9-CM coding system with an emphasis on basic coding rules, regulations, and conventions. Study of other classifications, nomenclatures, and medical vocabularies with an introduction to ICD-10-CM/PCS purpose, content, and structure. Laboratory application of ICD - 9- CM coding rules in acute care and ambulatory settings using manual and automated encoding systems.

- HITG 222 **Advanced Coding** **(3-1-3)****
- Overview of the CPT-4/HCPCS coding system with emphasis on basic coding rules and application of CPT/HCPCS coding procedures in the ambulatory care setting utilizing manual and automated encoding systems.
- HITG 223 **Billing and Reimbursement Methods** **(3-0-3)****
- Overview of reimbursement methodologies inclusive of Prospective Payment System, Diagnosis Related Groups, Resource Based Relative Value System, Ambulatory Patient Groups, Case Mix Analysis, and other reimbursement program such as managed care, Medicare, etc. An introduction to revenue cycle management to include billing processes, claims management, and chargemaster.
- HITG 225 **Coding Review Seminar** **(3-0-1)****
- Lectures, presentations, mock exams, and administration of a comprehensive exam related to coding guidelines, classification systems, and reimbursement methods in preparation a national certification examination.
- HITG 231 **Healthcare Statistics & Quality Improvement** **(3-0-3)****
- Computation and display of healthcare statistical data for administrative purposes, quality improvement concepts and tools, accrediting and licensing standards for health record documentation, case management, risk management, and medical staff credentialing processes.
- HITG 233 **Organizational Resources and Management** **(3-1-3)****
- Study and application of the basic functions of management, and human, financial, and physical resources. Topics include: planning, organizing, controlling, leading, team-building, orientation and training programs, workflow processes, budgets, resource allocation, staffing, and ergonomics.
- HITG 246 **Professional Practice Experience I** **(0-12-2)****
- On-site supervised work experience in hospitals, affiliation sites, or non-traditional settings related to the practical application of routine health record procedures, storage, retrieval systems, legal aspects, and basic coding. (Simulated and/or directed)
- HITG 248 **Professional Practice Experience II** **(0-16-3)****
- Supervised work and learning experiences in campus laboratory and healthcare facilities with an emphasis on concepts taught in advanced health information courses (basic and advanced coding, quality management and information Standards, reimbursement systems, and organizational resources and management). (Simulated and/or directed).
- HITG 250 **Advanced Review Seminar** **(0-6-3)****
- A capstone course designed to focus on reflection of professional practice experiences, test-taking strategies, and the administration of mock examination in preparation for the RHIT examination.

HOSPITALITY OPERATIONS (HOPR)

- HOPR 100 **Introduction to the Hospitality Industry** **(3-0-3)****
- This course lays the groundwork for a basic understanding of the lodging and food service industry by tracing the industry’s growth and development both nationally and internationally, by reviewing the organization of hotel and food and beverage operations, and by focusing on industry opportunities and future trends.
- HOPR 141 **Food and Beverage Management** **(3-0-3)****
- Covers the principles and procedures involved in an effective food and beverage control system, including standards determination, the operating budget, cost-volume-profit analysis, income and cost control, menu pricing, theft prevention, labor cost control, and computer applications.
- HOPR 143 **Food Safety** **(3-0-3)****
- Presents a systems approach to answering public health concerns, reducing sanitation risks, and ensuring satisfaction for guests, staff members, and owners. Explains how to define and implement sanitation quality, cost control, and risk reduction standards in a hospitality operation.

- HOPR 232 Front Office Procedures (3-0-3)**
 This course presents a systematic approach to front office procedures by detailing the flow of business through a hotel, from the reservations process to check-out and settlement. The course also examines the various elements of effective front office management, paying particular attention to the planning and evaluation of front office.
- HOPR 246 Hospitality Purchasing Management (3-0-3)**
 This course describes how to develop and implement an effective purchasing program focusing on issues pertaining to supplier relations and selection negotiation and elevation. This course includes in depth material regarding major categories of purchasing and replacing. *Replaces HOPR 295.
- HOPR 249 Managing Services in Hospitality (3-0-3)**
 This course provides students with practical skills and knowledge for effective management of food service operations. It presents basic service principles while emphasizing the importance of meeting and whenever possible exceeding the expectation of guests. *Replaces HOPR 110
- HOPR 261 Principles of Supervision (3-0-3)**
 This course is designed to provide students with the principles of supervision as applied specifically to the hospitality industry.
- HOPR 270 Marketing and Hospitality (3-0-3)**
 This course is designed to provide students with basic knowledge and practical experience that will enable them to develop strategic and operating marketing plans for hospitality properties. It stresses the marketing orientation as a management philosophy that guides the design and delivery of guest services.
- HOPR 272 Operations Management (3-0-3)**
 This course provides students with practical skills and knowledge for effective management of food services operations. It presents basic service principles while emphasizing the importance of meeting the needs and, whenever possible, exceeding the expectations of guests.
- BUST 299 Business Internship (1-9-3)**
 This course is designed to provide students with opportunities to enhance their undergraduate learning experience in a work environment, apply knowledge gained in the classroom to an actual worksite, investigate and prepare for career opportunities and professional networking. ACCT 299, MGMT 299, and HOPR 299 were replaced by this course. **Prerequisite: This course can only be taken during the student's sophomore year and with consent from the internship director or recommendation from the department head.**

HEALTH AND PHYSICAL EDUCATION (HPRE)

- HPRE 100 Physical Fitness Activity (1-0-1)**
 This course provides instructions in the meaning and significance of physical fitness, body and conditioning, individual activities evolving from tests and self development; and appreciation of efficient movement.
- HPRE 110 Principles of Health (3-0-3)**
 Emphasis is placed on health science as related to personal and community living in this course. It is open to all undergraduates.
- HPRE 112 Modified Physical Education (1-0-1)**
 This program is designed primarily for students with physical handicaps or disabilities who cannot participate in regular required physical education classes. Sports, exercises and recreational activities are selected in accordance with students' needs, interests and capacities.

HPRE 115	Volleyball Volleyball involves a team activity of co-educational groups, emphasizing basic skills.	(1-0-1)
HPRE 119	Basketball This course is designed to teach the fundamental skills and strategies of basketball. Emphasis is on recreational values and character building, sportsmanship, respect for rules and proper competitive attitude.	(1-0-1)
HPRE 130	Standard First Aid This course is an introduction to the care, prevention and treatment of accidents and sudden illnesses. Standard First Aid certification is available.	(2-0-2)
HPRE 200	Introduction to Physical Education This course provides an orientation to the professional opportunities available in physical education and related fields. It is offered to students who intend to major or minor in physical education.	(3-0-3)
HPRE 216	Team Sports The course provides techniques in teaching speedball, soccer, touch football, field hockey, basketball, volleyball, swimming, softball, track and field and gold. Emphasis is on teaching materials and methods.	(2-0-2)
HPRE 217	Team Sports The practice of fundamentals and participation in basketball, football and other seasonal sports will be covered in team sports.	(2-0-2)
HPRE 233	Elementary Badminton This course teaches fundamental skills and advanced strategies of badminton, history and rules. Emphasis is placed on development of emotional control, desirable social behavior and positive character traits.	(1-0-1)
HPRE 250	Individual Sports: Skills and Techniques This course provides study and practice in the skills, application of rules, strategies and teaching methods of badminton, golf and tennis.	(2-0-2)
HPRE 260	School and Community Health This course is designed to consider the nature, scope and objectives of school and community health programs. The role of school personnel in promoting school-community relations and dealing with basic health problems is stressed.	(3-0-3)
HPRE 270	Physical Fitness Workshop This course is designed to provide physical training and conditioning while emphasizing how the body functions and how to maintain proper physical fitness.	(2-0-2)
HPRE 299	Drug Education This course covers legal, sociological, psychological and physiological aspects of drug use. Values clarification and other innovative methods of curbing drug abuse will be explored. Both prescription and over-the-counter drugs will be covered.	(3-0-3)

HUMANITIES (HUMA)

HUMA 297	Interdisciplinary Humanities Exploration of basic humanistic concepts such as birth, life, values, self, group, religion, God, beauty and death. It attempts to expand students' perceptions, sharpen insights and clarify values and motivations.	(3-0-3)
HUMA 298	Interdisciplinary Social Science An interdisciplinary approach that deals with sociological, economic, historical, psychological and political issues as they affect the individual in society.	(3-0-3)

HUMAN SERVICES (HUSR)

- HUSR 108 Introduction to Human Services (3-0-3)**
This course offers skills training in the use and application of human service workers. This course outlines the historical and theoretical perspective, and primary focuses on human needs. The characteristics of an effective helper, social policy, trends, and prevention are reviewed.
- HUSR 109 Communication skills in the Helping Profession (3-0-3)**
This course provides a structural framework for the helping process that incorporates outcome and process goals, philosophy of growth, communications and facultative skills. Skills training in the use and application of the tools of a professional helper, such as interviewing, establishing rapport and empathy, recognizing verbal and nonverbal cues, assessment techniques and other skills pertinent to establishing a counseling relationship.
- HUSR 110 Clinical Writing (3-0-3)**
This course introduces students to the proper application of the standards for writing human service cases. Assessment and evaluation of human service cases is taught and incorporated into the writing and presentation of these cases.
- HUSR 111 Behavioral Modification (3-0-3)**
This course provides skills training in the use and application of behavioral management techniques and strategies. Discussion includes topics relative to client rights, crisis intervention, abuse, policies and procedures, behavioral plan-writing and implementation, observation and documentation of behaviors.
- HUSR 113 Group Dynamics (3-0-3)**
Beginning group leaders are trained in the exploration of theories associated with group dynamics. Students have a variety of group-leading experiences and are encouraged to have in-depth experiences of leadership behaviors.
- HUSR 210 Introduction to Drug and Alcohol Abuse (3-0-3)**
This is a survey course designed to familiarize the student with the variety of findings, problems, controversies and programs associated with drug and alcohol use/abuse. Political and legal perspectives are covered and include an orientation to existing varieties of treatment and possible careers in the field of drug abuse treatment.
- HUSR 213 Multiculturalism (Diversity) (3-0-3)**
Racial and ethnic identity development models that the counselor/student can use in applying to multicultural groups are explored. The focus is ethnic-identity information, and ethnic-identity development of children, and gender issues.
- HUSR 214 Seminar in Human Services (3-0-3)**
The issues of human needs and services, problem-solving, coping, and developmental capacities of people in need are topics. *Field trips are co-requisites.*
- HUSR 215 Biopsychosocial Aspects of Alcoholism (3-0-3)**
The course provides the students with a clear understanding of the dynamics of alcoholism as a disease, its impact on the individual, family system and community-at-large.
- HUSR 216 Seminar in Substance Abuse Counseling (3-0-3)**
Special topics in Substance Abuse Counseling are presented and discussed by the class in a seminar format. Special guest speakers and national authorities in Substance Abuse Counseling are invited to participate in the seminar discussion of substance abuse counseling issues. Selected drug/alcohol-related topics ranging from theoretical studies to practical on-site program strategies are covered. Other special topics such as pathological gambling, chemical neurological predisposition, and self-help groups are also included for discussion.

- HUSR 218 Clinical Aspects of Addictions (3-0-3)**
This course is an examination and analysis of the physiological, psychological and medical aspects of substance use and abuse, supported with discussion of patterns and reaction to drug use as well as the practice and problems of management of drugs and alcohol abuse.
- HUSR 220 Health, Aging, Death and Bereavement (3-0-3)**
Addresses health issues of older people using the Strengths Model. Also includes the study of death and bereavement and the basic principles of bereavement counseling as related to human mortality and the emotional distress of the bereaved person and family.
- HUSR 221 Issues of Domestic Violence (3-0-3)**
This course will cover the basic aspects of domestic violence/abuse issues, and will provide the helpers with the knowledge to assist them in recognizing the signs and traits of both overt and covert domestic abuse. An overview of the major components of current intervention programs and strategies, including effective assessment and treatment methods, will be discussed along with prevention strategies and community resources.
- HUSR 222 Counseling Therapies (3-0-3)**
The entire milieu of rational, emotive and psychodynamic modalities is explored. Attention is given to the understanding of psychological and emotional domains of clients and how to facilitate desired change through the development of a skill set.
- HUSR 224 Alcoholism and Polydrug Abuse (3-0-3)**
This course is basic introduction to the problems, recognition and treatment associated with alcoholism and polydrug use. It reviews the toxicity of alcohol, problems associated with alcohol and drug use, stereotyping of alcoholics, and the preparation of staff members dealing with alcohol and polydrug abusers.
- HUSR 230 Special Addictions (3-0-3)**
This course is designed to analyze compulsive behavior in the other addictions. Included are the eating disorders (bulimia and anorexia), sexual, gambling, and workaholic compulsive behaviors. Psychological and socio-cultural casual factors, behavioral manifestations, medical implications, treatment strategies, self-help groups, commercial enabling and community responses are reviewed.
- HUSR 238 Elements of Mediation (3-0-3)**
The course is designed to provide skills training for helping professionals in the use and application of tools to help people in crisis. Students in counseling, social work, human services, psychology, nursing and criminal justice departments will benefit from this course. Case studies are used to present crisis intervention and therapeutic techniques for a broad range of situations. Contemporary approaches and research are applied.
- HUSR 239 Community Drug/Alcohol Programs (3-0-3)**
This is a field course in which the participating student is directly exposed by means of field visits to those community agencies and organizations concerned with criminal rehabilitation, therapeutic communities, and treatment programs.
- HUSR 240 Seminar in Rehabilitation (3-0-3)**
This course is designed to introduce students to legal, economic, and professional issues of current concern in human services. Emphasis is placed on methods to restore clients to a state of self-sufficiency through education and therapy.
- HUSR 250 Child Welfare (3-0-3)**
Description and analysis of human services and programs for youth, children, and infants are discussed. Special focus is placed upon the needs and services for minority children. Applicable Federal and State laws related to child welfare issues are presented and discussed.

HUSR 254 Psychopharmacology (3-0-3)
 An introductory survey of psychoactive substances (including alcohol and nicotine) appearing clinically as drugs of abuse, and of the modes and sites of action in the central nervous system of these drugs. The pharmaceuticals used to treat drug and alcohol craving and co-presenting psychiatric illness are presented and discussed.

HUSR 260 Counseling Needs of Special Populations (3-0-3)
 This course will assist the student in applying the principles of substance abuse counseling in a manner that is sensitive to the needs of different ethnic/ gender/ age groups. Special groups that will be studied include the elderly, adolescents, women, African Americans, gays and lesbians. Each group will be examined to discern the special needs and problems of that group and how the counselor uses skills to help members of that special group to attain sobriety and recovery.

HUSR 289 Human Services Internship (3-0-3)
 This course involves observation and field work at selected sites and requires students to be involved with community organizations, coupled with a field placement for a minimum of twenty (20) hours per week for ten (10) weeks. **Prerequisite: 21 credit semester hours in Human Services.**

JOURNALISM (JOUR)

JOUR 100 Introduction to Mass Communication (3-0-3)
 This course introduces students to various media forms, history, theories and technologies of mass communication.

JOUR 200 Introduction to Journalism (3-0-3)
 The principles and practices of gathering, evaluating and writing news and reports are surveyed in this introductory course.

JOUR 205 Introduction to Broadcasting (3-0-3)
 Electronic broadcasting in the production of television and radio is introduced in this course.

JOUR 221 News Writing I (2-1-2)
 Gathering, writing, and constructing news stories are emphasized in this course. **Prerequisite: JOUR 200.**

JOUR 222 News Writing II (2-1-2)
 This advanced news writing course continues practice in gathering, writing and constructing news stories. Coursework requires reporting assignment of the school newspaper. **Prerequisite: JOUR 221.**

JOUR 252 Television Production (3-0-3)
 This course is a pre-professional skills and lecture class. It is designed to teach students the basic aspects of video production. The student will learn how to operate television equipment, such as cameras, lighting instruments, and audio equipment and video editors. **Prerequisite: JOUR 200 or permission of the instructor.**

MATHEMATICS (MATH)

MATH 088 Basic Mathematics (3-2-3)
 This course is designed for students who need to improve basic computational skills. Topics include the following: whole numbers, fractions, decimals, and percent. **(This course may not be counted toward fulfillment of degree requirements.)**

MATH 089 Elementary Algebra (3-0-3)
 This course introduces the student to the basic concepts of algebra. Topics include Equations, inequalities and applications, Graphing and functions, System of linear equations and inequalities. **Prerequisite: MATH 088 or satisfactory score on the placement exam. (This course may not be counted toward fulfillment of degree requirements.)**

MATH 090	Intermediate Algebra This course is a continuation of algebra. Topics include exponents and polynomials, factoring, rational expressions and equations, rational exponents and radicals, quadratic equations and inequalities. Prerequisite: MATH 091 or satisfactory score on the placement exam. <i>(This course may not be counted toward fulfillment of degree requirements.)</i>	(3-0-3)
MATH 125	Plane Geometry This course is for college students who have no background in high school geometry. It includes sets, points, lines, planes and spaces, elementary theorems and proofs, construction and measures of angles and segments, lengths, area volumes and congruencies. <i>Prerequisite: MATH 133 or higher.</i>	(3-0-3)
MATH 126	Technical Mathematics This course is designed for use in a trade or technical area. Topics include equations and inequalities, algebraic fractions, radicals, quadratic equations and inequalities, functions and graphs, system of equations, trigonometry, vectors and triangles. <i>Prerequisite: MATH 092 or higher.</i>	(3-0-3)
MATH 127	Allied Health Mathematics This course is a study of logarithms, the metric system, scientific notation and the use of the calculator, graphing, standard deviations, and variances. <i>Prerequisite: MATH 092 or higher.</i>	(3-0-3)
MATH 131	Elementary Applied Calculus This course is an intuitive approach to calculus. Topics include functions, graphing, limits, continuity, differentiation, integration; applications to problems from the fields of business biological science, social science and behavioral science. <i>Prerequisite: Math 135</i>	(3-0-3)
MATH 133	Algebra for College Students <i>[LCCN: CMAT 1203, Applied Algebra]</i> Emphasis on application involving; solving equations and inequalities; function properties and graphs; linear, quadratic, polynomial, exponential and logarithmic functions. <i>Prerequisite: ACT of 19 or higher, Math Placement Score, or MATH 090.</i>	(3-0-3)
MATH 135	Pre-Calculus Algebra <i>[LCCN: CMAT 1213, College Algebra]</i> In-depth treatment of solving equations and inequalities; function properties and graphs; inverse functions; linear, quadratic, polynomial, rational, exponential and logarithmic functions with applications; systems of equations. <i>Prerequisite: ACT score of 20 or higher appropriate placement test score, or MATH 133.</i>	(3-0-3)
MATH 136	Contemporary Math <i>[LCCN: CMAT 1103, Contemporary Math]</i> This course provides an introduction to topics in contemporary mathematics. Topics may include the theory of finance, perspective and symmetry in art, formal Aristotelian logic, graph theory, probability and odds, statistics, elementary number theory, optimization, numeracy in the real world, and historical topics in mathematics that have influenced contemporary mathematics.	(3-0-3)
MATH 140	Plane Trigonometry <i>[LCCN: CMAT 1223, Trigonometry]</i> Trigonometric functions and graphs; inverse trig functions; fundamental identities and angle formulas; solving equations and triangles with applications; polar coordinate system. <i>Prerequisite: MATH 133.</i>	(3-0-3)
MATH 162	Pre-Calculus Mathematics <i>[LCCN: CMAT 1233, Algebra and Trigonometry]</i> Combined course on function properties and graphs; inverse functions; linear, quadratic, polynomial, rational, exponential and logarithmic functions with applications; systems of equations; trigonometric functions and graphics; inverse trigonometric functions; fundamental identities and angle formulas; solving equations and triangles with applications; polar coordinate systems. <i>Prerequisite: MATH 133 or higher or consent of instructor.</i>	(5-0-5)

- MATH 200** **Finite Mathematics** **(3-0-3)**
[LCCN: CMAT 1313, Finite Math] Systems of linear equation, vectors, matrices, and matrix algebra; linear inequalities; counting techniques; permutations and combinations; probability; basic concepts in mathematics of finance (annuities included); and an introduction to statistics. **Prerequisite: MATH 133.**
- MATH 210** **Introduction to Probability and Statistics** **(3-0-3)**
[LCCN: CMAT 1303, Introductory Statistics] Descriptive statistics; probability; discrete and continuous (including binomial, normal and T) distributions; sampling distributions; interval estimation; hypothesis testing; linear regression and correlation. **Prerequisite: MATH 133 or higher or consent of instructor.**
- MATH 220** **Geometry for Teachers** **(3-0-3)**
 This course is aimed at developing intuition and insight. Topics include set of points, line segments, congruence, linear and angular measure, area and volume, similarity, Pythagorean theorem, coordinate geometry introduction to trigonometry and spherical geometry. **Prerequisite: MATH 133 or higher.**
- MATH 225** **Discrete Mathematics** **(3-0-3)**
 This course introduces the concepts of finite systems and mathematical logic. Topics include: set theory, relations and functions, counting techniques, graph theory and Boolean algebra. **Prerequisite: Math 135**
- MATH 230** **Linear Algebra** **(3-0-3)**
 Topics include: systems of linear equations, vector spaces, linear transformations, matrices, and determinants. **Prerequisite: MATH 162 or higher.**
- MATH 250** **Teacher's Arithmetic** **(3-0-3)**
 This course is a review of the structure and form of the core of the K-9 mathematics curriculum. Focus is on objectives, expanded methods, and materials including audiovisual instruction for teaching mathematics. **Prerequisite: MATH 132 or higher or consent of instructor, or one year full-time mathematics teaching.**
- MATH 255** **Seminar for Mathematics Science Teachers** **(3-0-3)**
 This course is designed for junior and senior high school teachers and those preparing to teach on the secondary level. Special topics include a review of algebraic ideas, Euclidean geometry, analytical geometry and trigonometry with emphasis on techniques, applications and problem-solving. **Prerequisite: MATH 162 or higher or consent of the instructor, or one year of full-time mathematics teaching.**
- MATH 264** **Analytic Geometry and Calculus I** **(4-0-4)**
[LCCN: CMAT 2114, Calculus I] Limits and continuity of functions; introduction of derivative; techniques of differentiation; chain rule; implicit differentiation; differentiation of transcendental and inverse functions; applications of differentiation: concavity; relative extrema; maximum and minimum values of a function; optimization; anti-differentiation; definite integrals; Fundamental Theorem of Calculus; areas; applications of definite integrals; work and volume. *(Credit/placement exam may be required if transferring a course with fewer credits than the receiving institution.)* **Prerequisite: MATH 140 or higher.**
- MATH 265** **Analytic Geometry and Calculus II** **(4-0-4)**
[LCCN: CMAT 2124, Calculus II] Techniques of integration; applications of the integral; parametric equations, polar coordinates, sequences and infinite series. *(Credit/placement exam may be required if transferring a course with fewer credits than the receiving institution.)* **Prerequisite: MATH 264.**

BUSINESS MANAGEMENT (MGMT)

- MGMT 200** **Introduction to Business** **(3-0-3)**
 This is a survey course that introduces students to the world of business. It provides a foundation for the study of other business courses.

- MGMT 201 Principles of Management (3-0-3)**
 The course includes the functions and skills that are necessary to provide effective leadership. This course places emphasis on the organizational hierarchy, leadership models, and budgeting techniques. **Prerequisite: MGMT 200 and ENGL 110**
- MGMT 225 Introduction to International Business (3-0-3)**
 This course provides an overview of the international environment of business and management. The course emphasizes the expanding globalization of the world marketplace. The course includes the role of countries, business enterprises, people, and programs in a complex global environment. The course covers the international business and policy arena from finance, economics, law, logistics, marketing, promotion, and sales.
- MGMT 230 Computer Applications for Managerial Decision-Making (3-0-3)**
 This course introduces the use of computers in a business environment. Office applications, the use of the Internet, and searching online databases are introduced and discussed. Applications include work processing, spreadsheets, database integrating project management software with other software packages such as Excel, Word, Access, and PowerPoint.
- MGMT 240 Fundamentals of Entrepreneurship (3-0-3)**
 This course is designed to teach fundamentals on “How to Start and Run a Business.” It will provide the students with the following: basic skills needed to operate a business; the type of business to choose; the length of time it would take to start a business; getting the business certified as a small business owner; available funding sources, and the type of insurance needed.
- MGMT 243 Legal Environment of Business (3-0-3)**
 This is a survey course that studies the interaction between law and business in the historical political, and ethical environments. This course places emphasis on contracts, torts, and criminal laws as they apply to business organizations. **Prerequisite: MGMT 200* and ENGL 110 *MGMT Certificate Program.**
- MGMT 250 Principles of Marketing (3-0-3)**
 This course is a comparative survey of the major functions of marketing and marketing management. (This course is only offered for the MGMT Certificate Program). **Prerequisite: MGMT 200* and ENGL 110, *MGMT Certificate Program**
- MGMT 260 Business Communications (3-0-3)**
 This course will emphasize the development of writing and presentation skills to produce effective business communications. Skill development in planning and conducting business presentations on an individual and/or group basis including communication and media skills will also be addressed. Topic discussion includes leadership, effective participation, and group behavior. Student will use current software (power point presentation, graphics, spreadsheets, and word-processing) to develop business presentations. (This course replaces MGMT 202, effective Fall 2006) **Prerequisites: ENGL 110 and *MGMT 200 *MGMT Certificate Program**
- MGMT 273 Business Finance (3-0-3)**
 This course emphasizes the role of the financial manager and the goals of maximizing financial wealth of the organization. This course includes topics such as the time value of money, financial ratio analysis, investments portfolio management, working capital management, capital budgeting, risk and investments. **Prerequisite: ACCT 200 or higher; completion of or concurrent enrollment in MATH 135, ECON 202 or ECON 203 *MGMT Certificate Program.**
- MGMT 283 Business Statistics (3-0-3)**
 This course includes the methods and techniques for the collection, analysis, interpretation, and presentation of numerical data. This course places emphasis on measures of central location, dispersion, probability theory, discrete and continuous probability distributions, sampling, and tests of significance, regression, and correlation. **Prerequisite: Completion of or concurrent enrollment in MATH 135.**

MEDICAL LABORATORY TECHICIANS (MLTC)

- MLTC 100 Phlebotomy Workshop (1-0-1)**
 This course provides practical instruction and experience in the procurement of blood specimens. This course is designed for allied health majors other than MLT.
- MLTC 105 Introduction to Clinical Laboratory Science (1-0-1)**
 This course provides an introduction to the role of the medical laboratory technician as well as the history and purpose of the University, administrative systems, regulations, and use of the library. Emphasis is placed on professional ethics, work ethics, educational requirements, communication skills, career opportunities, computer skills, and special qualities desirable to become professional laboratory practitioners. Included is theory and laboratory methodology for each discipline.
- MLTC 239 Parasitology/Mycology (2-1-3)**
 This course involves a study of clinically significant microorganisms, with an emphasis on fungal and parasitic organisms and infections. Case studies, patho-physiological states, microbiological diseases, and problem-solving and application of microbiological data used in the identification of unknowns are stressed. *Prerequisite: MLTC 101*
- MLTC 240 Coagulation (1-1-1)**
 Emphasis is placed on the study of the formed elements of blood and coagulation with emphasis on case studies, patho-physiological states, hematological diseases, problems-solving of clinical laboratory situations and application of hematological data. *Prerequisite: MLTC 101*
- MLTC 241 Clinical Hematology (2-1-3)**
 This course involves normal and abnormal applied hematology and coagulation. Emphasis is placed on the study of the formed elements of blood and coagulation, precursors in the bone marrow, chemical constituents of plasma and serum linked to blood cell structure and function, and function of platelets and proteins involved in blood coagulation.
- MLTC 242 Clinical Immunology/Serology (1-1-2)**
 This course involves an introduction to the immune system with emphasis on antigen-antibody reactions in vitro and the principles of immune-diagnostic procedures performed in the Serology department. In involves lecture and student laboratories. *Prerequisite: MLTC 101*
- MLTC 243 Clinical Immunohematology (2-1-3)**
 This course involves theory and student laboratory analysis in blood banking, with emphasis placed on blood groups and their application. ABO typing and antibody screening techniques are stressed. Emphasis is placed on professional ethics, work ethics, educational requirements, communication. *Prerequisite: MLTC 101*
- MLTC 244 Clinical Microbiology (2-1-3)**
 This course includes the study of clinically significant pathogenic bacteria and viruses – diagnostic techniques, sterility, processing of specimens, selection of media, reagents and stains, and identification of microorganisms according to the morphological and biochemical reactions. *Prerequisite: MLTC 101*
- MLTC 245 Clinical Urinalysis (1-1-2)**
 This course involves theory and clinical application of the constituents of urine and other body fluids. Emphasis is placed on the physiology and clinical diagnosis of urine and other body fluids in health and disease. *Prerequisite: MLTC 101*
- MLTC 246 Clinical Chemistry (2-1-3)**
 This course involves theory and clinical application of chemical constituents in various body fluids. Emphasis is placed on the physiological role of each chemical analyte. *Prerequisite: MLTC 101*

- MLTC 247 Clinical Hematology Practicum (0-24-1)**
 This course provides practical experience in the clinical laboratory of a hospital affiliate. Emphasis is placed on developing and applying knowledge and technical skills necessary to perform accurate and precise laboratory determinations in Hematology.
- MLTC 248 Clinical Immunohematology Practicum (0-24-1)**
 This course provides practical experience in the clinical laboratory of a hospital affiliate. Emphasis is placed on developing and applying knowledge and technical skills necessary to perform accurate and precise laboratory determinations in the Serology Department.
- MLTC 249 Clinical Phlebotomy Practicum (0-12-1)**
 This course provides practical experience in the clinical laboratory of a hospital affiliate. Emphasis is placed on developing and applying knowledge and technical skills necessary in the procurement of blood for laboratory analysis.
- MLTC 250 Clinical Immunohematology Practicum (0-24-1)**
 This course provides practical experience in the clinical laboratory of a hospital affiliate. Emphasis is placed on developing and applying knowledge and technical skills in the study of blood groups and their applications.
- MLTC 251 Clinical Microbiology Practicum (0-24-1)**
 This course provides practical experience in the clinical laboratory of a hospital affiliate. Emphasis is placed on developing and applying knowledge and technical skills in routine techniques, analysis, and interpretation of clinical specimens in the Microbiology/Parasitology/Mycology departments.
- MLTC 252 Clinical Chemistry Practicum (0-24-1)**
 This course provides practical experiences in the clinical laboratory of a hospital affiliate. Emphasis is placed on developing and applying knowledge and skills in routine techniques, analysis and interpretation of clinical specimens in the Clinical Chemistry Department.
- MLTC 253 Clinical Urinalysis Practicum (0-24-1)**
 This course provides practical experience in the clinical laboratory of a hospital affiliate. Emphasis is placed on developing and applying knowledge and technical skills in the Urinalysis Department.
- MLTC 270 Clinical Laboratory Science Review I (4-0-4)**
 This course consists of board review of all didactic courses of medical laboratory technology with the application of all material, problem-solving and case studies. Clinical Practicum experiences are correlated with didactic knowledge gained. Students must be successful (“C” or better) on a comprehensive exit exam given at the terminus of the course which determines the student’s ability to exit (graduate) from the program.
- MLTC 271 Clinical Laboratory Science Review II (3-0-3)**
 This course consists of a continuation of board review of all didactic courses of medical laboratory technology, with the application of material, problem solving and case studies. Clinical Practicum experiences are correlated with didactic knowledge gained. Students must be successful (“C” or better) on a comprehensive exit exam given at the terminus of the course and determines the student’s ability to exit (graduate) from the program.

MILITARY SCIENCE (MILS)

- MILS 101 Introduction to Leadership (1-0-1)**
 The courses introduces the United States Army, including the Army heritage, values, decision making, mission, organization, branches, first aid, rappelling, map reading and land navigation.

MILS 101L	Introduction to Leadership Laboratory Provides re-enforcement of MILS 101 lecture through practical exercise. Includes drill and ceremony, time management, first aid, rappelling, physical fitness and survival skills.	(1-0-1)
MILS 102	Introduction to Leadership The course covers leadership principles and application.	(1-0-1)
MILS 102L	Introduction to Leadership Laboratory Provides re-enforcement of MILS 102 lecture through practical exercise; includes drill and ceremony, land navigation, basic rifle marksmanship time management, organization, first aid, rappelling, physical fitness and survival skills.	(1-0-1)
MILS 201	Foundations of Leadership Phase I Examines the development of leadership dimensions and the study of land navigation, first aid, military history and small unit tactics.	(2-0-1)
MILS 201L	Leadership Laboratory A practical laboratory of applied leadership activities include drill and ceremony, land navigation, rappelling, rifle marksmanship, tactics, first aid, water survival, physical conditioning, and communications.	(1-0-1)
MILS 202	Foundations of Leadership Phase II Examines the application of leadership dimensions, and the study of land navigation, first aid, military history and small unit tactics.	(2-0-1)
MILS 202L	Leadership Laboratory Provides a laboratory course to accompany MS 202. A practical laboratory of applied leaderships activities include drill and ceremony, land navigation, rappelling, rifle marksmanship, tactics, first aid, water survival, physical conditioning, and communications.	(1-0-1)
MILS 203	Leadership Training Course offers basic camp during the summer only, six (6) weeks at Fort Knox, Kentucky. Provides students with education and training covered in MILS 101, 102, 201, 202. Qualifies student for enrollment in MILS 301. Non-obligatory. Requires PMS approval. Paid for by ROTC. Student must have a minimum of 54 credit hours.	(6-0-1)

MUSIC (MUSC)

MUSC 100	Theory, History, and Literature Recital Seminar Laboratory This course is designed for students majoring in music (piano, vocal or other instruments and/or ensemble) and performing compositions for fellow students and faculty. Performances are discussed and evaluated by music jury.	(0-1-1)
MUSC 101	Fundamentals of Music An introduction to reading and writing music. Topics include key and time signatures, song form, melody, chords, and number system.	(3-0-3)
MUSC 102	Harmony I This course is a basic musicianship course in written keyboard harmony and analysis. Part writing and small composition skills are emphasized.	(2-1-3)
MUSC 103	Harmony II This course is a continuation of MUSC 102. <i>Prerequisite:</i> MUSC 102.	(2-1-3)
MUSC 104	Ear Training and Sight Singing I This is a basic musicianship course in audio vocal drills and harmonic and melodic dictation through the use of piano keyboards and musical instruments.	(3-0-3)

MUSC 105	Ear Training and Sight Singing II This course is a continuation of MUSC 104. <i>Prerequisite:</i> MUSC 104.	(3-0-3)
MUSC 106	Piano I Basic piano skills taught which involves performing major and minor scales, arpeggios, chords, compositions, and keyboard music theory are taught. Some research of musical styles is expected and listening to enhance the knowledge concepts of the various styles of piano composers is required.	(2-2-4)
MUSC 107	Piano II Piano II continues skills learned in MUSC 106. <i>Prerequisite:</i> MUSC 106.	(2-2-4)
MUSC 110	Voice I Voice I is designed to provide fundamentals of vocal production with emphasis on proper breathing techniques and vocal projection skills.	(2-2-4)
MUSC 111	Voice II Voice II continues with fundamentals gained in Voice I. <i>Prerequisite:</i> MUSC 110.	(2-2-4)
MUSC 112	Piano III The function of these courses is to teach basic skills for music majors. Advance literature is suggested to these students based on their performing skills acquired in the fundamental course. A piano recital is to be prepared by participants and research documents produced.	(2-2-4)
MUSC 113	Piano IV This course is the continuance of MUSC 112. <i>Prerequisite:</i> MUSC 112.	(2-2-4)
MUSC 120	University Gospel Chorale (A Non-Transfer Credit Course) University Gospel Chorale is a performing unit, specializing in the genre of gospel music. Students will experience various musical styles ranging from traditional gospel to Negro Spirituals. Lectures will include discussions on the importance of proper breathing techniques, vocal training, and the teaching of musical pieces.	(2-0-2)
MUSC 130	Introduction to Studio Recording An introduction to the recording studio. Topics include microphones, analog and digital recorders, the recording console, signal processing, and recording techniques.	(2-2-2)
MUSC 136	Voice III This is advanced vocal training. Advanced vocal literature is offered in preparation for student recital. <i>Prerequisite:</i> MUSC 110, MUSC 111.	(2-2-4)
MUSC 137	Voice IV Voice IV continues to train students to use advanced vocal literature and prepares them for actual recital. <i>Prerequisite:</i> MUSC 136.	(2-2-4)
MUSC 140	Introduction to MIDI An introduction to MIDI (Musical Instrument Digital Interface) concepts and techniques. Topics include keyboard programming, sound modules, sequencing, and electronic music production.	(2-2-2)
MUSC 150	Music Workstation An introduction to the varied aspects of the music workstation. Students are given hands-on experience with the practical aspects of the varied components of the music workstation.	(2-2-3)
MUSC 170	Virtual Studio and Plug-Ins An introduction to, and hands-on experience with, the virtual music studio and associated plug-ins. Students are trained to simulate activities, which are expected in the music studio.	(2-2-3)

MUSC 190	Business of Music An introduction to the music business. Topics include record companies, management, promotion, publicity, and radio. Also discusses employment opportunities.	(3-0-3)
MUSC 195	University Pep and Activity Ensemble This course is designed for students who have ability to read music and show unique musicianship. Students will be required to perform for school and community activities.	(1-2-1)
MUSC 200	Enjoyment of Music This is a research course with a humanities approach designed to acquaint the students with various styles of music and the various composers who created the forms that dictated cultures and influenced political philosophies of the worlds in which they lived.	(2-1-3)
MUSC 201	Music of Black Americans Research is done on the works of Black American styles of music from the 16th century to the present through listening and reviewing visual media presentations.	(2-1-3)
MUSC 202	Harmony III This course is a continuation of the work began in Harmony I and Harmony II with addition of chromatic harmony and analysis of advanced composition skills. <i>Prerequisites:</i> MUSC 102 and MUSC 103.	(2-1-3)
MUSC 203	Harmony IV Harmony IV completes Harmony I, II, and III. <i>Prerequisite:</i> MUSC 202.	(2-1-3)
MUSC 204	Ear Training and Sight Singing This course is a continuation of the work began in course MUSC 104 and MUSC 105. Harmony and melodic dictation skills are to be developed during the teaching of this course. Prerequisites: MUSC 104 and MUSC 105.	(3-0-3)
MUSC 205	Ear Training and Sight Singing This course completes MUSC 104, MUSC 105 and MUSC 204. <i>Prerequisite:</i> MUSC 204.	(3-0-3)
MUSC 206	Piano V This is an advanced piano course which involves chord scales, figured bass, keyboard analysis, composition, performance interpretation, and recital techniques are extensively taught.	(2-2-4)
MUSC 207	Piano VI Piano IV completes MUSC 106, MUSC 107, and MUSC 206. <i>Prerequisites:</i> MUSC 205, MUSC 206.	(2-3-4)
MUSC 208	Songwriting An introduction to basic songwriting. Topics include lyric and melody construction, working with music publishers, and performance rights organizations. Professionally written songs and students' songs are analyzed in class.	(3-0-3)
MUSC 210	Advanced MIDI A continuation of MUSC 140. Topics include computer based sequencing, editing, and advanced electronic music production techniques.	(2-2-2)
MUSC 220	Desktop Digital Audio An introduction to the use of computers in recording, editing, and mixing digital audio. Topics include software based music production, sound design, looping, and mastering.	(2-2-2)
MUSC 224	University Choir I Choral Union, Female and Male Glee Clubs, and vocal ensembles are designed to entertain all students with interest in performing various vocal ensemble styles such as; classical, traditional gospel, pop and jazz literature. Vocal ensemble skills are taught along with cultural awareness. Audition is required.	(1-0-1)

MUSC 225	University Choir II This is a second semester vocal ensemble course continuing MUSC 224. Audition and teacher approval are required. <i>Prerequisite: MUSC 224.</i>	(1-0-1)
MUSC 230	Advanced Studio Recording A continuation of MUSC 130. Topics include digital audio, tape machine alignment, mixing, stereo microphone technique, and the creative use of signal processors.	(2-2-2)
MUSC 236	Voice V Voice V teaches advanced vocal techniques and recital preparation through the use of audio-visual aids and requires concert attendance. <i>Prerequisites: MUSC 136 and MUSC 137.</i>	(2-2-4)
MUSC 237	Voice VI Voice VI continues to teach advance vocal techniques and recital preparation. <i>Prerequisites: MUSC 136, MUSC 137 and MUSC 236.</i>	(2-2-4)
MUSC 240	Music Publishing An introduction to the music publishing industry. Topics include self-publishing vs. professional publishing, starting your own publishing company, song plugging, and performance rights organizations.	(2-0-2)
MUSC 250	Music History and Literature I This course combines the study of history and presentation of outstanding examples of the literature of music. Attention is given to social, political, and economic conditions influencing the development of music.	(3-0-3)
MUSC 251	Music History and Literature II This course is the continuance of MUSC 250. <i>Prerequisite: MUSC 250.</i>	(3-0-3)
MUSC 255	Internet for Musicians An introduction to the internet as a music promotion resource. Topics include music marketing, web design, and independent label and artist promotion.	(2-2-3)
MUSC 260	Studio Maintenance An introduction to studio maintenance. Topics include basic electronics, troubleshooting equipment problems, soldering techniques, and the use of test equipment.	(2-2-2)
MUSC 261	Introduction to Pro Tools I Pro Tools I focuses on the foundational skills needed to learn and function within the Pro Tools environment at a basic level. Topics include system capabilities (record, edit, mix, process, and audio delivery), understanding the Pro Tools file system (session documents, audio files, audio regions), navigation and display basics, recording modes and techniques. Other topics include setting levels, selection techniques for audio regions (precursor to basic editing), basic editing and mixing, importing audio files, using fades, using AudioSuite (file-based) plug-ins, introduction to MIDI.	(3-0-3)
MUSC 262	Essentials of Pro Tools II The PT II course builds on knowledge and techniques acquired in the PT I. Topics included in PT I receive expanded attention, with instructor demonstrations and student exercises. Individuals who complete PT II will be well-prepared to work on their own projects in Pro Tools	(3-0-3)

NURSING (NURC, NURS)

NURC 100	Nursing Assistant This course provides students with an overview of the basic care needs of a patient/client population. Students will acquire knowledge and competencies in the provision of the activities of daily living (ADLs), beside care, and basic nursing procedures. This course is taught in a 7½ week session. <i>Pre-requisitions: None</i>	(4-0-4)
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- NURS 105 The Art of Nursing Practice (3-0-3)**
 The Purpose of this course is to provide students with a basic knowledge of the nursing profession. It is designed to assist students in developing learning strategies to successfully navigate educational, professional, career and personal goals. Students will gain insight into what it means to be a professional nurse, to appreciate the history of nursing, to understand and appreciate nursing's values, standards, and ethics; to recognize social and economic factors that influence professional practice; and to appreciate the need for lifelong learning. **Prerequisites: None Co-requisites: CHEM130, BIOL200, BIOL 220, ENG. 110 and MATH 133.**
- NURS 125 Basic Principles of Nursing (4-2-6)**
 This course introduces basic concepts, theories, and principles inherent in the roles and competencies of the beginning nurse practitioner and applies this knowledge to practice. Identified basic human needs based on King's General System's Framework along with the nursing process and basic nursing skills are presented and used to guide nursing practice in simulated and clinical settings. Students will also be introduced to the history of Southern University as well as its purpose, administrative systems, policies and regulation. **Prerequisites: CHEM 129, ENGL 110, MATH 133, BIOL 200, BIOL 220 and admission into the Associate of Science Nursing Program.**
- NURS 132 Role Transition to Professional Nursing (3-2-5)**
 Further develops the professional role through integration of content with Concepts & Processes of Nursing I, and Psychiatric Mental Health Nursing courses. Introduces the concept of critical thinking and problem solving into nursing practice. Selected skills are performed in simulated clinical settings. Provides the foundation for utilization of the nursing process and King's General Systems Framework in nursing practice. **Prerequisites: ENGL 110, ENGL 111, MATH 133, MATH 200, BIOL 200, BIOL 220, BIOL 222, CHEM 129, Psychology 250 and admission into the Associate Science Nursing Program.**
- NURS 140 Concepts & Processes of Nursing I (2-2-4)**
 This course explores the professional role through a comprehensive and systematic assessment, using the nursing process and King's General Systems Framework. There is emphasis on physiological assessment and the further development of assessment skill. Focus is on the adaptive and maladaptive response to common stressors across the lifespan. This course is taught in a 7 ½ week session. **Prerequisites: NURS 125, MATH 200, BIOL 222, ENGL 111.**
- NURS 160 Psychiatric Mental Health Nursing (2-2-4)**
 Particular attention focuses on the adaptive and maladaptive responses to internal and external stressors across the lifespan. Principles and concepts of mental health, psychopathology, and treatment modalities relating to the nursing care of clients and their families will be explored. This course is taught in a 7½ week session. **Prerequisites: MATH 200, BIOL 222, ENGL 111, NURS 125.**
- NURS 210 Principles of Pharmacology (3-0-3)**
 An introduction to pharmacotherapeutics, medication administration, major drug classifications, and the implications of medication administration for nursing care. **Prerequisites: NURS 125 Basic Principles of Nursing.**
- NURS 220 Nursing Care of the Child (2-2-4)**
 Facilitates learning about caring for children and their families. Emphasis will be placed on principles of growth and development, identification of stressors and promotion of health in children and their families. This course is taught in a 7½ week session. **Prerequisites: NURS 140, NURS 160, PSYC 250.**
- NURS 225 Nursing Care of the Childbearing Family (2-2-4)**
 Focus will be on the processes of pregnancy, labor, delivery, the post partal period, and the neonate. Emphasis will be on the nurse's role in assisting women and their families to adapt to stress associated with childbearing. This course is taught in a 7½ week session. **Prerequisites: NURS 140, NURS 160, PSYC 250.**

NURS 230 Issues and Trends in Nursing Practice (2-0-2)
 This course reviews nursing history and presents current issues, problems, and emerging trends. Legal and ethical issues as they relate to the practice of nursing, professional organizations, educational preparation and credentials for health care providers, role transition from student to practitioner, and the political process will be explored. Management styles and skills in the delivery care system will also be presented. **Prerequisites:** NURS 220, NURS 225, NURS 210, SPCH ELECTIVE.

NURS 240 Concepts & Processes of Nursing II (3-2-5)
 Explores further the professional role of nursing during episodic care in the management of adults. The practicum provides students with opportunities to utilize the nursing process and practice the roles of providing and coordinating care in an acute care setting. This course is taught in a 7 ½ week session. **Prerequisites:** NURS 140, NURS 160, NURS 210, NURS 220, NURS 225, NURS 230, SPCH ELECTIVE.

NURS 260 Concepts & Processes of Nursing III (2-2-4)
 Explains leadership and management principles related to the roles of the nurse as provider, coordinator of care, and member of the health care team. Focuses on the application of the nursing process in the role of leadership and management. This course is taught in a 7½ week session. **Prerequisites:** NURS 240.

PHLEBOTOMY (PHLE)

PHLE 101 Introduction to Phlebotomy (3-1-3)
 This course is designed to provide practical instruction in the proper techniques used in collecting blood and body fluid specimens for laboratory analysis. It includes specimen processing, infection control, laboratory safety, quality control, special collection techniques, and quality assurance procedures.

PHLE 110 Medical Ethics (3-0-3)
 This course provides a study of the following topics: patient’s “Bill of Rights”; responsibilities and “Codes of Ethics” of medical personnel; consent to medical and surgical procedures, medical moral problems, confidentiality, release of medical information; legal proceedings before, during, and after trial; medical malpractice and medical liability.

PHLE 210 Clinical Practicum (2-24-9)
 This course provides a rotation through the Phlebotomy department of the clinical laboratory. The rotation involves patient preparation, selection and preparation of puncture sites, collection of specimens, maintaining equipment, post-collection client care, and specimen processing. **Prerequisites:** PHLE 101, and acceptance into the Phlebotomy Program.

PHYSICS (PHYS)

PHYS 100 Physical Science I (3-0-3)
[LCCN: CPHY 1023, Physical Science I] This course is a survey of concepts in physics and physical sciences with emphasis on methods of science and concepts relating to mechanics, states of matter, waves, heat, electricity, light, atomic structure and basic chemistry. Topics are developed with a minimum of mathematical presentation. **Prerequisite:** MATH 133 or higher.

PHYS 101 Physical Science II (3-0-3)
[LCCN: CPHY 1033, Physical Science II] This course presents applications of concepts learned in Physical Science I, which may include physics, chemistry, geology, astronomy, oceanography, etc. Emphasis is on chemical reactions, acids, bases and salts, chemistry of life, rock, geological eras, erosion and sedimentation, earth processes (above and below the surface), and the solar system. Topics are developed with a minimum of mathematical presentation. Open to students who are enrolled in or have college credit in Physics. **Prerequisite:** MATH 133 or higher.

- PHYS 105 Technical Physics (3-0-3)**
 Introduction to basic principles of physics, including properties of matter, mechanics, vibration, wave motion, heat, sound, electricity, magnetism and optics. Includes laboratory experience involving students in the active exploration of topics introduced in lecture.
- PHYS 120 Metrication (2-0-2)**
 This course is an introduction to the metric system. History of measurements, English-metric units conversion techniques, standard international units and actual measurements of basic observations in the metric system, are included.
- PHYS 221 General Physics Lecture & Laboratory I (3-4-5)**
[LCCN: CPHY 2114, Physics I (Algebra/Trig Based) Lec + Lab] Algebra/Trig-based physics: vectors, kinematics, Newton’s Laws, momentum, work & energy, rotations, oscillations, elasticity & equilibrium; thermodynamics. The course material is presented in a combined lecture and laboratory format. (Not intended for engineering majors.). **Prerequisites: MATH 140 and MATH 264.**
- PHYS 222 General Physics Lecture & Laboratory II (3-4-5)**
[LCCN: CPHY 2124, Physics II (Algebra/Trig Based) Lec + Lab] Gravitational fields; waves; electrostatics; circuits; magnetism; and light. The course material is presented in a combined lecture and laboratory format. (not intended for engineering majors.) **Prerequisite: PHYS 221, Math 140 and Math 264.**

POLITICAL SCIENCE (POLI)

- POLI 195 Introduction to Political Science (3-0-3)**
 This course is an exploratory course designed to help students gain insight and knowledge into the various approaches to studying politics.
- POLI 200 American Government (3-0-3)**
 Emphasis in this course is placed on what government is, how it operates with respect to individuals and groups, the development of how the constitutional system is developed, and the citizens’ roles as voters.
- POLI 202 International Relations (3-0-3)**
 Strategic political, legal, economic and ethnic factors affecting relations among nations will be surveyed.
- POLI 210 State and Local Government and Administration (3-0-3)**
 The constitutional and administrative relationships between state and nation and among states; the organization and operations of the executive, legislative, and judicial branches at the state and local levels; political institutions and processes will be covered.
- POLI 270 Current Issues (3-0-3)**
 Major current issues, both foreign and domestic, will be analyzed and interpreted.
- POLI 272 Louisiana Politics (3-0-3)**
 Louisiana Politics provides historical insight into the structure of Louisiana’s government. Emphasis is on the relationship between the government of Louisiana and political organization in the state.

PSYCHOLOGY (PSYC)

- PSYC 210 General Psychology (3-0-3)**
 This course is designed to introduce students to principles of psychology with special emphasis on description, prediction, control and explanation of human behavior.
- PSYC 220 Educational Psychology (3-0-3)**
 The focus of this course will be on variables that influence learning. Students will be exposed to physical growth and development, fundamentals of growth and development as well as cognitive growth. **Prerequisite: PSYC 210.**

- PSYC 231 Social Psychology (3-0-3)**
 Students will study the basic principles of social behavior, biological and social foundations of behavior. Emphasis will also be placed on motivations and incentives toward learning, socialization processes, social aspects of personality, adjustment in social relations, group and institutional control behavior, social interaction in leadership, crowd behavior and attitudes and adjustment.
- PSYC 236 Elementary Statistics (3-0-3)**
 This course is designed to introduce students to research techniques in the Behavioral Sciences and Humanities. These techniques are applicable to other disciplines. Focus will be on the different types of research, measurement scales, use and selection of hypothesis, relationships between dependent and independent variables, as well as other variables. Efforts will be made to introduce students to the selection of samples from populations as well as an ability to select the proper analytical technique for the available data. Other topics will include reliability, validity, frequency distributions, skewed averages/means, mode, median, normal curves and the use of grouped and ungrouped data.
- PSYC 237 Advanced Statistics (3-0-3)**
 This course covers such topics as statistical inference, data collection and analysis of data. Students will be exposed to the selection of analytical techniques, both parametric and non-parametric techniques. They will also study descriptive versus, inferential statistics, the normal curve, ranges, standard deviations and variances. They will also be introduced to the types of statistical errors, sums of squares, standard deviations, percentile rankings, non-parametric techniques such as chi-square and others. *Prerequisite: PSYC 236.*
- PSYC 240 Adolescent Psychology (3-0-3)**
 The major focus of this course will center on physical, mental, social emotional growth, and development of adolescents. Attention will also be given to problems they experience in adjusting to the home, school and community, with special emphases on the contemporary environment.
- PSYC 250 Developmental Psychology (3-0-3)**
 Students will be exposed to the study of human development, the study of how and why people change as well as how and why they remain the same. In this course students will focus on the developmental studies of all periods of life, from conception to death and stages of life, from simple growth to radical transformations, in all areas of development. *Prerequisite: PSYC 210*
- PSYC 268 Abnormal Psychology (3-0-3)**
 Both abnormal as well as normal behavior will be studied. It also deals with the etiology, diagnosis, treatment and prognosis of personality maladjustment and mental disorders. Special focuses will be placed on contemporary influences and their effect on mental disorders.
- PSYC 290 Sports Psychology (3-0-3)**
 This course is designed to study the psychological foundations of physical activity in a more expansive mode. It will also explore athletes' behavior in athletic competition, crowd behavior, rehabilitation through therapy, through physical activity, motor skill acquisition, play group dynamics, readiness, proprioception, motor educability, body image, personality, physical ability, and the phenomenology of movement.

RADIOLOGIC TECHNOLOGY (RADT)

- RADT 103 Intro to Radiologic Tech I (3-0-2)**
 This course will provide the student with an introduction to the field of Radiography. The student will be introduced to professional ethics, patient communication skills, medical terminology, and basic patient care techniques. Special emphasis will be placed on the dynamics of learning, critical thinking skills, and in developing techniques and attitudes needed to be successful in the clinical program. *Prerequisite: None*

- RADT 107 Clinical Radiography I (2-24-3)**
 This course will provide the student with a six-week orientation in program policy and procedures, professional ethics, body mechanics, venipuncture and patient care. Special instruction is given in basic radiation protection and radiographic exposure procedures prior to entering clinical. This course will allow the integration of the clinical experience with didactic and psychomotor skills taught in RADT 101 and 105. Clinical competencies are to be successfully completed on the chest and extremities. **Prerequisite: BIOL 220, BIOL 222, RADT 103, and clinical acceptance.**
- RADT 112 Radiographic Procedures and Positioning I (3-0-2)**
 This course introduces the student to the anatomical relationship and skills involved in diagnostic radiographic positioning of the chest, abdomen, upper and lower extremities, pelvic and shoulder girdles. **Prerequisite: RADT 103, clinical acceptance. Co-requisites: RADT 107 & 113**
- RADT 113 Radiologic Procedures and Positioning I Lab (0-2-1)**
 Radiographic Procedures and Positioning I accompanies this course. It provides the student with hands-on experience, independent judgment, creativity, and problem solving in the clinical energized laboratory. The student will position the chest, abdomen, upper and lower extremities, shoulder and pelvic girdles. A synopsis of radiation protection, digital imaging, and exposure is introduced prior to entering the clinical setting. **Prerequisite: RADT 103, clinical acceptance.**
- RADT 117 Clinical Radiography II (0-24-3)**
 The course is a continuation of Clinical I. The student is provided with clinical experience involving radiographic positioning of the upper and lower extremities, shoulder vertebral column and pelvic girdles. Further instructions provide the student with an opportunity to obtain experience with IVP and fluoroscopic examinations. Clinical competencies are to be successfully completed in the areas mentioned above. **Prerequisites: RADT 103, RADT 107, RADT 112 and RADT 113.**
- RADT 118 Radiography Exposure I (2-0-2)**
 The course is designed to create a foundation for understanding the principles of radiographic technique and quality. Emphasis is on radiographic-image quality through presentation of prime exposure factors, their interrelationships, solving technical problems, and making adjustments to correct those problems. Basis fundamentals concerned with the production, analysis, and recording of radiographic images are included in this course. Subject matter will include mAs, kVp, distance relations, geometric image formation, grids, beam limiting devices, filtration, sensitometry, computers, digital image acquisition and processing, technique systems including automatic exposure control (AEC) and technique charts are also discussed. An introduction of digital technology will be covered. **Prerequisites: RADT 112, RADT 113. Co-requisite: RADT 119. Course Rationale: Required of all students enrolled in the Radiologic Technology Program.**
- RADT 119 Radiography Exposure I Lab (0-1-1)**
 This course is accompanies Radiologic Imaging Principles 118. Factors which govern and influence the production of a radiographic image are presented and experiments conducted to reinforce the key concepts. The course incorporates the following aspects: creating the radiographic image, selecting optimal technical factors, determining/maintaining image diagnostic value, understanding and utilizing alternative exposure systems and methods. Special emphasis is placed on critical thinking, problem-solving techniques and radiographic image processing. Student's written communications skills as assessed through written laboratory reports. **Prerequisites: RADT 103, RADT 107 RADT 112 and RADT 113. Co-requisite: RADT 118. Course Rationale: Required of all students enrolled in the Radiologic Technology Program.**
- RADT 122 Radiographic Procedures and Positioning II (3-0-2)**
 This course introduces the students to the technical skills involved in the anatomy, procedures and positioning of the pelvis, vertebral column, bony thorax, urinary and gastro-intestinal flourosopic studies. **Prerequisites: RADT 112 and RADT 113. Co-requisites: RADT 117 and RADT 123.**

- RADT 123 Radiographic Procedures and Positioning II (0-1-1)**
 This course accompanies RADT 120, Radiographic Procedures and Positioning II, and is designed to expand the students' positioning skills, independent judgment and creativity. Using hands-on instruction in an energized laboratory, students will demonstrate proficiency in positioning the anatomic structures of the pelvis, vertebral column, bony thorax and gastro-intestinal studies, and urinary system. **Prerequisites:** RADT 112 and RADT 113. **Co-requisites:** RADT 117 and RADT 122.
- RADT 147 Clinical Radiography III (0-32-3)**
 The student is provided with clinical experience involving radiographic positioning of the upper and lower extremities, shoulder and pelvic girdles, IVP examinations and fluoroscopic examinations. Further instructions provide the student with the opportunity to obtain experience with procedures involving the skull, vertebral column and the bony thorax. Clinical competencies are to be successfully completed in the areas mentioned above. **Prerequisites:** RADT 117, RADT 122 and RADT 123.
- RADT 200 Radiologic Physics (3-0-2)**
 This course introduces the student to the principles of radiation physics. Special emphases is placed on the production of x-ray and use of electromagnetic radiation along with a review of fundamentals of mathematics, units of measurement as they relate to radiologic physics and medical imaging. The structure of matter, basic electricity, magnetism, electrical physics, radiation physics, x-ray production, target interaction, x-ray beam, x-ray generator, transformers, and rectification system is discussed along with an introduction to advanced equipment operation and quality control. **Prerequisites:** RADT 118, RADT 110 and RADT 147. **Course Rationale:** Required of all students enrolled in the Radiologic Technology Program.
- RADT 207 Clinical Radiography IV (0-24-3)**
 This course is a continuation of Clinical III. The student is provided with clinical experience involving radiographic positioning of the upper and lower extremities, shoulder and pelvic girdles, fluoroscopic examinations, surgical and trauma procedures, skull, vertebral column and the bony thorax. The student will also be provided with clinical experience in the specialty areas. Clinical competencies and evaluations are to be successfully completed in the aforementioned areas. **Prerequisites:** RADT 118, RADT 119, RADT 117, RADT 122 and RADT 123.
- RADT 215 Exposure II (2-0-2)**
 This is a continuation course of material taught RADT 118. The basic principles of computer technology, terminology and application in radiology are taught. In addition, it provides knowledge of equipment routinely utilized to produce diagnostic images utilizing the proper selection of imaging factors such as exam menu choices, technical factors, imaging plate size, grids, and markers as are vendor-driven exposure indicators in cassette-based and cassette less digital imaging. Basic computed tomography equipment is introduced to give the student basic knowledge of cross-section anatomy and how it relates to computerized tomography and other diagnostic procedures requiring a cross section anatomy approach. **Prerequisite:** RADT 109, RADT 118, RADT 119 and RADT 200.
- RADT 220 Radiation Biology and Protection (2-0-2)**
 This course explores the effects of ionizing radiation on the body, the physical and biological factors affecting radio sensitivity of cells and radiation dose-response relations, and photon interactions with matter. The course will also provide information regarding minimizing patient exposure, personal protection and information regarding radiation exposure and monitoring. **Prerequisites:** RADT 200 and RADT 215.
- RADT 232 Radiologic Procedures and Positioning III (3-0-2)**
 This course introduces the student into the anatomical relationship and skills involved studies of cranium, facial bones, special imaging procedures and an introduction of computer tomography. Students are given an opportunity to re-examine topics previously discussed in Radiologic Procedures and Positioning II. **Prerequisites:** RADT 118, RADT 119, RADT 117, RADT 122, RADT 123. **Co-requisite:** RADT 233.

- RADT 233 Radiologic Procedures and Positioning Lab III (0-1-1)**
 This course accompanies RADT 130, Radiologic Procedures and Positioning III. It is designed to enhance the student's creativity, positioning, and critical thinking skills, by allowing hands-on experience in an energized lab. The student will demonstrate proficiency in positioning the anatomic structures of cranium, facial bones, and special radiographic procedures. **Prerequisites:** RADT 118, RADT 119, RADT 117, RADT 122, RADT 123. **Co-requisite:** RADT 232.
- RADT 237 Clinical Radiography V (0-24-3)**
 This course is a continuation of Clinical IV. The student is provided with clinical experience involving radiographic positioning of the upper and lower extremities, shoulder and pelvic girdles, biliary tract, fluoroscopic examinations, skull, vertebral column and experience in the specialty areas such as mammography, ultrasonography, computed tomography, nuclear medicine, radiation therapy and special procedures. Clinical competencies are to be successfully completed in the areas mentioned above. This course also introduces students to basic computer operations. Computer application in the radiologic sciences related to capture, display, storage and distribution. **Prerequisite:** RADT 207.
- RADT 242 Radiographic Pathology and Critique (2-0-2)**
 In this course, the student will evaluate imaging for adequate positioning skills, proper radiographic technique, film identification and diagnostic quality. Emphasis is placed on basic concepts concerning medical and surgical diseases and their relationship to radiologic technology. **Prerequisite:** RADT 215 and RADT 232.
- RADT 242 Radiographic Equipment Operations and Quality Control II (3-0-2)**
 This course provides the student with a thorough understanding of radiographic imaging equipment used in fixed, mobile, or fluoroscopic equipment and the evaluation of these systems through systematic quality control testing. Topics for discussion include but are not limited to components of image intensifiers and fluoroscopic equipment, mobile radiographic equipment, components of digital imaging, types of radiographic units, accessories and quality control measures. **Prerequisite:** RADT 201 and RADT 228.
- RADT 255 Radiography Seminar I (4-0-2)**
 This course will focus on developing the professionalism that should be displayed by radiographers. Special emphasis will be placed on test-taking skills and preparation for final competency testing. **Prerequisite:** RADT 230, RADT 240 and RADT 220.
- RADT 257 Clinical Radiography VI (0-24-1)**
 This course is a continuation of Clinical V. The student is provided with clinical experience involving radiographic positioning of the upper and lower extremities, shoulder and pelvic girdles, biliary tract, fluoroscopic examinations, skull, vertebral column and the bony thorax. The student will also be provided with clinical experience in the specialty areas. Final clinical competencies are to be successfully completed from the ARRT competency list. **Prerequisite:** RADT 237.
- RADT 260 Radiography Seminar II (12-0-2)**
 This is an advanced study which integrates clinical and didactic instruction in preparation for American Registry Radiologic Technology national examination. The student must complete mock exam for registry eligibility. **Prerequisite:** RADT 255.
- READING (READ)**
- READ 093 Freshman Reading (3-2-3)**
 This course is designed for students who need practice in basic word recognition, vocabulary and comprehensive skills. Instruction is also given in critical reading and thinking skills. **(This course may not be counted toward fulfillment of degree requirements.)**
- READ 094 Freshman Reading (3-0-3)**
 Critical reading and thinking skills and reading rate are emphasized in this course which is designed to improve students' reading speed and vocabulary development. **(This course may not be counted toward fulfillment of degree requirements.)**

RESPIRATORY THERAPY (RESP)

- RESP 103 Cardiopulmonary Physiology (2-1-2)**
 A review of cardiopulmonary physiology with emphasis on structure and function. Clinical applications are introduced to gain an understanding of the normal cardiopulmonary system.
- RESP 104 Fundamentals of Respiratory Therapy (3-1-4)**
 A lecture/laboratory course covering the full scope to respiratory therapy techniques, procedures and equipment, and as well as the history and purpose of the University.
- RESP 109 Clinical Applications and Procedures I (0-16-3)**
 The course will provide clinical practice in applying general patient airway care, oxygen therapy, humidity and aerosol therapy, chest physical therapy, and infection control; designed to develop the ability to communicate with other members of the health care team.
- RESP 119 Pharmacology (2-0-2)**
 This course will prepare the student in the understanding and delivery of various medicines and pharmacological agents employed in respiratory therapy.
- RESP 121 Critical Care Concepts I (3-1-3)**
 This course is a lecture/laboratory course that prepares the student to work with ventilatory patients in the critical care units. Content includes adult mechanical ventilators, advanced airway management, ventilation techniques, critical care monitoring and assessment/care of the critically ill patient.
- RESP 123 Clinical Application and Procedures II (0-16-3)**
 This course will provide clinical instruction in adult critical care with emphasis on patient assessment, ICU monitoring, ventilation techniques and advanced airway management.
- RESP 129 Pulmonary Disease (2-0-2)**
 This course is an in-depth review of diseases of the lungs and systemic infections with emphasis on clinical support to be provided by the respiratory therapist, to include pharmacological management.
- RESP 130 Entry-Level Review (3-0-1)**
 This course is a comprehensive review in preparation for the mock certification examinations and the completion of a mock certification examination.
- RESP 218 Advanced Pharmacology (2-0-1)**
 This course will provide student with advanced knowledge of pharmacology with emphasis on drug administered to the critically ill patients, emergency settings, and operating room.
- RESP 226 Clinical Application and Procedures III (0-16-3)**
 This course will emphasize advanced skills, ventilator management, anesthesia, rehab, PICU and PFT.
- RESP 230 Respiratory Care Topics (1-0-1)**
 This course will help students develop an understanding of respiratory homecare/rehabilitation equipment, procedures and patient care. Clinical Practice Guidelines will be emphasized. Other topics relating to respiratory care will be discussed.
- RESP 231 Critical Care Concepts II (3-1-3)**
 This course is a continuation of RESP 122, an assessment modification of mechanical ventilation, initiate, conduct, or modified respiratory care techniques in an emergency setting, chest tube, and other special procedures.

- RESP 235 Neonatology and Pediatric Respiratory Care (3-0-3)**
 This course is a study of neonatal and pediatric anatomy and physiology. Emphasis on care of the newborn and pediatric patients with cardiopulmonary disorders. The student is also exposed to types of equipment used in treatment of these patients.
- RESP 240 Diagnostic Procedures (2-1-2)**
 This course is a lecture/laboratory course designed as an introduction to pulmonary diagnostics (PFT/EKG), chest x-ray, bronchoscopy, and exercise testing.
- RESP 256 Advanced Cardiopulmonary Physiology (2-0-2)**
 This course is designed for the therapist-level practitioner, includes advanced anatomy and physiology considerations of the cardiac, pulmonary, and renal systems.
- RESP 261 Clinical Application and Procedures IV (0-24-6)**
 This course is a continuation of RESP 225. The student will apply assessment skills, general respiratory care, and critical respiratory care techniques to the neonatal/pediatric patient and adult critical care patient.
- RESP 265 Pathology of Disease (2-0-2)**
 This course is an in-depth study of various disease processes emphasis is placed on their effects on the respiratory and cardiovascular systems, to include pharmacological management and clinical simulations.
- RESP 276 Advanced Review (2-0-2)**
 This course emphasis will be to acquaint the student for the unique testing requirement for registry in Respiratory care. Test matrices and exam content areas of the National Board for Respiratory Care (NBRC) Entry-Level and Written Registry Examinations will be emphasized.

SERVICE LEARNING (SLGE)

- SLGE 000 Service Learning (0-0-0)**
 This course expands and reinforces student learning outside of the classroom through volunteer service performed community agencies through the key concepts of reflection and reciprocity. Students must complete a minimum of 20 clock hours of volunteer service at approved Service Learning sites.

SOCIOLOGY (SOCL)

- SOCL 120 Effective Listening (3-0-3)**
 This course is designed to emphasize listening behaviors which are designed to improve the students listening behavior in improving listening efficiency. Emphasis will be placed on assisting students in overcoming faulty listening habits.
- SOCL 198 Introduction to Social Work (3-0-3)**
 An orientation to the field of social work, emphasizing purposes, organization, and operation of various social agencies will be conducted.
- SOCL 210 Introduction to Sociology (3-0-3)**
 This course will focus on the scientific study of society, group behavior, and organizations. Emphasis will be placed on the development and understanding of present-day social and cultural life.
- SOCL 220 Modern Social Problems (3-0-3)**
 The focus in this course is on major social problems resulting from group life in the United States. Individual, family and community organization will be examined to determine how and why specific problems develop within these groups.

SOCL 235	Marriage and the Family The institutions of marriage and the family will be the focus. Problems and interactional patterns common to these institutions will be examined.	(3-0-3)
SOCL 241	Urban Sociology Urban social structures from a world perspective will be examined.	(3-0-3)
SOCL 249	Interpersonal Communications This course is designed to emphasize the concepts of communications between and among two or more individuals with emphasis on communication principles and techniques that are employed during interviews and similar group discussions. <i>Prerequisite: SPCH 210.</i>	(3-0-3)
SOCL 250	Introduction to Anthropology The biological nature and evolution of man will be the focus.	(3-0-3)
SOCL 251	Cultural Anthropology The descriptive and historical review of societies with different cultural traditions will comprise this course.	(3-0-3)
SOCL 255	Social Work Methods This course is designed to place emphasis on approaches to understanding individuals in their milieu and problems they encounter. Emphasis will also be placed on maintaining and acquiring available resources to assist these individuals in overcoming deficiencies they may have.	(3-0-3)
SOCL 256	Minorities in America This course will examine the relationships that exist between the dominant and minority groups within the United States.	(3-0-3)
SOCL 270	Population Problems Population trends with special emphasis on the demography of the South will be examined.	(3-0-3)
SOCL 271	Introduction to Population and Human Ecology The composition of human populations and the changes in the demographic characteristics of those populations will be addressed.	(3-0-3)
SOCL 280	Criminology This course focuses on the study of criminals and how they are treated within the Criminal Justice System. Emphasis will be placed on the correctional system's role in the prevention of crime and rehabilitation of criminals.	(3-0-3)
SOCL 299	Social Gerontology This course focuses on Aging and later maturity with respect to social and personal difficulties and opportunities. Emphasis is placed on social services that are available to the elderly.	(3-0-3)

SPANISH (SPAN)

SPAN 100	Elementary Spanish I <i>[LCCN: CSPN 1013, Elementary Spanish I]</i> Basic lexicon and structure of Spanish; emphasis on the four basic skills (listening, speaking, reading, and writing) and culture of the Spanish-speaking world. Beginning course: no previous knowledge of Spanish expected or required.	(3-0-3)
SPAN 101	Elementary Spanish II <i>[LCCN: CSPN 1023, Elementary Spanish II]</i> Continuation of the study of Spanish on the elementary level. <i>Prerequisite: SPAN 100 or placement test.</i>	(3-0-3)
SPAN 200	Intermediate Spanish I <i>[LCCN: CSPN 2013, Intermediate Spanish I]</i> Intermediate level study of structures and lexicon of Spanish; additional emphasis on the four basic skills and culture. <i>Prerequisite: SPAN 101 or placement test.</i>	(3-0-3)

SPAN 201	Intermediate Spanish II <i>[LCCN: CSPN 2023, Intermediate Spanish III]</i> Continuation of the study of Spanish on the intermediate level. <i>Prerequisite: SPAN 200.</i>	(3-0-3)
SPAN 202	Hispanic Civilization The course analyzes cultural patterns, attitudes and ideas that have characterized Hispanic culture and civilization in Europe and America. <i>Prerequisite: SPAN 101.</i>	(3-0-3)
SPAN 203	Spanish Phonetics The course includes a study in Spanish morphology and syntax through the application of phonetic principles in Spanish. Scientific description of speech sounds and International Phonetic Alphabet are emphasized. <i>Prerequisite: SPAN 201</i>	(3-0-3)
SPEECH (SPCH)		
SPCH 100	Theatre Aesthetics This is an appreciation of the arts of the theatre including background, writing, producing, acting and directing. Emphasis is placed on student participation in a creative activity. Open to non-majors.	(3-0-3)
SPCH 131	Oral Communication Oral Communication is a basic course designed to enhance both verbal and non-verbal communication skills.	(3-0-3)
SPCH 200	Public Speaking This is a basic course in the theory and practice of public speaking. It stresses organization of speech content, personality, components of effective delivery, and use of voice, body and language.	(3-0-3)
SPCH 210	Fundamentals of Speech Students will be given an orientation to the functions, principles and types of effective speech with emphasis on the use of speech arts in business, social and professional situations.	(3-0-3)
SPCH 220	Supervised Observation This course is designed to provide opportunities for supervised observation of diagnostic and therapeutic procedures utilized in speech/language pathology. Students will observe sessions at local facilities (speech clinics, public schools, and hospital settings) in the area.	(0-1-1)
SPCH 230	Introduction to Phonetics This is a study of the physics and physiology of speaking and an introduction to the principles of phonetic transcription.	(3-0-3)
SPCH 240	Voice and Diction This is a study of the physical and physiological bases of phonation and the use of speech. Techniques for perfecting the operation of vocal mechanisms and for obtaining vocal control are introduced.	(3-0-3)
SPCH 246	History of the Theatre I This course is a broad survey of the history of drama from Ancient Greeks and Romans to the 18 th Century. Specific plays from each of the major eras will be analyzed for artistic trends, styles, and techniques.	(3-0-3)
SPCH 247	History of the Theatre II This course is a continuation of the survey of the history of drama from the 19 th Century to contemporary theatre. Specific plays from each period will be analyzed for major trends, styles and techniques.	(3-0-3)

- SPCH 250** **Normal Speech and Language Acquisition** **(3-0-3)**
A study of the normal development of speech and language that focuses on concepts, theories, methods, and research on the process involved in its acquisition.
- SPCH 260** **Anatomy and Physiology of the Speech and Hearing Processes** **(3-0-3)**
A study of the anatomy and physiology of the neurological, respiratory, phonatory, articulatory and hearing mechanisms.
- SPCH 270** **Introduction to Communication Disorders** **(3-0-3)**
This is a study of literature dealing with the types, causes and therapy of speech defects. This course is an introduction to the types, causes, and intervention strategies for communication disorders.
- SPCH 280** **Introduction to Audiology** **(3-0-3)**
Theory and practice of audiometric testing, theories of hearing, interpretation of audiograms, causes and types of hearing loss, and the relationship of audiology to speech therapy.
Prerequisites: Speech 250 and 260

STERILE PROCESSING TECHNICIAN (SPDT)

- SPDT 110** **Intro to Sterile Processing and Distribution** **(4-8-4)**
This course designed to prepare students for employment or supervisory positions in (but not limited to) surgical central sterile services, central supply, stocking clerks, stock rooms, order fillers, warehouse, and sterilization, disinfection, and decontamination areas.
- SPDT 210** **Central Sterile Processing Department Practicum** **(2-24-10)**
This course is designed to prepare students for employment in the related areas of central service technology as students work with preceptors to gain skills and competencies as necessary for employment as central service technicians, supervisors, central supply workers, stock clerks in the stock room or warehouse, and processing technicians for hospital areas requiring expertise in sterilization, disinfection, or decontamination skills.
- SPDT 220** **Central Sterile Processing Review** **(2-0-2)**
This is a Lecture course that will use mock written tests similar in form and content to the national certification exam to review and prepare students for the national exam. The students will prepare both independently and with supervision to sit for the National Certification Examination.

SURGICAL TECHNOLOGY (SURG)

- SURG 101** **Introduction to Surgical Technology** **(2-0-2)**
This is an orientation to surgical technology course that is open to any student interested in the surgical technology field. The course covers the history of surgery and field of surgical technology today, communication and team work, surgical conscience, healthcare facilities and related organization, legal issues, ethical and moral issues, scope of practice, risk management, the surgical patient and the care of special population. The course also covers the history and purpose of the school, and its administrative system.
- SURG 102** **Introduction to Surgical Technology Practice** **(3-3-4)**
This course includes lectures and laboratory practice designed to familiarize the student with physical environment and safety standards, asepsis and sterile technique, the principles and application of sterilization, materials management, instrumentation, equipment, and supplies, as well as surgical case management. It covers study habits, critical thinking and behavioral aspects that lead to a successful career in surgical technology. The course is open to students interested in surgical technology, but the number of students accepted is limited to the lab space available.

- SURG 112 Pathology I (2-1-3)**
 This course introduces the student to the study of anatomy and pathology with emphasis on selected conditions that are treated surgically. The student will identify anatomical structures both on mannequin and using anatomical charts.
- SURG 114 Biomedical Science (1-0-1)**
 This course covers physical environment, safety standards, and the technological sciences used in the operating room.
- SURG 116 Surgical Techniques (2-1-3)**
 The course addresses topics of hemostasis, and emergency situations, sutures, needles, stapling devices, wound healing, lymphatic circulation, and immunity. The student will differentiate types of microscope and demonstrate the use of a microscope in the lab.
- SURG 120 *Fundamental Science Review (2-1-3)**
 The student begins to prepare for the National Certification exam through a systematic review of a series of science topics required in the surgical technology curriculum. The student works both independently and in a supervised setting.
- SURG 122 *Surgical Technology - Practicum I (0-18-6)**
 The student is admitted into the Surgical Technology Program and introduced to the OR for hands-on practice in the surgical suites. Attention is geared towards gaining confidence and expertise in the application of the principles of asepsis and working with the surgical team. Functioning safely and efficiently in the clinical setting, performing circulating duties as needed, and efficiently recording and reporting operative data are emphasized.
- SURG 124 Basic Patient Care (2-1-3)**
 This course is designed to introduce the learner to weights and measures, drugs, solutions, and action and use of drugs in the care of the perioperative patient. The course covers anesthetic, hemostatic and anticoagulant agents as well as antibiotics, diuretics, oxytocics, steroids, dyes, ophthalmics, I. V. solutions and blood transfusion. Students are introduced to principles and applications of basic patient care in the perioperative area and become CPR certified.
- SURG 220 Surgical Procedures I (3-0-3)**
 Selected procedures are discussed in this course, including relevant anatomy, pathology, diagnostic procedures, tests, special preoperative preparation, instruments and equipment, supplies, drugs, intra-operative preparation, prognosis, and postoperative care and complications.
- SURG 222 Surgical Technology - Practicum II (0-18-6)**
 The student continues to develop expertise in the clinical application of operating room techniques with attention given to specific surgical procedures, with emphasis placed on functioning safely and efficiently in the clinical setting, performing circulating duties as needed, and efficiently recording and reporting operative data.
- SURG 224 Surgical Procedures II (4-0-4)**
 This course continues the study of selected procedures, with continued discussion of anatomy, pathology, diagnostic procedures, preoperative preparation, specialty instruments, supplies and equipment, prognosis, and postoperative care and complications.
- SURG 226 Surgical Technology - Practicum III (0-18-6)**
 The student continues to gain clinical proficiency in general surgical procedures and commonly performed specialty procedures. Emphasis is especially placed on functioning with minimal supervision. The student is expected to complete a minimum of one hundred and twenty-five (125) cases as specified by the 5th Edition of the AST curriculum.

- SURG 228** **Personal and Professional Development** **(2-2-4)**
This course discusses factors that affect the surgical technology profession, and addresses related professional organizations, employment skills, career opportunities, job interview, preparation of a professional resume and stress management. Students continue to prepare for the National Certification Exam.
- SURG 234** **National Exam Review** **(3-3-3)**
This course is offered each spring semester. Lectures, presentations, and mock exams similar in form and content to the national exam for surgical technology are given. Successful completion of this course is required prior to taking the national certification exam.

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President of the Southern University System and Secretary of the Board

Mr. Demetrius Sumner

Student Member

INSTRUCTIONAL FACULTY

ALAK, John I. B. (2001). Professor - Biomedical Science. B.S., Tuskegee University; B.S., Auburn University; M.S., Tuskegee University; M.P.H., University of Alabama; Ph.D., University of Arizona.

ANDERSON, Vickie G. (2006) Assistant Professor – Nursing, MSN, Grambling State University; BSN, Grambling State University; LPN, Ruston Vo-Tech; Doctoral Studies eight (8) hours, Southern University A & M College, Baton Rouge, Louisiana.

ANYANECHI, Kenechukwu (2004). Assistant Professor – Anatomy and Physiology. M.D., University of Nigeria, Nsuka, Nigeria.

BANKS, Timothy L. Instructor- Aerospace Technology. B.S. Embry Riddle Aeronautical University.

BAKER, Gaddie W. (2002). Assistant Professor – Speech. B.A., Grambling State University; M.C.D., Louisiana State University, Medical Center School of Allied Health.

BARNETT, Beverly (2004). Assistant Professor – Nursing. BSN, Northwestern State University; MSN, Northwestern State University, Natchitoches, Louisiana.

BELTON, Ray L. (1987). Chancellor; Professor Health and Human Services. A.S., Southern University at Shreveport; B.S., Southern University; M.A., University of Nebraska; Ph.D., University of Texas at Austin.

BLACKSHIRE, Cheryl D. (2006) Assistant. Professor – Nursing, MSN, Northwestern State University; BSN, Northwestern State University.

BRAZILE, Orella R. (1968). Professor, Vice Chancellor of Academic Affairs. B.S., Grambling State University; M.S., University of Texas at Commerce; M.Ed., Southern University; M.L.S., University of North Texas; Ph.D., University of North Texas.

BROWN, Devonye (2008), Instructor/ Coordinator of Event Management and Hospitality; B.S. – Business Administration/Pre-Law, Louisiana State University; M.S. Virginia. National –Louis University,

BROWN, Georgia R. (1975). Associate Professor - Biology. B.S., Southern University; M.S., Southern University; Ph.D., American College of Nutrition.

BROWN, James C. (1999), Professor – Education. B.S., Mississippi State University; M.Ed., Mississippi State University; Ed.D., University of Mississippi.

BROWN, JoAnn (1991). Assistant Professor. Division Chair of Allied Health Sciences. A.S., Southern University at Shreveport; B.S., Louisiana State University; M.B.A., University of Phoenix.

BURTON, Willie D. (1968). Associate Professor - History, and Chairman of the Department of Social Sciences. B.A., Southern University; M.A., North Carolina Central University.

CHAMPION, Iris (2002). Professor - Computer Science. B.S., Grambling State University; M.B.A., Grambling State University; Ed.D., Grambling State University.

COLLINS, Clifford R. (1971). Associate Professor - Health and Physical Education and Sociology, Coordinator of Sociology. B.S., Grambling State University; M.S., Louisiana Tech University.

COLLINS, Marci (2008). Enhancement/Freshman Studies. Mathematics. B.A., Southern University Baton Rouge; M.S. Southern University Baton Rouge.

COTTONHAM, Joyce B. (2002). Assistant Professor – English. B.A., Louisiana Tech University; M.A.L.S., Grambling State University.

DANIEL, Jimmy (1974). Associate Professor of Mathematics - Computer Science and Head of Mathematics and Computer Science Department, Coordinator of Associate of Science in Computer Science. B.S., Southern University; M.S. (Mathematics), Southern University; M.S. (Computer Science), Southern University.

DAVIS, Stancy MSN, University of Phoenix; BSN Grambling State University.

DIXON, Belinda (2012). Instructor – Psychology. B.S.. Southern University Baton Rouge; M.A. Louisiana Tech

EATMAN, Lynne (1999). Instructor/Clinical Coordinator – A.D., Dental Hygiene, Howard University; B.S., Organizational Management, Wiley College; M.A. Central Michigan State.

FAGBEYIRO, Gabriel (1987). Assistant Professor - Computer Science. B.S., Economics, Grambling State University; B.S., Computer Information Systems, Grambling State University, M.B.A., Grambling State University; Ed.D., Grambling State University.

FLANAGAN, Patricia W. (1977). Assistant Professor – English. B.A., Grambling State University; M.A.L.A., Grambling State University.

FOGLEMAN, David (1999). Instructor/Director of Aerospace Technology, A.M.T. Diploma, Spartan School of Aeronautics, Tulsa, OK; A.A.S Eastern New Mexico University- Roswell; Th.B, Bible Missionary Institute, Rock Island, IL; M.Ed., Louisiana State University at Shreveport.

- FRANKLIN, LaDaryl**, Lt. Col. (2011) Military Science. B.S. Louisiana State University, M.S. Tulane, 2001.
- GREEN, Jennifer** (2003). Assistant Professor – English. B.A., Northeast State University, ULM, MALS, Grambling State University.
- GREEN, Sharon F.** (1983). Associate Professor of Radiologic Technology. B.S., Northeast Louisiana University; M.A., Louisiana Tech University; Ed.D., Grambling State University.
- HAMILTON, Debra J.** (1989). Associate Professor - English. B.A., Wiley College; M.A.L.S., Grambling State University.
- HAMILTON, Lonnie** (2003) Instructor- Psychology. B.S., Louisiana State University; M.A. Louisiana Tech University.
- HARGONS, Richard K.** (2005). Instructor – Aerospace Technology, A.A.S., Bossier Parish Community College; A.A.S., University of Arkansas.
- HESTER, Barry C.** (1994). Professor - Chemistry, Coordinator of Associate of Science in Chemistry and Chairperson of Division of Science and Technology. B.S., Grambling State University; M.S., North Texas State University; Ph.D., University of Nevada.
- HESTER, Cynthia** (2008), Division Chair of Business Studies, Assistant Professor; B.S. – Accounting, Grambling State University; M.B.A. - Louisiana Tech University.
- HESTER, Sonya D.** (1993). Associate Professor - English. B.A., Grambling State University; M.A., Grambling State University.
- HOLLIS, Barbara** (2005). Assistant Professor- Biology. B.S., Grambling State University, M.S., Southern University, Ph.D., University of Denver.
- HOLT, Rosalyn J.** (1975). Assistant Professor of Political Science, Chair of Division of Behavioral Sciences and Education. B.A., Southern University; M.A., Southern University.
- HOLT, TreyVon** (2011). Assistant Professor of Chemistry. B.S., Louisiana State University, M.S., Louisiana State University.
- HOLMON, Aylwin** (2008), Assistant Professor of Accounting; B.S. – Accounting, Southern University; M.B.A., Centenary College of Louisiana.
- HUDSON, Robert C.** (2003). Assistant Professor of Electronics Technology. B.S., Southern University; M.S., Stanford University; Ph.D., Louisiana Baptist University.
- HUNT, Florese** (1968; 2007). Instructor of Health and Physical Education. B.S. Grambling State University; M.S. Louisiana Tech University.
- IGBOKWE, Gwendolyn C.** (1992). Associate Professor - Health and Human Services, Department Chair Human Services, Coordinator of Associate of Science in Health and Human Services. B.S., Tuskegee University; M.Ed., Tuskegee University.
- ILIEV, Ilko G.** (2001). Assistant Professor of Biology/Microbiology, B.S., Sofia University; M.S., Sophia University.
- JACKSON, Debra** (2004). Assistant Professor – Nursing. BSN, Northwestern State University; MSN, Northwestern State University, Natchitoches, LA.
- JACKSON, Frederick** (2005). Instructor- Criminal Justice Administration. B.S. Criminal Justice, Grambling State University; M.S., Criminal Justice, Grambling State University.
- JENKINS, Leonard** (1996). Assistant Professor - Mathematics. B.S., Louisiana Tech University; M.B.A., Louisiana Tech University.
- JOHNSON, Rosalyn Cpt.** (2011) Military Science. M.S. Louisiana Tech, 2010.
- JOHNSON, Terri** (2000). Instructor – Dental Hygiene. B.S., Louisiana State University.
- JONES-BURDEN, Nena** (1999) Clinical Coordinator MLT/Phlebotomy, A.S. Southern University Shreveport; B.S., University Louisiana Monroe.
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- LEGGETT, Vanessa M.** (1986). Associate Professor - Reading and Director of Enhancement and Freshman Studies. B.A., Grambling State University; M.A.L.S., Grambling State University.
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- LEWIS, Gwendolyn C.** (1979). Assistant Professor- Speech, Coordinator of Speech. B.A., Grambling State University; M.A., Louisiana Tech University.

- LINNEAR, Connie** (2004). Instructor – Nursing. BSN, Northwestern State University; MSN, Northwestern State University, Natchitoches, Louisiana.
- LOWE-HARRIS, Katrina T.** (2004) Instructor – Respiratory Therapy, A.S. – Bossier Parish Community College. B.S. Wiley College.
- MANNING, Nathaniel** (2001). Associate Professor of Business Studies, Coordinator of Associate of Science in Business Management. B.S., B.A., Grambling State University; M.B.A., Louisiana Tech University.
- MATTHEWS, Claudine** (1995). Instructor and Director of Clinical Education- Allied Health. A.S., Southern University at Shreveport, B.S. Wiley College.
- MAY, KATHERAN** (2010). Instructor-Radiologic Technology - B.S R.T. (R), Northeast Louisiana University, Monroe, LA; M.A., Central Michigan University.
- MCCRAY, Lonnie** (2011). Assistant Professor—Department of English. B.G.S. Louisiana State University in Shreveport; M.A. Louisiana Tech University; Ph.D. University of North Texas.
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- NOBLE, Angillar** MSN, University of Phoenix; BSN Grambling State University.
- ORBAN, Joseph I.** (2000). Professor of Biomedical Sciences. B.S., Tuskegee University; M.S. Vet., Tuskegee University; M.S., Auburn University; Ph.D., Auburn University.
- O’RILEY, Jane R.** (2001). Associate Professor – Acquisition Librarian/Reference Service. B.S., Wiley College; M.L.S., Atlanta University.
- PARKER, Theresa** (2008). Instructor-Clinical Coordinator, Surgical Technology. A.S. Southern University at Shreveport.
- PHILLIPS, June** (1968). Associate Professor-English, Chairperson of the Humanities Division, Coordinator of Honor’s Program. B.A. Philander Smith College; M. A., Louisiana State University.
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Glossary

Academic Advisor - a member of the college staff who helps students set educational goals and select courses to meet those goals.

Academic Load - the total of semester hours of course work for which a student is registered in a semester or summer session.

Add - During any single semester, to enroll in additional course(s) after registration.

Admission - written permission, granted by the Registrar, to register for course work at SUSLA.

Area of Concentration – The primary content areas of study in the Associate of General Studies degree program, not a major.

Audit - enrollment in a course without receiving academic credit.

Break in Academics - When a student sits out one semester or more and then returns.

Catalog - the book containing course descriptions, certificate and associate degree requirements, and general information.

Class Bulletin - A publication for each semester listing classes, sections, dates, times, instructors' names and meeting places. This publication is used by students in preparing personal class schedules each semester.

Co-requisite - A requirement that mandates a student to take courses simultaneously.

Course Load - the number of hours or courses in which a student is enrolled in any given semester.

Credit hours/semester hours - the unit of credit earned for course work. Each college course is worth a certain number of credit or semester hours. This number is determined by the type of class and the number of hours per week it meets. For example, a 3-credit hour class (English, history, etc.) meets 3 hours per week during the fall/spring semester. Check this catalog or the current class bulletin for the value of any course you wish to take.

Credit/Non-Credit - credit classes are those that award academic credit and may apply toward a degree. Non-credit classes do not apply toward a degree.

Curriculum - an officially approved combination of courses, satisfactory completion of which may lead to a degree or other goal.

Developmental Studies Courses - courses which develop prerequisite skills in reading, writing and mathematics. Because of the nature of these courses, the credit earned will not count toward graduation requirements.

Dismissal - final termination, by proper University authority of a student's enrollment in the University.

Drop - the act of officially withdrawing from a particular course without penalty before a specified date. It is the student's responsibility to drop a course by the date published.

Elective - a course called for in a curriculum without specific identification; the student "elects" the course to be taken. The area in which the elective must be chosen is sometimes specified.

Fee - a charge in addition to tuition charges, which the college requires for service.

Full-time student - a student who is enrolled for at least 15 credit hours during a semester or for 6 credit hours during a summer session.

GPA - Grade Point Average.

Lab hours - the number of hours a student spends each week in a laboratory or other learning environment.

Lecture hours - the number of hours a student spends each week in a classroom other than a laboratory.

Major - a student's primary field of study. There is no "major" in the General Studies program. See "Area of Concentration."

Minor - a student's secondary area of study. Some curricula do not require the completion of a minor.

Prerequisite - a requirement that must be satisfied, often another course, before a student can take a course.

Probation - a warning for a student whose academic work or behavior is unsatisfactory. Students on academic probation may be suspended if their academic performance does not improve.

Quality Point - a numerical value assigned each of the letter grades A through F. The grade of A is valued at four quality points for each semester hour of credit in the course. B is three points per hour, C is two, and D is one. A grade of F has a quality point value of zero. The letters NC also represent a quality point of zero. A through F values are used in calculating a student's "grade point average" and academic standing.

Registrar - the University official responsible for compiling and keeping secure the official records of each student's scholastic achievement.

Resignation - a student's voluntary termination of enrollment in all classes carried out in accordance with University procedures.

Semester hour - the numerical value of a course usually based on the number of hours spent in the class per week in a regular session.

Special student – a student who has accumulated 60 or more semester credit hours.

Transfer student - one who has attended another college or university prior to entering SUSLA.

Transcript - an official copy of a student's academic record which can be obtained through the Admissions Office. An official transcript must have the seal of the college affixed and the signature of the Registrar.

Withdrawal - the act of ending enrollment in classes. A student withdrawing must go through a formal procedure. It is the student's responsibility to withdraw officially by the appropriate date. (Designated with a "W" on Grade Report Forms).

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