

SOUTHERN
Board of Supervisors
UNIVERSITY



Meetings

9:00 a.m.
Friday, August 24, 2012

Board of Supervisors Meeting Room
2nd Floor, J.S. Clark Administration Building
Southern University and A&M College
Baton Rouge, Louisiana

ACADEMIC AFFAIRS COMMITTEE

9:00 a.m.

Friday, August 24, 2012

Board of Supervisors' Meeting Room
2nd Floor, J.S. Clark Administration Building
Southern University and A & M College
Baton Rouge, Louisiana

AGENDA

1. Call to Order and Invocation
2. Roll Call
3. Adoption of the Agenda
4. Public Comments
5. Action Items
 - a. Recommendations for Tenure and Promotion, SUBR
 - b. Revised Proposal for B.S./M.S. Mathematics/Physics Degree Program, SUBR
 - c. Termination of selected Academic Programs, SUBR
 - d. Change in designation of Technical Studies Program to Applied Science Degrees (Web Development and Computer Information Systems), SUSLA
 - e. Suspension of Faculty Load Policy, SUSLA
 - f. Ratification of candidates for degrees, 2012 Summer Commencement, SUBR
 - g. President's Recommendation regarding Dr. Ashraf Esmail's Grievance, SUNO
6. Informational Item
 - a. Recruitment and Admissions Update, SUBR
7. Other Business
8. Adjournment

Members

Dr. Eamon M. Kelly – Chair; Mrs. Ann Smith- Vice Chair;
Mr. Calvin W. Braxton, Sr., Atty. Tony M. Clayton, Rev. Joe R. Gant, Jr.,
Mr. Marc A. Guichard, Mr. Willie E. Hendricks, Atty. Patrick D. Magee,
Rev. Samuel C. Tolbert, Jr., Mr. Darren G. Mire - Ex Officio



Office of the Chancellor
P. O. Box 9374
[225] 771-5020
FAX [225] 771-2018

August 9, 2012

Dr. Ronald Mason, President
Southern University System
J. S. Clark Adm. Bldg.
Baton Rouge, LA 70813

Dear Dr. Mason:

Attached are tenure and promotion recommendations for the Baton Rouge Campus for the 2011-2012 academic year. The dossiers for all applicants have been reviewed and acted upon at the appropriate levels.

We now seek your approval and the approval of the Board.

Sincerely,

James L. Llorens
Chancellor, SUBR

JLL/swm

xc: Ms. Evola Bates
Ms. Cheryl Dunn

SOUTHERN UNIVERSITY and A&M COLLEGE

BATON ROUGE, LOUISIANA

TENURE AND PROMOTION

ACADEMIC YEAR 2011-2012

Tenure and Promotion Recommendations 2011-2012

COLLEGE/ SCHOOL	NAME	REVIEWERS' RECOMMENDATIONS						COMMENTS
		DEPARTMENTAL RTP	CHAIR	COLLEGE/ SCHOOL RTP	DEAN	VC ACAD AFFAIRS	CHAN- CELLOR	
Public Policy								
	Chanika Jones	No	Yes	No	No	No	No	
Sciences								
	Oswald D'Auvergne	Yes	Yes	Yes	Yes	Yes	Yes	
	Regina Enwefa	***	**	****	****	Yes	Yes	
	Stephen Enwefa	***	**	****	****	Yes	Yes	
	Anthony Igiede	Yes	Yes	Yes	Yes	Yes	Yes	
	Osman Kandara	No	Yes	Yes	Yes	Yes	Yes	
	Martinez- Ceballos Eduardo	Yes	Yes	Yes	Yes	Yes	Yes	

****Chair refused to look at the application, but is vehemently against promotion and/or tenure.**

*****Department faculty refused the formation of a Departmental RTP.**

******Action Deferred until January 2011.**



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August 9, 2012

Dr. Ronald Mason, President
Southern University System
J. S. Clark Adm. Bldg.
Baton Rouge, LA 70813

Dear Dr. Mason:

Attached is a proposal for a BS/MS Program in Math and Physics. We now request your approval and the approval of the Board.

Sincerely,

James L. Llorens
Chancellor, SUBR

JLL/swm

xc: Ms. Evola Bates
Ms. Cheryl Dunn



COLLEGE OF SCIENCES
P.O. Box 9696
Southern University and A&M College
Baton Rouge, Louisiana 70813

Voice: (225) 771-5170
FAX: (225) 771-2013

May 13, 2012

Dr. Janet S. Rami
Interim Provost and Executive Vice Chancellor
Office of Academic Affairs
3rd Floor, J. S. Clark Administration Building
Southern University and A&M College
Baton Rouge, LA 70813

Re: Transmittal of a Revised Submission of the Descriptions of the New BS/MS Degree Programs in Math/Physics to the Louisiana Board of Regents (BoR)

Dear Dr. Rami:

Please take the necessary steps to transmit to Dr. Karen Denby at the BoR - by way of the Chancellor, the SU System, and the SUS Office of the President - the accompanying document, which is a revised submission of the descriptions of the new SUBR MATH/PHYS BS and MS Degree Programs. The revised descriptions address questions raised by Dr. Denby in her review of previously submitted descriptions of the two programs.

A hardcopy of the document is being delivered to your office.

Respectfully,

Robert H. Miller, Jr.
Dean of Sciences

From: bagayoko@aol.com
To: RHMILLERJR@aol.com
CC: katrina_cunningham@subr.edu
Sent: 5/12/2012 12:08:26 P.M. Central Daylight Time
Subj: Documents Relatifs to the Consolidation of the BS & MS Degree in Math & Phys - FOR THE REGENTS

Dear Dean:

This communication comes to submit the content of the attached, zipped folder to you for your review, approval, and transmission to the Board of Regents through the Campus and System Administrative Structures. As you may recall, we first prepared and submitted (1) the consolidation for the BS in Mathematics and Physics and (2) the consolidation for the MS in Mathematics and Physics in the fall of 2011.

The attached folder contains (1) a transmittal communication that answers questions raised by Dr. Denby after her review of the aforementioned documents, (2) the revised versions of the two (2) consolidation documents identified above, and (3) the four (4) "Per Semester Schedules of Courses," called "Balance Sheets," for the BS and the MS degree programs in Mathematics and Physics, with a Mathematics or Physics Concentration. These four (4) balance sheets naturally take into account the revisions noted above.

Faculty and chairs in the Departments of Mathematics and of Physics met to develop these documents. As the contact person, it was my responsibility to make the corrections agreed upon and to draft a transmittal communication that is congruent with them.

The content of the attached folder was sent to Dr. Cunningham (and through her to mathematics faculty members) and to several physics faculty members for review and comments. No changes were needed. So the content of the attached folder is from Mathematics and Physics, even though I am making the transmission (in my name and that of Dr. Cunningham) - with a copy to Dr. Cunningham.

It is hoped that these documents will be acted upon as quickly as possible at the campus and system levels and transmitted to Dr. Karen Denby at the Louisiana Board of Regents.

Thank you very much for your attention and for your usual support.

Diola Bagayoko



THE TIMBUKTU ACADEMY
Southern University and A&M College
P. O. Box 11776
Baton Rouge, Louisiana 70813
Voice: (225) 771-2730 Fax: (225) 771-4341
www.phys.subr.edu/timbuktu.htm



Diola Bagayoko, Ph.D., Director
Bagayoko@aol.com


Ella L. Kelley, Ph.D., Co-Director
Ella_Kelley@subr.edu

MEMORANDUM

TO: Dr. Karen Denby
Louisiana Board of Regents

Through: SUBR Chancellor's and SUS President's Offices

Via: The Assistance of the Dean of the College of Sciences
Robert H. Miller, Jr., Ph.D.

FROM: Diola Bagayoko, Ph.D. 
Southern University System Distinguished Professor of Physics and Chairman, Physics
Director, the Timbuktu Academy and LS-LAMP, and

Katrina Cunningham, Ph.D.
Chairperson, Department of Mathematics

DATE: May 11, 2012

SUBJECT: Revised Submissions Relative to the BS and the MS Degrees in Mathematics and Physics,
with Concentration in Mathematics or in Physics

This communication comes to submit to you the attached, revised documents relative to the BS and the MS degree programs in Mathematics and Physics, with concentration in Mathematics or in Physics. As I told you over the phone, your questions helped us to strengthen both degree programs by ensuring that graduates have adequate exposure and knowledge in both disciplines, and not just in their respective concentrations.

Specifically, as you will see in the detailed course schedules (called Balance Sheets), Phys 271 (Modern Physics – a survey course for undergraduate majors in Mathematics and Physics) and Phys 585 (Graduate survey in contemporary Physics), are two courses moved among the core courses to the above effect. Please note that with these courses, in addition to the previous ones, students in the Mathematics concentration will have ample exposure and knowledge of Physics the same ways Physics concentration students do as far as Mathematics is concerned. Besides, the graduate survey course is an enhancement even for the Physics concentration students at the MS level. Without it, most of them will not have the summative view of the discipline, despite mastering some specific aspects for their MS research. We provide below specific answers to the questions you raised.

MS/Mathematics and Physics: Instead of leaving it to elective selections to ensure adequate exposure of students to both disciplines, Physics 585 significantly guarantees that students have a global view of Physics. As

The Director of the Timbuktu Academy received the 1996 charter-US Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring (US-PAESMEM). The Academy and its Co-Director received 2002 U.S.-PAESMEM for exceptional programs. The Timbuktu Academy and its Director won the 2007 National Benjamin Banneker Legacy Award. The Director received the 2009 Lifetime Mentor Award from the American Association for the Advancement of Science (AAAS).

for Mathematics, the previous courses already ensure this global view for Physics concentration students.. Mathematical Physics (Phys 510) is nothing else but Mathematics applied to solving physics problems. Computational Linear Algebra (Math533) is a core course that Physics concentration students have to take; so is the course on Foundations of Mathematics and Physics (Math 500).

BS/Mathematics and Physics: Excluding the biology courses, the BS in Mathematics and Physics includes 26 credits of Mathematics and Physics courses in the common core. There presently are only three and two free electives in the course schedules for the concentrations in Mathematics and in Physics, respectively. We require that one of these electives be a physics course, for Mathematics concentration students, and a Mathematics course, for the Physics concentration students. **The net result is that there will be 29 Mathematics and Physics credits in common.** Presuming that general education courses account for close to 60 of the 120 credits needed for the BS degree in Mathematics and Physics, then close to half (30) of the discipline specific courses will be in the common core.

Education Tracks: As you noted, Mathematics has had a Mathematics education option for some time. Physics also started a Physics education track before the low completer review. Upon becoming chairman in January 2009, I proposed and my colleagues agreed that we establish this option to help the country, the state and ourselves! Indeed, as you may know, the layer-cake decision of 1898 (Biology in 9th grade, Chemistry in the 10th grade, and if Physics was to be taken, the 12th grade was preferred) decimated the corps of physics teachers. Schools recruited biology teachers first and then chemistry teachers. A reaction to this pattern has been that colleges of education (and universities in general) stopped producing truly well trained physics teachers for the most part. Only recently, with the reform movements, has the realization been properly made that the dearth of physics majors nationwide, as compared to biology and chemistry, is a direct consequence of this situation. So, our Physics education option is critically important if viewed in this national context.

We worked with the College of Education (that worked with the State Department of Education) to have our Physics education option such that, while earning the BS degree in Mathematics and Physics, with Physics concentration and Education option, the prospective graduate concomitantly earn certification for secondary education. So, the course schedule is such that students take Mathematics and Physics courses while following the certification training in the College of Education.

The delay in submitting the attached documents was primarily due to the fact that we wanted to finalize the revised course schedules for the Education tracks (or options) for Mathematics and for Physics Concentrations. That turned out to be more difficult than we thought. The College of Education has to consult with the State Department of Education before it can make any modification to the certification training program, a modification that is necessary for the proper alignment of a few courses in the BS in Mathematics and Physics, for both concentrations, with education option. **We hope to have these issues resolved before the end of the summer.**

Instead of indefinitely delaying submission, we concluded that it may be best to provide this transmittal and the attached and revised documents to you for (1) the consolidation for the BS, (2) the consolidation for the MS, (3) the course scheduled for the BS in Mathematics and Physics with Mathematics concentration, (4) the course schedule for the BS in Mathematics and Physics with Physics concentration, (5) the course schedule for the MS in Mathematics and Physics with Mathematics concentration, and (6) the MS in Mathematics and Physics with Physics concentration.

Thank you very much for your attention.

The Director of the Timbuktu Academy received the 1996 charter-US Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring (US-PAESMEM). The Academy and its Co-Director received 2002 U.S.-PAESMEM for exceptional programs. The Timbuktu Academy and its Director won the 2007 National Benjamin Banneker Legacy Award. The Director received the 2009 Lifetime Mentor Award from the American Association for the Advancement of Science (AAAS).

**Louisiana Board of Regents
2011 Academic Program/Low Completer Review
APPEAL for CONSOLIDATION of Existing Academic Program**

Please submit an electronic copy (email attachment, Word or Word Perfect Document preferred; signed PDF may also be attached) of the completed document to Dr. Karen Denby, Associate Commissioner for Academic Affairs, at karen.denby@la.gov no later than **Monday, February 28, 2011**. Early submission is welcome. All requests for consolidations are to be submitted through the appropriate system office. Documentation of campus and system final approvals of the new curriculum must be provided before the inventory change will be presented to the Board of Regents. Upon approval of the consolidation appeal, Regents' staff will provide instructions for final consolidated curriculum approval.

General Information	DATE:
Campus: Southern University and A&M College in Baton Rouge, LA	College/School with Program(s): College of Science/Department of Mathematics and the Department of Physics
Program(s) to be Consolidated (Title, CIP): BS in Physics, CIP-400801 BS in Mathematics, CIP-270101	Date of initial Program Implementation: BS in Physics, Before 1972 BS in Mathematics, Before 1960
Proposed <u>New Program</u> (Title, CIP): BS in Mathematics and Physics, CIP-270199	
Program Coordinator/Contact Info: Dr. Katrina Cunningham (contact info: Katrina_cunningham@subr.edu / (225)771-5180)	

Description and Rationale

A. Brief description of what the consolidation would entail and a plan for implementation
The first consolidation meeting entailed the development of the common core for the BS in Mathematics and Physics. These core courses, to be taken by all students pursuing the BS in Mathematics and Physics, are listed on an attached page. The core entails twenty-seven credit hours. The consolidation also provides for a concentration in Mathematics and one in Physics. The implementation, expected to be straight forward, commences at the beginning of the fall of 2011. Additional details on the implementation are provided below on student advisement.

B. Reasons why a consolidated program would succeed as compared to the current arrangement
This program is expected to succeed, compared to the current arrangement, due in part to increasing student enrollments. The inter-disciplinary nature of the program provides a tangible and marketable competitive edge for prospective graduates. We will vigorously recruit students, with the assistance of other pertinent offices. We expect to apply for student support programs at the National Science Foundation and other agencies or organizations.

C. Total credit hours in curriculum for proposed consolidated program: 120
Outline the curriculum (*Course Rubric, Title, Credits*) for the proposed consolidated program, in sequence. Indicate any new courses that will be offered in the new program as electives.

CORE - Please see the first page following this form. -	Concentration/Option: (<i>Title</i>) - Concentration in Mathematics -
	Concentration/Option: (<i>Title</i>) - Concentration in Physics -

D. Indicate any special requirements. If the consolidation involves a graduate degree, indicate if a thesis or dissertation is required and, if not, what is substituted.
There are no special requirements beyond (1) taking and passing all the core courses, (2) taking and passing all the required courses for the applicable concentration, and (3) taking and passing the comprehensive examination [constructed with contents from (1) and (2)]. Prospective graduates have to meet all applicable requirements of the College of Sciences and of the University. They have to earn, among other things, 120 credits as specified in the University catalogue and above.

Students

A. Provide enrollment and completer data for the last three years for each existing program involved in the consolidation, by year classification. Please use the tables below.

Existing Degree Program:	ENROLLMENT Data:		
	2007-2008	2008-2009	2009-2010
BS in Mathematics	36	35	48
BS in Physics	13	15	20

Existing Degree Program:	COMPLETER Data:		
	2007-2008	2008-2009	2009-2010
BS in Mathematics	11	6	7
BS in Physics	2	2	1

B. Explain how students currently enrolled in programs involved in the consolidation will be advised/transferred into the new program and how they may benefit from the consolidation of existing programs.

We first state that students who enroll as of the fall of 2011 are coming into the new degree program. Therefore, they will be co-advised by their primary advisor, in their concentration, and by a second advisor in the other sub-discipline. The students who were enrolled before or in the spring of 2011 will be thoroughly informed with brochures and advisement of the new opportunities available to them. It is expected that a significant number of these students will opt to graduate under the new program (i.e., BS in Mathematics and Physics with a concentration in either Mathematics or in Physics). Those who select the new program will benefit from the co-advisement arrangement set-up for the new program, and they will be enriched further by the new curriculum, including the new elective courses. [The newness of these electives stems from the fact that they could not be counted, before the consolidation, as electives for the sub-discipline under which they are listed.]

Fiscal Impact

Provide a five-year projection of the anticipated fiscal impact or opportunities for reinvestment, with consolidation. (Explain projections, as applicable.)

Year 1	\$26,000 (Salaries and benefits for instructors of two introductory courses for physics majors)
Year 2	\$26,000 (Salaries and benefits for instructors of two introductory courses for physics majors)
Year 3	\$26,000 (Salaries and benefits for instructors of two introductory courses for physics majors)
Year 4	\$26,000 plus a significant increase in SCHs due to increased enrollment
Year 5	\$26,000 plus a significant increase in SCHs due to increased enrollment

Other Information

Present any other significantly pertinent information that has not been requested.

This interdisciplinary arrangement will immensely benefit our program as well as the students. Specifically, we expect them to be a new kind of graduate who will not only successfully pursuing advanced degrees in their respective concentrations, but also be highly competitive, versatile, and flexible in positions in the private and public sectors, including high technology industries.

A significant increase in enrollment is expected after the new program has had the opportunity to undertake, in collaboration with other offices at SUBR, a vigorous recruitment campaign that will extol the virtues, demands for, and versatility of a BS degree in "Mathematics and Physics."

Program Terminations as a result of this Review will be on the inventory, effective **May/2011**.

Expected Date (Mo/Yr) for Full Approval and Implementation of the new program: August 2011.

Note. It is expected that if a consolidation appeal is accepted by the Board of Regents the new program will be fully approved and in place no later than December 2011. Should this not occur, the institution will have to submit a full proposal for a new academic program (ref: Academic Affairs Policy 2.05).

Approvals (for BoR purposes only):

Board of Regents: Appeal	Campus – Program	System Office – Program	Board of Regents - Final

BS IN MATHEMATICS AND PHYSICS
SOUTHERN UNIVERSITY AND A&M COLLEGE
BATON ROUGE, LOUISIANA

Common Core Courses for the BS in Mathematics and Physics

They are required for the BS in Mathematics and Physics
 (Irrespective of a Concentration)

(Total Number of Credits: 27)

Number	Title	Credits
BIOL 104	General Biology (Lecture)	3
BIOL 106	General Biology Laboratory	1
MATH 264	Calculus I	4
PHYS 221	General Physics I (Lecture)	3
PHYS 223	General Physics I Laboratory	1
MATH 265	Calculus II	4
PHYS 222	General Physics II (Lecture)	3
PHYS 224	General Physics II Laboratory	1
MATH 276	Statistics for Scientists and Engineers	3
MATH 364	Calculus III	4
PHYS 271	Modern Physics (in depth survey course)	3

Students in a concentration will take at least one elective course of 3 credits in the other discipline.

Required Courses for the Concentration in Mathematics

Number	Title	Credits
MATH 233	Intro to Linear Algebra	3
MATH 250	Topics in Geometry	3
MATH 330	Modern Algebra I	3
MATH 365	Advanced Calculus	3
MATH 370	Intro to Differential Equations	4
MATH 462	Real Analysis	3

Required Courses for the Concentration in Physics

(Option: Ph.D. Track)

Number	Title	Credits
PHYS 311	Mathematical Physics	3
PHYS 341	Experimental Physics I	3
PHYS 342	Experimental Physics II	3
PHYS 345	Thermodynamics	3
PHYS 411	Advanced Math Physics	3
PHYS 416	Advanced Mechanics I	3
PHYS 425	Electromagnetic Theory I	3
PHYS 435	Quantum Physics I	3

Required Courses for the Concentration in Physics*

***Option: Physics Education**

Number	Title	Credits
PHYS 201 or 202	Earth Science I or II	4
PHYS 206	Introduction to Astronomy plus Lab.	4
PHYS 271	Modern Physics	3
PHYS 341	Experimental Physics I	3
PHYS 345	Thermodynamics	3
PHYS 435	Quantum Physics I	3

Elective Courses for the Concentration in Mathematics

A student is required to take at least one course in each of Blocks 1, 2, and 3. One course in Block 4 can substitute for a course in Block 1, 2, or 3.

Block 1		
MATH 346	Seminar for ACTL Exam 100	3
MATH 401	History of Math	3
MATH 446	Seminar for ACTL Exam 110	3
MATH 450	Topics in Geometry	3
MATH 492	Intro Pt-Set Topology	3
MATH 499	Seminar in Mathematics	3
Block 2		
MATH 432	Elem Number Theory	3
MATH 433	Linear Algebra	3
MATH 435	Modern Algebra II	3
Block 3		
MATH 379	Discrete Mathematics	3
MATH 390	Co-op for Math Majors	3
MATH 463	Complex Variables	3
MATH 470	Differential Equations	3
MATH 472	Boundary Value Problems	3
MATH 475	Probability & Statistics I	3
MATH 476	Probability & Statistics II	3
MATH 477	Math Modeling	3
Block 4		
PHYS 206	Intro to Astronomy	3
PHYS 207	Intro to Astronomy (Lab)	1
PHYS 311	Mathematical Physics	3
PHYS 411	Advanced Mathematical Physics	3
PHYS 400	Computational Physics	3
PHYS 493	Special Problems in Physics	3
Other Physics courses with the approval of the Concentration in Mathematics		

Elective Courses for the Concentration in Physics

A student in the Ph.D. track is required to take at least three courses in Block 1. One course in Block 2 can substitute for a course in Block 2

Number	Title	Credits
Block 1		
PHYS 145	Discovery in Physics	3
PHYS 200	Programming in Physics *	3
PHYS 201 or 202	Earth Science I or II	4
PHYS 206	Intro. to Astronomy	3
PHYS 207	Intro. to Astronomy Lab.	1
PHYS 281	Radiation Physics I	3
PHYS 282	Radiation Physics II	3
PHYS 332	The Physics of Waves	3
PHYS 400	Computational Physics **	3
PHYS 405	Physics & Technology of Energy	3
PHYS 426	Electromagnetic Theory II	3
PHYS 436	Quantum Physics II	3
PHYS 462	Astrophysics	3
PHYS 472	Solid State Physics	3
PHYS 491	Special Probs. in Physics	1
PHYS 492	Special Probs. in Physics	2
PHYS 493	Special Probs. in Physics	3
Block 2		
MATH 233	Introduction to Linear Algebra	3
MATH 250	Topics in Geometry	3
MATH 330	Modern Algebra I	3
MATH 370	Introduction to Ordinary Differ. Equations	3
MATH 379	Discrete Mathematics	3
MATH 401	History of Mathematics	3
MATH 432	Elementary Number Theory	3
MATH 365	Advanced Calculus	3
MATH 433	Linear Algebra	3
MATH 463	Introduction to Complex Variables	3
MATH 477	Mathematical Modeling	3
Other Mathematics courses with the approval of the Concentration in Physics		

*Phys 200 satisfies the requirement for computer literacy.

** Phys 400 should preferably be taken at the same time as Phys 311.

Bachelor of Science (BS) in Mathematics and Physics*
***Mathematics Concentration**
(Suggested Program by Semester)

Freshman Year

FIRST SEMESTER				SECOND SEMESTER			
Course		No.	Cr.	Course		No.	Cr.
Freshman Seminar	FRMN	110	1	Freshman Seminar	FRMN	111	1
Freshman Composition	ENGL	110	3	Freshman Composition	ENGL	111	3
History of Civilization	HIST	114	3	History of Civilization	HIST	115	3
Calculus I	MATH	264	4	Calculus II	MATH	265	4
Biology Elective	BIOL		3	Foreign Language			3
Biology Elective	BIOL		1	Health/PE Activity			2
TOTAL			15	TOTAL			16

Sophomore Year

FIRST SEMESTER				SECOND SEMESTER			
Course		No.	Cr.	Course		No.	Cr.
Intro to Linear Algebra	MATH	233	3	Topics in Geometry	MATH	250	3
Calculus III	MATH	364	4	Intro to Diff. Eq.	MATH	370	4
Foreign Language			3	Technical Writing	ENGL	362	3
Literature Elective	ENGL		3	Arts Elective			3
Free Elective			3	Humanities Elective			3
TOTAL			16	TOTAL			16

Junior Year

FIRST SEMESTER				SECOND SEMESTER			
Course		No.	Cr.	Course		No.	Cr.
Modern Algebra I	MATH	330	3	Statistics for Math and Engr.	MATH	276	3
General Physics	PHYS	221	3	General Physics	PHYS	222	3
General Physics (Lab)	PHYS	223	1	General Physics (Lab)	PHYS	224	1
Social Science Elective			3	Social Science Elective			3
Humanities Elective			3	Computer Science Elective	CMPS		3
Advanced Calculus	MATH	365	4	Free Elective			3
TOTAL			17	TOTAL			16

Senior Year

FIRST SEMESTER				SECOND SEMESTER			
Course		No.	Cr.	Course		No.	Cr.
Real Analysis	MATH	462	3	Math Elective	MATH		3
Math Elective	MATH		3	Math Elective	MATH		3
Modern Physics	PHYS	271	3	Free Elective			3
Computer Science Elective	CMPS		3	Free Elective			3
TOTAL			12	TOTAL			12

Note: Common core courses are listed in Blue.
 At least one free elective will be a three (3) credit Physics course

Bachelor of Science (BS) in Mathematics and Physics*
 *Physics Concentration - Suggested Program by Semester
 SUBR

Freshman Year			Freshman Year		
	1 st semester			2 nd semester	
Course	No.	Credit	Course	No.	Credit
Discovery in Physics	Phys 145	3	General Physics I	Phys 221	3
Calculus I	Math 264	4	General Physics I Lab	Phys 223	1
Gen Chem Lecture	Chem 132	3	Calculus II	Math 265	4
Gen Chem Lab	Chem 112	1	Gen Chemistry Lec	Chem 133	3
Freshman Composition I	Engl 110	3	Gen Chemistry Lab	Chem 113	1
Freshman Seminar	Frmn 110	1	Freshman Composition II	Engl 111	3
Health/PE Activities		2	Freshman Seminar	Frmn 111	1
Total		17	Total		16

Sophomore Year			Sophomore Year		
	1 st semester			2 nd semester	
Course	No.	Credit	Course	No.	Credit
General Physics II	Phys 222	3	Modern Physics	Phys 271	3
General Physics Lab	Phys 224	1	Mathematical Physics	Phys 311	3
Calculus III	Math 364	4	Humanities Elective		3
Programming in phys	Phys 200	3	History Sequence	Hist	3
History Sequence	Hist	3	Technical Writing	Engl 362	3
Literature Elective	Engl	3			
Total		17	Total		15

Junior Year			Junior Year		
	1 st semester			2 nd semester	
Course	No.	Credit	Course	No.	Credit
Experimental Physics I	Phys 341	3	Experimental Physics II	Phys 342	3
Advanced Mechanics I	Phys 416	3	Thermodynamics	Phys 345	3
Statistics - Sci. & Eng.	Math 276	3	Adv. E & M Theory I	Phys 425	3
Adv. Math. Physics	Phys 411	3	Foreign Language II	101	3
Foreign Language I	100	3	Gen. Biology Lecture	Biol	3
			Gen. Biology Lab	Biol	1
Total		15	Total		16

Senior Year			Senior Year		
	1 st semester			2 nd semester	
Course	No.	Credit	Course	No.	Credit
Quantum Physics I	Phys 435	3	Physics Elective	Phys	3
Free Elective		3	Free Elective		3
Social Science Elective		3	Social Science Elective		3
Computational Physics	Phys 400	3	Art Elective		3
Total		12	Total		12

Note: Common Core Courses are in Blue
 At least one free elective will be a three (3) credit course in Mathematics

**Louisiana Board of Regents
2011 Academic Program/Low Completer Review
APPEAL for CONSOLIDATION of Existing Academic Program**

Please submit an electronic copy (email attachment, Word or Word Perfect Document preferred; signed PDF may also be attached) of the completed document to Dr. Karen Denby, Associate Commissioner for Academic Affairs, at karen.denby@la.gov no later than **Monday, February 28, 2011**. Early submission is welcome. All requests for consolidations are to be submitted through the appropriate system office. Documentation of campus and system final approvals of the new curriculum must be provided before the inventory change will be presented to the Board of Regents. Upon approval of the consolidation appeal, Regents' staff will provide instructions for final consolidated curriculum approval.

General Information	DATE:
Campus: Southern University and A&M College in Baton Rouge, LA	College/School with Program(s): College of Science/Department of Mathematics and the Department of Physics
Program(s) to be Consolidated (Title, CIP): MS in Physics, CIP-400801-30 MS in Mathematics, CIP-270101-30	Date of initial Program Implementation: MS in Physics, 1996 MS in Mathematics, 1960
Proposed <u>New</u> Program (Title, CIP): MS in Mathematics and Physics, CIP-270199-30	
Program Coordinator/Contact Info: Dr. Diola Bagayoko (contact info: bagayoko@aol.com or diola_bagayoko@subr.edu/(225)771-2730)	

Description and Rationale

A. Brief description of what the consolidation would entail and a plan for implementation
The first consolidation meeting entailed the development of the common core for the MS in Mathematics and Physics. These core courses, to be taken by all students pursuing the MS in Mathematics and Physics, are listed on an attached page. The core entails six credit hours. The consolidation also provides for a concentration in Mathematics and one in Physics. The implementation, expected to be straight forward, commences at the beginning of the fall of 2011. Additional details on the implementation are in provided below on student advisement.

B. Reasons why a consolidated program would succeed as compared to the current arrangement
This program is expected to succeed, compared to the current arrangement, due in part to increasing student enrollments. The inter-disciplinary nature of the program provides a tangible and marketable competitive edge for prospective graduate students. We will vigorously recruit graduate students, with the assistance of other pertinent offices. We expect to apply for research support programs, including graduate assistantships, at the National Science Foundation and at other agencies or organizations.

C. Total credit hours in curriculum for proposed consolidated program: <u>30</u>	
Outline the curriculum (<i>Course Rubric, Title, Credits</i>) for the proposed consolidated program, in sequence. Indicate any new courses that will be offered in the new program as electives.	
CORE - Please see the first page following this form. -	Concentration/Option: (<i>Title</i>) - Concentration in Mathematics -
	Concentration/Option: (<i>Title</i>) - Concentration in Physics -

D. Indicate any special requirements. If the consolidation involves a graduate degree, indicate if a thesis or dissertation is required and, if not, what is substituted.
There are no special requirements beyond (1) taking and passing all the core courses, (2) taking and passing all the required courses for the applicable concentration, (3) taking and passing the graduate comprehensive examination [constructed with contents from (1) and (2)], and (4) meeting any other College and University requirements spelled out in the applicable catalog.

Students

A. Provide enrollment and completer data for the last three years for each existing program involved in the consolidation, by year classification. Please use the tables below.

Existing Degree Program:	ENROLLMENT Data:		
	2007-2008	2008-2009	2009-2010
MS in Mathematics	11	12	6
MS in Physics	2	1	4

Existing Degree Program:	COMPLETER Data:		
	2007-2008	2008-2009	2009-2010
MS in Mathematics	5	8	0 1
MS in Physics	1	1	1

B. Explain how students currently enrolled in programs involved in the consolidation will be advised/transferred into the new program and how they may benefit from the consolidation of existing programs.

We first state that students who enroll as of the fall of 2011 are coming into the new degree program. Therefore, they will be co-advised by their primary advisor, in their concentration, and by a second advisor in the other sub-discipline. The students who were enrolled before or in the spring of 2011 will be thoroughly informed with brochures and advisement of the new opportunities available to them. It is expected that a significant number of these students will opt to graduate under the new program (i.e., MS in Mathematics and Physics with a concentration in either Mathematics or in Physics). Those who select the new program will benefit from the co-advisement arrangement for the new program, and they will be enriched further by the new curriculum, including the new elective courses. [The newness of these electives stems from the fact that they could not be counted, before the consolidation, as electives for the sub-discipline under which they are listed.]

Fiscal Impact

Provide a five-year projection of the anticipated fiscal impact or opportunities for reinvestment, with consolidation. (Explain projections, as applicable.)

Year 1	\$26,000 (saving of 1 and half course for physics and ½ course for mathematics)
Year 2	\$26,000 (saving of 1 and half course for physics and ½ course for mathematics)
Year 3	\$26,000 (saving of 1 and half course for physics and ½ course for mathematics)
Year 4	\$26,000 (saving of 1 and half course for physics and ½ course for mathematics)
Year 5	\$26,000 (saving of 1 and half course for physics and ½ course for mathematics)

Base salary of a professor estimated at \$80,000 for 9 months with a fringe benefit rate of 30%.

Other Information

Present any other significantly pertinent information that has not been requested.

This interdisciplinary arrangement will immensely benefit our program as well as the students. Specifically, we expect them to be a new kind of graduate who will not only successfully pursue the Ph.D. in their respective concentrations, but also be highly competitive, versatile, and flexible in positions in the private and public sectors, including high technology industries.

A significant increase in enrollment is expected after the new program has had the opportunity to undertake, in collaboration with other offices at SUBR, a vigorous recruitment campaign that will extol the virtues, demands for, and versatility of a MS degree in "Mathematics and Physics."

Program Terminations as a result of this Review will be on the inventory, effective **May/2011**.

Expected Date (Mo/Yr) for Full Approval and Implementation of the new program: August 2011.

Note. It is expected that if a consolidation appeal is accepted by the Board of Regents the new program will be fully approved and in place no later than December 2011. Should this not occur, the institution will have to submit a full proposal for a new academic program (ref: Academic Affairs Policy 2.05).

Approvals (for BoR purposes only):

Board of Regents - Appeal	Campus -- Program	System Office -- Program	Board of Regents - Final

Southern University and A&M College

Baton Rouge, Louisiana

Common Core Courses for the MS in Mathematics and Physics

Number	Title	Credits
MATH 500	Foundations of Mathematics and Physics	3
MATH 533	Computational Linear Algebra	3
PHYS 585	Graduate Survey of Contemporary Physics	3

Required Courses for the Concentration in Mathematics

Number	Title	Credits
MATH 530	Abstract Algebra	3
MATH 531	Abstract Algebra	3
MATH 533	Computational Linear Algebra	3
MATH 565	Analysis	3
MATH 566	Analysis	3

Required Courses for the Concentration in Physics

Number	Title	Credits
PHYS 500	Classical Mechanics	3
PHYS 510	Mathematical Physics I	3
PHYS 520	Quantum Mechanics I	3
PHYS 530	Statistical Mechanics	3
PHYS 540	Classical Electrodynamics I	3

Illustrative, New* Elective Courses for the Concentration in Mathematics

Number	Title	Credits
Phys 500	Classical Mechanics	3
Phys 510	Mathematical Physics I	3
Phys 511	Variational Calculus	3
Phys 516	Educational Reforms and GLOBE	3
Phys 520	Quantum Mechanics I	3
Phys 530	Statistical Mechanics	3
Phys 530	Classical Electrodynamics I	3

*Before the consolidation, the above courses could not be counted as electives for the sub-discipline (Mathematics or Physics) under which they are listed.

Illustrative, New* Elective Courses for the Concentration in Physics

Number	Title	Credits
Math 501	History of Mathematics	3
Math 530	Abstract Algebra I	3
Math 531	Abstract Algebra II	3
Math 565	Real Analysis I	3
Math 571	Numerical Analysis I	3
Math 577	Operational Mathematics I	3
Math 580	Mathematics and Critical thinking	3
Math 586	Computers, Statistics and Probability I	3

*Before the consolidation, the above courses could not be counted as electives for the sub-discipline (Mathematics or Physics) under which they are listed.

Masters of Science (MS) in Mathematics and Physics*
***Mathematics Concentration**
(Suggested Program by Semester)
SUBR

First Year

	FIRST SEMESTER			SECOND SEMESTER		
Course		No.	Cr.	Course	No.	Cr.
Foundations (M&P)	MATH	500	3	Comp. Linear Algebra	MATH	533 3
Abstract Algebra I	MATH	530	3	Abstract Algebra II	MATH	531 3
Real Analysis I	MATH	565	3	Real Analysis II	MATH	566 3
TOTAL			9	TOTAL		9

MATH 500 is Foundations in Mathematics and Physics (1/2 & 1/2)

Second Year

	FIRST SEMESTER			SECOND SEMESTER		
Course		No.	Cr.	Course	No.	Cr.
MATH Elective	MATH		3	Thesis or Research	MATH	6
Grad. Surv. Contemp. Phys Elective	PHYS	585	3			
	MT/PS		3			
TOTAL			9	TOTAL		6

Electives may be selected from the following courses:

- Math 432 - Elementary Number Theory
- Math 492 - Introduction to Point-Set Topology
- Math 501 - History of Mathematics
- Math 534 - Computational Linear Algebra
- Math 551 - Higher Geometry
- Math 571 - Numerical Analysis I
- Math 572 - Numerical Analysis II
- Math 577 - Operational Mathematics I
- Math 578 - Operational Mathematics II
- Math 579 - Discrete Mathematics
- Math 585 - Computers, Statistics, and Probability I
- Math 586 - Computers, Statistics, and Probability II
- Math 595 - Topics in Applied Mathematics

Physics Electives include

- PHYS 500 - Classical Mechanics
- PHYS 510 - Mathematical Physics
- PHYS 520 - Quantum Mechanics
- PHYS 589 - Special Topics in Physics
- PHYS 590 - Graduate Seminar, Or topical a topical graduate course in Physics

Students may elect to follow the Thesis or Non-Thesis Option for the Masters of Science in Mathematics and Physics, with the Mathematics Concentration.

In the Thesis Option, students must write a thesis and defend it before an audience.

In the Non-Thesis Option, students must pass written departmental comprehensive examinations and perform research.

Note: Common core courses are listed in Blue.

SOUTHERN UNIVERSITY AND A&M COLLEGE
 BATON ROUGE, LOUISIANA 70813
Suggested Course Schedule**
MS in Mathematics and Physics, Physics Concentration

First Year			First Year		
Course	Fall Semester No.	Credits	Course	Spring Semester No.	Credits
Mathematical Physics	Phys 510	3	Quantum Mechanics I	Phys 520	3
Foundation in Mathematics and Physics	Math 500	3	Computational Linear Algebra	Math 533	3
Classical Mechanics	Phys 500	3	Statistical Mechanics	Phys 530	3
Graduate Seminar	Phys 590	1	Graduate Seminar	Phys 590	1
Total		10	Total		10

First Year			Second Year		
Course	Summer Semester No.	Credits	Course	Fall Semester No.	Credits
Special Topics in Physics	Phys 589	3	Graduate Research	Phys 599	3
Thesis Research	Phys 600	1-6	Electrodynamics	Phys 540	3
Graduate Research	Phys 599	3	Math/Phys Elective		3
			Graduate Seminar	Phys 590	1
Total		9-12	Total		10

Second Year			Second Year		
Course	Spring Semester No.	Credits	Course	Summer Semester No.	Credits
Graduate Survey of Contemporary Physics	Phys 585	3	Thesis Research	Phys 600	3-6
Thesis Research	Phys 600	3-6	Special Topics	Phys 589	3
Math/Phys Elective		3	Graduate Research	Phys 599	3
Total		9-12	Total		9-12

** This suggested course schedule may be followed by a student as it is, to acquire a particularly solid training in mathematics and physics, on the one hand, and to amass significant research experiences (and results, i.e., publications) in physics, on the other hand. It should be noted that some students enter the program with a Master's degree from overseas or MS degrees in another science, technology, engineering, and mathematics (STEM) discipline. Such students may complete the MS degree program in a summer, fall, spring, and summer time frame (with 33 credits) – as the prerequisite requirements will not compel them to follow the suggested schedule above. Such students will take Phys 540 and Phys 585 in the fall and spring, respectively, of their first year.

- The thesis and non-thesis options are as in the Mathematics concentration.
- The common core courses are in blue.



Office of the Chancellor
P.O. Box 9374
Baton Rouge, Louisiana 70813

Voice: (225) 771-5020
FAX: (225) 771-2018

August 10, 2012

Dr. Ronald Mason, Jr., President
Southern University System
J. S. Clark Adm. Bldg.
Baton Rouge, LA 70813

Dear President Mason:

Attached is a document recommending the termination of selected academic programs on the Baton Rouge campus. We have provided rationale for each recommendation. We now request your approval and the approval of the Board at its August meeting.

Sincerely,

A handwritten signature in cursive script that reads "James L. Llorens".

James L. Llorens
Chancellor, SUBR

JLL/swm

SUBR Recommendations for Program Terminations

Background

The process that has led the University to this point in its restructuring and reorganization efforts started some ten months ago and involved every sector of the University. Various groups, committees and taskforces met on a continuous basis over the last year to deliberate, discuss, receive information, make recommendations, respond to recommendations and formulate strategies. These discussions and deliberations involved administrators, deans, academic departmental chairs, non-academic supervisors, Faculty Senate and Staff Senate representatives, student representatives and representatives from the community who served in an advisory capacity. Documentation regarding these deliberations is on file.

What finally resulted from this process was:

- A reduction in the number of academic schools/colleges from nine(9) to five(5).
- A significant reduction in faculty and staff resulting from retirement, resignation, transfers and some terminations.
- Reorganization/restructuring of various units to increase the levels of efficiency, effectiveness and accountability, while simultaneously resulting in some cost savings. One example of such reorganization is the Division of Student Affairs.
- An increase in class sizes where appropriate.
- An elimination of low enrollment courses.
- A decrease in faculty positions.
- An ongoing process to combine, modify or terminate academic programs/departments.

The Specific Programs and Rationales for Termination

After implementing all of the measures described above, the University still believes that it is necessary to consider additional significant programmatic changes that would raise SUBR's academic offerings to a higher level of efficiency, effectiveness

and accountability. While ensuring that any decisions made to merge, consolidate or terminate academic programs are, in fact, decisions that are academically sound, also of critical importance are cost savings that would result from such changes.

The reality is that the University is at a point where it must, of necessity, take a hard and realistic look at all academic offerings, and some difficult decisions must be made. These decisions must be based on common criteria applied to all academic programs. Ultimately, all recommendations and changes will be data driven, evidenced based and outcome oriented.

The document that SUBR now submits for approval by the System President and the Southern University Board of Supervisors is one where the termination of three academic programs is proposed, effective Fall 2012.

- The Bachelor Degree in Architecture
- The Masters Degree in Mass Communications
- The Ph.D. Degree in Special Education

The decision to recommend the termination of the above programs is based on the application of criteria approved by the SU Board of Supervisors as part of its policies and procedures for responding to financial emergencies within the Southern University System.

The review of programs as part of the retrenchment planning process has been done in recognition of – but not necessarily limited to – the following Board approved criteria:

- **Centrality** – Relationship to mission, goals, and priorities of the University.
- **Quality** – National, regional, and state ranking, accreditation status, strength of faculty, and reputation of graduates.
- **Demand** – Current and projected enrollment, number of majors, quality of applicants, number of graduates during the last three years, and outlook for placement of graduates.
- **Critical Relationships to Other Programs** – Service courses taught and negative impact on other programs, if significantly reduced or terminated.
- **Costs in Relation to Productivity** – Positions required classrooms and other resources needed, revenue generated and expended, and productivity and consumption data.

- **Research Implications** – The extent to which research outputs contribute to teaching and learning processes and/or other University priorities.
- **Potential for External Financial Support** – Probability of federal, state, foundation, corporate, or local support.
- **External Considerations** – Only program available to serve a special need within the state or region.
- **Alternative Actions** – The extent to which other efficiency measures may serve as adequate alternatives to curtailment or discontinuation.

BA in Architecture

As each Board approved criterion was applied to this program, consideration was given to (1) cost of program operation, (2) number of graduates over a multiple-year period, (3) service courses, if any, being taught in the school, (4) costs associated with program accreditation, (5) Faculty research track record, (6) degree of success regarding external funding efforts, and (7) alternative actions that should be considered. The evaluation in each of these areas, coupled with the reality of the University's current financial challenges, resulted in a recommendation for termination of the BA Program in Architecture, effective Fall 2012.

MA in Mass Communication

The same Board approved criteria were also applied to the Masters in Mass Communications Program, and in most instances, as mentioned above with the Architecture program, this program fell short. However, the major determining factor in recommending termination of this program is related to the recent decision of the National Accrediting Council on Education in Journalism and Mass Communication. The Council voted to deny reaccreditation of the graduate program in Mass Communications and to grant provisional reaccreditation to the undergraduate program in Mass Communications. The provisional status of the undergraduate program is good for two years. Since financial resources are extremely limited, SUBR has made a critical decision to channel whatever resources are available into addressing those unmet standards of the undergraduate program. The University believes that it must emphasize quality and realize that all programs cannot be saved, thus a decision to terminate the graduate program and move to strengthen the undergraduate program.

Ph.D. in Special Education

The Ph.D. Program in Special Education was the first Ph.D. program implemented by SUBR in the early 80's. For years, this program was the only Ph.D. in Special Education offered in the entire state. Attraction and maintenance of strong faculty, successful student recruitment and retention efforts, and positive graduation rates have all been elusive. This was a program that provided SUBR with an excellent opportunity to establish a premier program, since it was initially an exclusive, non-duplicative program that could obviously have met a need of the state. As previously stated, the program has existed for over thirty years, but has not evolved into a premier program. In fact, it has been identified by the Board of Regents as a low completer program. Currently, the program has no faculty with the Ph.D. degree. The last two Ph.D. faculty members recently retired, and the college has already made a decision not to enroll any new students in the program, effective Fall 2012.

The College of Education has also indicated a desire to pursue a new Ph.D. program that it projects would meet special needs of the state; have the capacity to generate external funding; have the capacity to attract a critical mass of students and faculty; and, contribute positively to the University's enrollment and graduation rates. That proposed program is a Ph.D. in Educational Leadership.

If termination of these programs is approved by the System President and the SU Board of Supervisors, SUBR will ensure that all Board of Regents guidelines for terminating programs are followed. Every effort will be made to ensure that students who are currently in the pipeline are given an opportunity to complete their respective programs of study within a reasonable prescribed period of time.

SUBR will also continue to review and evaluate current academic offerings for further consolidation, merger or termination, while simultaneously positioning the University to implement new programs that are non-duplicate, designed to attract a critical student and faculty mass, meet the needs of the state, and represent excellent possibilities for external funding and for contributing to the overall future growth of Southern University and A&M College at Baton Rouge.



SUSLA
SOUTHERN UNIVERSITY AT SHREVEPORT, LOUISIANA
Excellence • Integrity • Accountability • Service
Office of the Chancellor

August 7, 2012

Dr. Ronald Mason Jr., President
Southern University System
4th Floor, J. S. Clark Administration Building
Baton Rouge, La 70813

RE: Request to Change the designation of Technical Studies Programs to Applied Science Degrees (Web Development and Computer Information Systems)

Dear Dr. Mason:

Please accept the enclosed documents highlighting Southern University at Shreveport's (SUSLA) request to 1.) change the Certificate of Technical Studies in Web Development to a Certificate of Applied Science and 2.) to change the Certificate of Technical Studies in Computer Information Systems to a Certificate of Applied Science in Computer Information Systems.

The programs have been duly re-designed to meet the workforce demands for certified workers and provide for the university a pathway to introduce such programs to high school students. Moreover, the proposed programs have been recommended by the Division of Science and Technology, Curriculum Committee and Academic Council.

We, therefore, request your endorsement of these re-design efforts and that of the Southern University Board of Supervisors at the next scheduled meeting.

Thank you in advance for your kind consideration.

Respectfully Submitted,


Ray L. Belton, Ph.D.
Chancellor

RLB/lw

Attachment

3050 MARTIN LUTHER KING, JR. DRIVE – SHREVEPORT, LOUISIANA 71107
PHONE: (318) 670-9312 – FAX (318) 670-6374
TOLL FREE: 1-800-458-1472, #9312
WWW.SUSLA.EDU



August 6, 2012

Dr. Ray L. Belton
Chancellor
Southern University at Shreveport
3050 Martin Luther King, Jr. Drive
Shreveport, Louisiana 71107

Dear Dr. Belton:

RE: Request to Change the Certificate of Technical Studies in Web Development and Certificate of Technical Studies in Computer Information Systems to a Certificate of Applied Science in Web Development and Certificate of Applied Science in Computer Information Systems

Southern University at Shreveport's Computer Science Department has re-designed the Certificate in Web Development and Certificate in Computer Information Systems to meet the workforce demands for certified workers with skills in Web design and Web maintenance. With the re-design and changing the designation to Applied Science, it will allow the department to teach these skills at the secondary level in the Early Start Program and position these students to move to the Associate Degree after high school. Students will have two options in the Computer Information Systems Certificate program. They can choose the Computer Science or the Business Administration option.

This concept was tested in the Spring 2012 at local high schools. Nine (9) out of 10 students passed the Microsoft certification test. The proposed changes have been recommended by the Division of Science and Technology, Curriculum Committee, and Academic Council.

Your consideration of this request will be deeply appreciated.

Sincerely,

Orella R. Brazile, Ph.D.
Vice Chancellor for Academic Affairs

3050 Martin Luther King, Jr. Drive • Shreveport, Louisiana 71107
(318) 670-6000 OR (800) 458-1472 • PHONE: (318) 670-9315 • FAX: (318) 670-6338
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Dr. Regina S. Robinson, Chair
Curriculum Committee

MEMORANDUM

TO: Dr. Orella Brazile
Vice Chancellor for Academic Affairs
Chair, Academic Council

FROM: Dr. Regina S. Robinson 
Assistant Vice Chancellor for Academic Affairs
Chair, Curriculum Committee

DATE: June 20, 2012

RE: **CIS and CWEB Designation Changes**
MLT Curricular Changes

A call meeting was held and conducted via email to consider the revisions made to change the Computer Information System (CIS) and Computer Web Development (CWEB) programs' designation from CTS to CAS. A quorum responded with unanimous approval to accept the proposed changes.

In addition, the committee review changes to the MLT program curriculum. Biology 264 (elective) was replaced with the general statement "Biology Elective" to provide more options to consider to fulfil the elective requirement. Credit hours remained the same. Also, review class "MLT Review Seminar II (MLTC 271), a course offered in previous years, was added back into the curriculum. A quorum responded with unanimous approval to accept the revisions to the MLT program curriculum.

Responding via email were:

Dr. Regina S. Robinson, Chair	
Mahailier Broom	David Fogleman
Rosalyn Holt	Jo Ann Brown
Cynthia Hester	Vanessa Leggett
Gwendolyn Lewis	June Phillips
Dr. Barry Hester	



Academic Council
Dr. Orella Brazile,
Vice Chancellor for Academic Affairs
Chair, Academic Council

A call meeting was held June 27, 2012 at 1:30p.m. and conducted by Dr. Orella Brazile, Academic Council Chair, to consider the revisions made to change Computer Information System (CIS) and Computer Web Development (CWEB) programs' designation from CTS to CAS. Academic Council was issued a Memorandum from Curriculum Committee to review.

Academic Council member Rosalyn Holt made a motion to approve the proposed changes, second by Mahailier Broom, a quorum responded with all in favor, none opposed...

Dr. Brazile stated that all changes for the catalog will roll out until Friday (June 29, 2012) before printed. Dr. Brazile asked if there were any issues with the catalog. If there are any changes please make all corrections and submit all changes to Joann Brown.

LA transfers: Dr. Brazile stated that a meeting will be called for increase of certificate programs in General Studies. Dr. Brazile asked the Committee to review files of students who have applied, qualifying for FAA but not technical diploma, which can be certified. Also look at all programs, for the fall also pull all students that has (60 hrs. or more) college credit hours or close to graduating.

Rosalyn Holt would like final information on student's transcripts. Only (A-C) was received the committee need the remaining list.

Members: Dr. Brazile, Rosalyn Holt, Karen Coco, Cynthia Hester, June Phillips, Dr. Sandra Tucker, Dr. Barry Hester, Jane O' Riley, Jo Ann Brown, Mahailier Broom.

LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM [Sept 2011]

General Information

Date:

Campus: Southern University at Shreveport	Program: Title, CIP, Degree/Certificate Awarded Program CIP code - 110801 Program Title: Web Development Degree awarded: Certificate of Applied Science
Institutional Contact Person & Access Info (if clarification is needed): Ms. Vanessa White, Department Chair of Math & Computer Science Dr. Iris Champion, Computer Science Professor 3050 Martin Luther King Drive Shreveport, LA 71107 Voice:318-670-9425 Email: ichampion@susla.edu	

1. Program Objectives and Content

Describe the program concept: purpose and objectives; basic structure and components/concentrations; etc.

The goal of the Web Development program is to expand and upgrade the computer science program so that it will be more flexible and attract more potential students from the surrounding communities to Southern University whereby boosting enrollment and completion rates. At present the Web Development Certificate program has a status of Certificate of Technical Studies whereby course credits earned cannot be transferred into any degree program. By changing the status to Certified of Applied Science, students participating in the will be able to transfer credits earned into an Associate or Bachelor Degree program, should students desire to continue their academic journey. The redesigning of the web development program will avail Southern University at Shreveport the opportunity to take students to another level in the world of computer technology thereby contributing to the workforce needs of Louisiana.

The modification proposed are two-fold: 1. The Web Development certificate program requirements will be modified such that students will need 27 credit hours to complete the program, with nine of those credit hours being in English, Math, and Social or Natural Science; and 2. The certificate program will have to be approved as a 'Certificate of Applied Science' instead of a 'Certificate of Technical Studies'. Implementing the modified Web Development programs coupled with the current Computer Science degree program would strengthen students' marketability to go directly into the workforce areas pertaining to website design and/or website maintenance.

Three general education courses, English, Math, and Social or Natural Science, a total of nine credit hours, must be added to the Web Development certificate program to enable students to better meet the requirements. Therefore, the proposed curriculum has been modified to require a total of 27 credit-hours for completion. None

of the existing courses will be deleted from the curriculum, but the required core courses will be increased since the certificate will now be a certificate of applied science. By including general education courses, the category of the certificate must be changed from a 'Certificate of Technical Studies' to a 'Certificate of Applied Sciences'.

Curriculum:

First Semester

<u>COURSES</u>	<u>SEM. HRS.</u>
ENGL 110 - English Composition I	3
MATH 133 - Algebra	3
CWEB 110 - Introduction Web Page Design - HTML	3
CWEB/CMPS - Elective	3
CWEB/CMPS - Elective	3
TOTAL HOURS	15

Second Semester

<u>COURSES</u>	<u>SEM. HRS</u>
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 HOURS	12

Certificate total required credit hours	<u>27</u>
--	------------------

Course Descriptions:

MATH 133 Algebra for College Students

(3-0-3)

Topics studied from Algebra are linear and quadratic equations and inequalities, lines and slopes, radicals and exponents, polynomial and rational functions, system of equations, complex numbers and introduction to graphing techniques.

ENGL 110 Freshman English I

(3-0-3)

This is an introductory course in essay writing which places emphasis on sentence structure, mechanics, paragraph development and organization of the multi-paragraph theme. Short prose models are used to illustrate writing strategies.

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 learn 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. 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. Student 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 emphases 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 design 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 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 a web site 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. Basic 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 "pull" and server "push" techniques. Students will also, learn to create web-based forms and program the associated CGI scripts to develop dynamic, interactive websites.

2. Need

Outline how this program is deemed essential for the wellbeing of the state, region, or academy (e.g., accreditation, contribution to economic development; related to current or evolving needs within state or region). Cite data to support need: employment projections; supply/ demand data appropriate to the discipline and degree level, etc.

Southern University at Shreveport currently offers an Associate of Science Degree in Computer Science. The curriculum allows students the option to specialize in either scientific or business applications in computer programming. However, today's technology trends dictate the need to expand our academic focus. There is a great demand in the computer industry for Web Design/Development. This proposed program, Web Development, is not only highly marketable but also very profitable. It is expected that this program will attract a broad variety of students from the area industries, military personnel, high schools, colleges, and individuals that either have been displaced from work or making career changes. These students will be trained with skills to go directly into the workforce areas pertaining to information systems technology. Students will gain a strong technical foundation and will be able to move into the workforce with confidence to meet the needs of business and industries in North Louisiana.

3. Relevance

Explain why this program is an institutional priority at this time. How will it (a) further the mission of the institution and (b) increase the educational attainment of the state's adult population or foster innovation through research.

Southern University at Shreveport 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. Students enrolled in the Web Development program will be prepared for web design or web development, as well as web updating/maintenance in the business world. One of the university learning outcomes is to increase technology literacy among completers. Changing the status to 'Certificate of Applied Science' enables Southern University to better meet this technology learning outcome. In obtaining this Web Development certificate, a student will be able to go directly into the workforce into various business and computer related fields or the student may choose to continue their educational path at a higher institution in Computer Science or Management Information Systems.

4. Students

Summarize student interest/demand for the proposed program.

According to the university's demographical data, student enrollment is projected at a 10% increase per year, and graduation of students enrolling in the Web Development Certificate program is projected at 60%. It is expected that this program will attract a broad variety of students from the area industries, military personnel, high schools, colleges, and individuals that either have been displaced from work or making career changes.

Projected number of enrollment and estimated number of graduates are expected as following

for the next five years:

Estimated number of enrollees is presented in the table below:

Year	Minimum Enrollment	Graduates Per Year
2012	12	8 (Year 2012)
2013	13	8 (Year 2013)
2014	15	10 (Year 2014)
2015	15	10 (Year 2015)
2016	15	10 (Year 2016)

5. Cost

Estimate costs for the projected program for the first five years. Indicate amounts to be adsorbed out of current sources of revenue and needs for additional appropriations (if any). Commit to provide adequate funding to initiate and sustain the program.

The cost of the Program will be minimal. There is basically no separate immediate cost associated with this certificate program. It will utilize existing resources such as classroom and computer lab areas. There will be common usage of most of the equipment and supplies utilized by Math and Computer Science. The projected number of enrollment and graduates will enhance the institution's performance report thereby generating revenues for the institution. The delivery of the program will be done through the current faculty within the department. Management and overall effectiveness of the Program will be provided through the existing management at a minimal cost compared to a standalone program. Adjunct instructors may be utilized as the program grows.

CERTIFICATION:

Chief Academic Officer

Date

Chancellor/President

Date

Management Board

Date

LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM [Sept 2011]

General Information

Date:

Campus: Southern University at Shreveport	Program: Title, CIP, Degree/Certificate Awarded Program CIP code - 110801 Program Title: Web Development Degree awarded: Certificate of Applied Science
Institutional Contact Person & Access Info (if clarification is needed): Ms. Vanessa White, Department Chair of Math & Computer Science Dr. Iris Champion, Computer Science Professor 3050 Martin Luther King Drive Shreveport, LA 71107 Voice:318-670-9425 Email: ichampion@susla.edu	

1. Program Objectives and Content

Describe the program concept: purpose and objectives; basic structure and components/concentrations; etc.

The goal of the Web Development program is to expand and upgrade the computer science program so that it will be more flexible and attract more potential students from the surrounding communities to Southern University whereby boosting enrollment and completion rates. At present the Web Development Certificate program has a status of Certificate of Technical Studies whereby course credits earned cannot be transferred into any degree program. By changing the status to Certified of Applied Science, students participating in the will be able to transfer credits earned into an Associate or Bachelor Degree program, should students desire to continue their academic journey. The redesigning of the web development program will avail Southern University at Shreveport the opportunity to take students to another level in the world of computer technology thereby contributing to the workforce needs of Louisiana.

The modification proposed are two-fold: 1. The Web Development certificate program requirements will be modified such that students will need 27 credit hours to complete the program, with nine of those credit hours being in English, Math, and Social or Natural Science; and 2. The certificate program will have to be approved as a 'Certificate of Applied Science' instead of a 'Certificate of Technical Studies'. Implementing the modified Web Development programs coupled with the current Computer Science degree program would strengthen students' marketability to go directly into the workforce areas pertaining to website design and/or website maintenance.

Three general education courses, English, Math, and Social or Natural Science, a total of nine credit hours, must be added to the Web Development certificate program to enable students to better meet the requirements. Therefore, the proposed curriculum has been modified to require a total of 27 credit-hours for completion. None

of the existing courses will be deleted from the curriculum, but the required core courses will be increased since the certificate will now be a certificate of applied science. By including general education courses, the category of the certificate must be changed from a 'Certificate of Technical Studies' to a 'Certificate of Applied Sciences'.

Curriculum:

First Semester

<u>COURSES</u>	<u>SEM. HRS.</u>
ENGL 110 - English Composition I	3
MATH 133 - Algebra	3
CWEB 110 - Introduction Web Page Design - HTML	3
CWEB/CMPS - Elective	3
CWEB/CMPS - Elective	3
TOTAL HOURS	15

Second Semester

<u>COURSES</u>	<u>SEM. HRS</u>
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 HOURS	12

Certificate total required credit hours **27**

Course Descriptions:

MATH 133 Algebra for College Students

(3-0-3)

Topics studied from Algebra are linear and quadratic equations and inequalities, lines and slopes, radicals and exponents, polynomial and rational functions, system of equations, complex numbers and introduction to graphing techniques.

ENGL 110 Freshman English I

(3-0-3)

This is an introductory course in essay writing which places emphasis on sentence structure, mechanics, paragraph development and organization of the multi-paragraph theme. Short prose models are used to illustrate writing strategies.

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 learn 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. 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. Student 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 emphases 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 design 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.

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CERTIFICATION:

Chief Academic Officer

Date

Chancellor/President

Date

Management Board

Date



SUSLA
SOUTHERN UNIVERSITY - SHREVEPORT, LOUISIANA
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Office of the Chancellor

August 7, 2012

Dr. Ronald Mason Jr., President
Southern University System
4th Floor, J. S. Clark Administration Building
Baton Rouge, La. 70813

RE: Suspension of Faculty Load Policy

Dear Dr. Mason:

This correspondence comes seeking your endorsement that would provide for Southern University at Shreveport Louisiana (SUSLA) the wherewithal to formally suspend the **Faculty Load Policy** as adopted in both the **Academic Policies and Procedures Manuel** and in the **Faculty Handbook**. The suspension of the policy will be for one (1) academic year, namely Fall 2012 and Spring 2013.

Further, in keeping with the noted action, instructional loads for faculty, department heads and division chairs will be increased by three (3) credit hours, and/or up to eighteen (18) hours for full-time faculty. It is important to acknowledge that this consideration evolved from the faculty and academic counsel as a measure to respond to the inherent fiscal challenges faced by this institution. The action in and of itself have the potential of generating saving in the amount of \$100,000; and equally noteworthy, buffering morale and lessening the overall load for reporting assignments.

It is my hope that you find merit in this request. If so, it is also my wish that this action be directed to the Southern University Board of Supervisors for review at their next scheduled meeting.

Respectfully Submitted,


Ray L. Belton, Ph. D.
Chancellor

RLB/lw

Attachment

3050 MARTIN LUTHER KING, JR. DRIVE – SHREVEPORT, LOUISIANA 71107
PHONE: (318) 670-9312 – FAX (318) 670-6374
TOLL FREE: 1-800-458-1472, #9312
WWW.SUSLA.EDU

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OFFICE OF ACADEMIC AFFAIRS

TO: Dr. Ray L. Belton
Chancellor

FROM: Dr. Orella R. Brazile *ORB*
Vice Chancellor for Academic Affairs

DATE: August 6, 2012

RE: **Several Academic Issues**

Issue 1. Review of Programs for Consideration for Termination

- A. Music Technology - The Department is conducting a review of graduates for the Fall 2012 and Spring 2013 semesters. A recommendation is forthcoming.
- B. Computer Information Systems and Web Development - These programs have been re-designed.
- C. Food and Beverage Management and Hospitality Operations - The programs have plans to partner with the Restaurant Association and a recommendation is forthcoming.
- D. Event Management Associate and Certificate - Terminate
- E. Fire Service Management - Recommendation is forthcoming by August 8, 2012.

Issue 2. Consideration of 18 hours for all faculty

Recommendation I. To keep on-going structure as is.

- ◆ Regular faculty - 18 hours (64)
- ◆ Department Heads - 15 hours (12)
- ◆ Division Chairs - 6 hours (5)

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Dr. Ray L. Belton
Page 2
August 6, 2012

Every level contributing three (3) hours will help morale and lessen the overall load for assignments, reports, and IE reports.

Recommendation II. Request to suspend the Faculty Load Policy located on page 23 in the Academic Policies and Procedures Manual and also in the Faculty Handbook. This suspension of the policy will be for one academic year, Fall 2012 and Spring 2013.

Resolution

Whereas, Summer Commencement Exercises are scheduled for the campus of Southern University and A&M College at Baton Rouge on Friday, July 27, 2012 at 10:30 a. m. in the F. G. Clark Activity Center; and

Whereas, there are approximately **265** prospective graduates at Southern University at Baton Rouge, who are to receive Associate degrees, Bachelor's degrees, Master's degrees and Ph.D. degrees.

Now, therefore be it resolved that the degrees conferred upon the candidates for graduation at the Commencement Exercises at Southern University and A&M College at Baton Rouge submitted by President Ronald Mason and Chancellor James L. Llorens, upon the approval and recommendation of the Faculty, Council of Academic Deans, and appropriate administration be, and they are hereby approved.

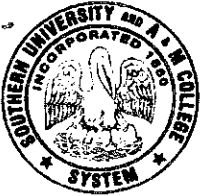
Be it further resolved that the list of graduates may be supplemented or modified as is necessary to carry out the intent of this resolution.

Certificate

We, the duly qualified and acting officers of the Board of Supervisors of the Southern University and Agricultural and Mechanical College, do hereby certify that the foregoing is a true and correct copy of a resolution adopted by the Southern University Board of Supervisors as its regular meeting on the 27th day of July, 2012.

Ronald Mason, Secretary
Board of Supervisors, Southern University
and Agricultural and Mechanical College

Darren G. Mire, Chairman
Board of Supervisors, Southern University
and Agricultural and Mechanical College




SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

J.S. CLARK ADMINISTRATION BUILDING
BATON ROUGE, LOUISIANA 70813

Office of the President
(225) 771-4680

Fax Number
(225) 771-5522

TO: Dr. Eamon Kelly
Chair – Academic Affairs Committee

FROM: Ronald Mason, Jr. 
President
Southern University System

DATE: August 16, 2012

RE: Follow-up of Dr. Ashrif Esmail's Termination by SUNO - Grievance

In May, 2012, Dr. Esmail's lawyer presented a grievance to the Academic Affairs Committee of the Southern University Board of Supervisors. After Dr. Esmail's attorney presented their grievance, the Academic Affairs Committee deferred action until the System President had additional time to examine the matter.

During the Academic Affairs Committee meeting, there seemed to be some confusion about the following issues:

- 1) Whether the initial determination that Dr. Esmail was not qualified to work in Criminal Justice was correct; and
- 2) Whether Dr. Esmail was qualified to return to Criminal Justice after taking additional course work.

Issue 1: Whether the initial determination that Dr. Esmail was not qualified to work in the Criminal Justice department was correct:

- In Spring 2010, the Vice Chancellor for Academic Affairs led Chairpersons and experienced faculty through an exercise to review faculty credentials for an upcoming SACSCOC review.

Please find attached the following:

- Letter to Dr. Esmail from Dr. Adegbeye;
- Dr. Esmail's transcripts from:
 - Louisiana State University
 - Georgia State University
 - Union University
 - Report from SACSCOC

"An Equal Educational Opportunity Institution"

Issue 2: Whether Dr. Esmail was qualified to return to Criminal Justice after taking additional course work in Criminal Justice;

- According to the documentation, Dr. Esmail applied for the January 2012 vacant position in Criminal Justice; however, the Search Committee did not find Dr. Esmail's credentials acceptable for the position.

Please find attached the following:

- Dr. Esmail's transcript from Duplichen University
- SACSCOC list of applications for accreditation – February 2012
 - Duplichen University was an applicant for accreditation
- SACSCOC list of applications – July 2012
 - Duplichen University is not listed as an accredited, candidate or as an applicant institution

Lastly, Dr. Esmail's lawyer made several claims in her letter regarding SACSCOC's involvement in Dr. Esmail's credentials and subsequent transfer to the Sociology Department.

Based upon my review of the above-mentioned information, it is my opinion that the facts are as follows:

- 1) Dr. Esmail's credentials were not appropriate for the Criminal Justice department. This was supported by the report from SACSCOC. SUNO's decision to transfer Dr. Esmail to Sociology was supported by the record.
- 2) Dr. Esmail's additional course work from Duplichen University does not meet the required credentials for the position because:
 - 1) Duplichen University is not accredited by SACSCOC.
 - 2) Duplechen University is accredited by a foreign entity, which is not recognized by SCACSCOC or NACIQUI.

And, as such, the decision to terminate Dr. Esmail was justified and I am recommending that the Academic Affairs Committee advise the Southern University Board of Supervisors to deny Dr. Esmail's grievance.

Please let me know if you need any additional information.

ISSUE #1



SOUTHERN UNIVERSITY AT NEW ORLEANS
6400 PRESS DRIVE
ADMINISTRATION BLDG., 202/204
NEW ORLEANS, LOUISIANA 70126
(504) 286-5325 or 286-5381

Academic Affairs

June 7, 2010

Dr. Ashraf Esmail
549 Ashlawn Drive
Harahan, LA 70123

Dear Dr. Esmail:

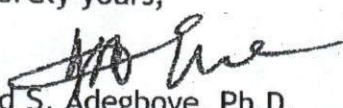
Following a detailed evaluation of all faculty credentials, it has been determined that you are better qualified to teach in the B.A. Sociology program than in the B.S. Criminal Justice program by SACS-COC guidelines.

Accordingly, effective from Fall 2010, you are deployed to the B.A. Sociology program. At this location you will be assigned courses that you are qualified to teach based on SACS-COC guidelines. This may require you to teach in academic programs outside the Department of Social Sciences. You will retain your current salary as well as your academic rank.

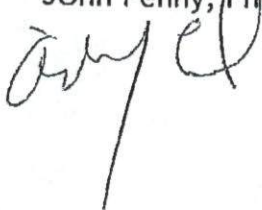
If you accept this deployment, please endorse a copy of this letter and return to me by August 1, 2010. Should you not accept this arrangement, please be informed that your services will not be needed by the university beyond May 10, 2011.

Thank you.

Sincerely yours,


David S. Adegboye, Ph.D.
Vice Chancellor for Academic Affairs

Cc: Victor Ukpolo, Ph.D., Chancellor
Henry Mokosso, Ph.D., Dean, College of Arts & Sciences
John Penny, Ph.D., Chair, Department of Social Sciences



"An Equal Educational Opportunity"

Faculty Roster Form Qualifications of Full-Time and Part-Time Faculty

Name of Institution: Southern University at New Orleans

Name of Academic Area, Discipline, Department/School: Criminal Justice Programs- Social Sciences Department

Academic Term(s) Included: Fall 2009-Spring 2010

Date Form Completed: 4/30/10

Prepared by Dr. G. Doucet as per Dr. David Adegboye, V. C. for Academic Affairs

1	2	3	4
Name & Status (P-part time or F-full time)	Courses Taught	Relevant Academic Degrees and Course Credits Earned	Other Qualifications
<p>Cantrell, Harry E. Jr. (F) Assistant Professor (T)</p>	<p>Undergraduate Law related courses— Fall 2009-CRMJ-110 (U)-2 sections; CRMJ-210 (U); CRMJ-410-(U). Spring 2010- CRMJ-110 (U); CRMJ-210 (U); CRMJ-410 (U).</p>	<p>JD—Law-SU; Bachelor in Political Science- Wayne State Univ. Note: At the initiation of C.J Program this degree was acceptable, since so few C.J degrees (Masters & Doctorates) existed at that time in America and particularly in Louisiana.</p>	<p>Magistrate Judge; Started the Criminal Justice Program at SUNO in 1981-82.</p>
<p>Doucet, Geraldine (F) Associate Professor (TT)</p>	<p>Graduate & Undergraduate courses—Fall 2009-not yet hired Spring 2010 CRMJ 110 (U); CRMJ 500 (G); CRMJ 540-(G); CRMJ 705 (G).</p>	<p>Ph.D. in Juvenile Justice/Criminal Justice-PVAMU; M.A. in Criminal Justice—Univ. of LA, Monroe; B. A. in Social Work—Univ. of Monroe, LA</p>	<p>Over 30 graduate credit hours in Psychology; 30 years of college/university teaching experience; 27 years of practical experience in the discipline. Note: See attached Sheet for publications</p>
<p>Esmail, Ashraf M. (F) Assistant Professor (TT)</p>	<p>Undergraduate courses Fall 2009—CRMJ-110 (U); CRMJ-220 (U); CRMJ-310 (U)-2 sections.. Spring 2010—CRMJ-310 (U); CRMJ 330 (U); CRMJ 414 (U); CRMJ-430 (U).</p>	<p>Ph. D. in Educational Leadership/ Administration and Reading Comprehension—Union Instit & Univ.; M. A. in Sociology— Georgia State Univ. B. A. In Sociology—LSU. BR, LA Note: no G nor U hours in the teaching discipline Criminal Justice)</p>	<p>FACULTY DID NOT PROVIDE INFORMATION on Publications</p>



<p>Penny, John Assistant Professor</p> <p>(F) (T)</p>	<p>Graduate & Undergraduate courses— Fall 2009- CRMJ-530 (G); CRMJ-540 (G); CRMJ-810 (G); CRMJ-890 (G); CRMJ 715; CRMJ 720 (G)</p> <p>Spring 2010- CRMJ-500 (G); CRMJ-530 (G) CRMJ-610 (G); CRMJ 680 (G); CRMJ-685 (G); CRMJ-705 (G); CRMJ-710 (G);</p>	<p>Ph. D. in Criminal Justice/Criminology—Union Instit. & Univ.; M.S. in Criminal Justice—Univ. of Southern Miss; B. A. in Sociology—Loyola Univ.</p>	<p>Ph. D. in Theology; 30 years of university teaching experience; 27 years of practical experience in the discipline.</p>
<p>Riley, Warren Adjunct Professor</p> <p>(P)</p>	<p>Graduate Course— Fall 2009-CRMJ-500 (G); CRMJ-600 (G);</p> <p>Spring 2010- CRMJ (G) 600; CRMJ-615 (G)</p>	<p>M. A. in Criminal Justice—SUNO; B.S. in Criminal Justice—SUNO.</p> <p>Note: there are no transcripts on file; however this faculty is a graduate of SUNO for both MA 7 BS degrees.</p>	<p>Former Chief of Police for the City of New Orleans with 28 years of practical experience in law enforcement; ___ years of adjunct teaching experience</p>
<p>Salem, Shirley Ruth Associate Professor</p> <p>(F) (T)</p>	<p>Undergraduate Courses— Fall 2009-No classes -on medical leave.</p> <p>Spring 2010-CRMJ 110 (U)-2 sections; CRMJ 220 (U); CRMJ-320 (U);</p>	<p>Ph.D. in Criminology—Univ. of Cambridge; Note: (no course listings on her degree, therefore number of hours are unknown) nor whether the Criminology degree is in SOCI or CRJ (criminal justice).</p>	<p>FACULTY DID NOT PROVIDE INFORAMTION on Publications; has been on Leave on-and-off</p>
<p>Sheppard, Darleen N. Adjunct Professor</p> <p>(P)</p>	<p>Undergraduate & courses— Fall 2009- CRMJ-330 (U); CRMJ-360 (U); (CRMJ-590G (G)</p> <p>Spring 2010- CRMJ-110 (U); CRMJ-417(U); CRMJ-590G (G).</p>	<p>JD-Law—SU; B.S. in Criminal Justice-SUNO; A.A.—Speech Communication—Delgado Comm. College</p> <p>Note: She has 3 graduate hours in the teaching discipline (CRMJ)</p>	<p>FACULTY DID NOT PROVIDE INFORAMTION on Publications</p>
<p>Stout, Kathryn A. Associate Professor</p> <p>(F) (TT)</p>	<p>Undergraduate & Graduate Fall 2009- CRMJ-300 (U); CRMJ-510 (G); CRMJ-520 (G)-two sections</p> <p>Spring 2010- CRMJ-412 (U); CRMJ-520 (G)-2 sections; CRMJ-590A (G).</p>	<p>Ph. D. in Sociology—Univ. of Delaware; M.A. in Sociology— Boston College; B.A. in Sociology—Loyola Univ., N.O. Note: no G nor U hours in the teaching discipline (Criminal Justice).</p>	<p>FACULTY DID NOT PROVIDE INFORAMTION on Publications</p>

Thomas, Stacy Assistant Professor	(F) (TT)	Graduate & Undergraduate— Fall 2009- CRMJ-505 (G); CRMJ-540 (G); CRMJ-690 (G); CRMJ-705 (G); CRMJ-715 (G) Spring 2010- CRMJ-410 (U) CRMJ-505 (G); CRMJ-510 (G); CRMJ 635 (G); CRMJ-715 (G).	JD-Law—SU, BR, LA; Masters in Education/Mathematics Education—Alabama State Univ. BS in Math education—Alabama A&M Univ. Note: No G or U hours in the teaching discipline (Criminal Justice).	FACULTY DID NOT PROVIDE INFORMATION on Publications
Williams, Pamela J. Adjunct Professor	(P)	Graduate & Undergraduate— Fall 2009- CRJM-492S (U). Spring 2010- CRMJ-110 (U) CRMJ-320 (U); CRMJ 492S (U)	M. A. in Criminal Justice—SUNO; M.S. in Counseling—Loyola Univ, NO, LA; B. A. in Social Sciences—Loyola Univ, NO, LA	FACULTY DID NOT PROVIDE INFORMATION on Publications
Weissinger, Sandra Assistant Professor	(F) (TT)	Undergraduate -- Fall 2009—not yet hired Spring 2010—CRMJ 418 (U)	Ph.D. M.A. & B. A. all in Sociology from Univ. of Illinois at Urbana Champaign	FACULTY DID NOT PROVIDE INFORMATION on Publications

One of the greatest problematic areas in Social Sciences is associated with the criminal justice faculty qualifications. According to the Southern Accreditation for Colleges (SAC), faculty members holding Master's level degree in the teaching discipline (Criminal Justice) or less (JD with no criminal justice graduate courses-18 semester hours) should not be teaching graduate level courses. Faculty members teaching graduate and post-baccalaureate course work should have a doctorate/terminal degree in the teaching discipline or a related discipline.

Mr. Warren Riley, Ms. Nicole Sheppard, and Ms. Stacey Thomas should not be teaching any graduate courses. Mr. Riley qualifies to teach undergraduate criminal justice courses. Ms. Sheppard and Ms. Thomas only qualify to teach law related criminal justice courses, which are very few and none of these should be on the graduate level.

Faculty members who do not have the minimum of 18 graduate semester hours in the teaching discipline (Criminal Justice) should not be teaching criminal justice courses (in the baccalaureate program and certainly not in the graduate program).

Dr. Ashraf Esmail, Dr. Kathryn A. Stout, and Dr. Sandra Weissinger should not be teaching any criminal justice courses, since they have no criminal justice graduate courses.

Regarding Dr. Shirley Salem, what she qualifies to teach cannot be determined since her transcripts do not show any course listing. Her criminology degree may be from either a sociology or criminal justice perspective. The minimum 18 graduate semester hours cannot be determined in her case.

Also, keep in that the SAC Faculty Credentials Guidelines are merely guidelines, however, the exceptions must be exceptionally outstanding in the profession/discipline.

Note: Please see attached sheet for faculty publications as well as the SAC Faculty Credentials Guidelines.

LOUISIANA STATE UNIVERSITY AND COLLEGE

BATON ROUGE, LOUISIANA 70803

OFFICIAL TRANSCRIPT

ASRAE M EMAIL

BIRTHDATE: 06/24

ARCHIBOLD RUMMEL HS

MEMPHIS TN 38152

DEGREES AWARDED:

05/17/1996 BACHELOR OF ARTS

LOUISIANA STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

MINOR: PSYCHOLOGY

MINOR: SOCIOLOGY

COURSE TITLE

DEPT CHR GR

CARR

EARN

OPTS

1ST SEM 1992-1993 JD 1 PDEN

LOUISIANA STATE UNIVERSITY

BIOL FOR SCI MAJ

BIOL 1201 D

ENGL COMPOSITION

ENGL 1001 B

WRIT COLLEGE WRIT II

WRIT 0092 C

MATH 1751 B

HUMAN SOCIETIES

SOC 1001 C

16.00

13.00

13.00

35.00

2.187

2.187

CUMULATIVE

LSU SYSTEM

SEMESTER

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32.00

25.00

25.00

66.00

66.00

2.062

2.062

CUMULATIVE

LSU SYSTEM

SEMESTER

4.00

36.00

36.00

26.00

26.00

1.500

1.500

CUMULATIVE

LSU SYSTEM

SEMESTER

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36.00

36.00

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 VICE CHANCELLOR OF ACADEMIC AFFAIRS
 & ACCREDITATION LIAISON
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 NEW ORLEANS LA 70126



Robert K. Dooley, University Registrar
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LOUISIANA STATE UNIVERSITY AND A&M COLLEGE

BATON ROUGE, LOUISIANA 70803

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ASHRAF M ESMAIL

XXXX-XXXX-0271

COURSE TITLE	DEPT	CRSE	GR	CARR	BARN	QPTS
LOUISIANA STATE UNIVERSITY						
2ND SEM 1993-1994 JD 2 SOCL						
BIOL FOR SCI MAJ	BIOL	1201	C	3.00	3.00	6.00
INTRO TO DRAMA & POE	ENGL	2027	A	3.00	3.00	12.00
PLANE TRIGONOMETRY	MATH	1022	C	3.00	3.00	6.00
ELEMENTARY SPANISH	SPAN	1101	A	4.00	4.00	16.00
INTRO ZOOLOGY	ZOOL	1202	W			
INTRO ZOO LAB	ZOOL	1209	W			
SEMESTER				13.00	13.00	40.00
LSU SYSTEM				63.00	50.00	142.00
CUMULATIVE				63.00	50.00	142.00

LOUISIANA STATE UNIVERSITY
3RD SEM 1993-1994 A&S 2 SOCL

WEST CIVIL TO 1500	HIST	1001	B	3.00	3.00	9.00
SOCIAL PSYCHOLOGY	PSYC	2040	A	3.00	3.00	12.00
SEMESTER				6.00	6.00	21.00
LSU SYSTEM				69.00	56.00	163.00
CUMULATIVE				69.00	56.00	163.00

LOUISIANA STATE UNIVERSITY
1ST SEM 1994-1995 A&S 2 SOCL

GENERAL BIOLOGY	BIOL	1002	C	3.00	3.00	6.00
HIS WEB CIVILIZATION	HIST	1003	A	3.00	3.00	12.00
INTR PERS INDUS PSYC	PSYC	3050	B	3.00	3.00	9.00
INTR STATISTICAL ANAL	SOCL	2201	A	4.00	4.00	16.00
ELEMENTARY SPANISH	SPAN	1102	B	4.00	4.00	12.00
SEMESTER				17.00	17.00	55.00
LSU SYSTEM				86.00	73.00	218.00
CUMULATIVE				86.00	73.00	218.00

LOUISIANA STATE UNIVERSITY
2ND SEM 1994-1995 A&S 3 SOCL

BEGIN JOGGING	KIN	1155	A	1.00	1.00	4.00
PSYC THINK/DEC MAKNG	PSYC	4030	A	3.00	3.00	12.00
METHODS OF SOCL RES	SOCL	2211	A	3.00	3.00	12.00
SOCIAL INTERACTION	SOCL	3601	A	3.00	3.00	12.00
THE FAMILY	SOCL	4401	A	3.00	3.00	12.00
THE AGED IN CONT SOC	SOCL	4531	B	3.00	3.00	9.00
INTERMED SPANISH	SPAN	2101	A	3.00	3.00	12.00
SEMESTER				19.00	19.00	73.00
LSU SYSTEM				105.00	92.00	291.00
CUMULATIVE				105.00	92.00	291.00

DEAN'S LIST

LOUISIANA STATE UNIVERSITY
3RD SEM 1994-1995 A&S 4 SOCL

GREEK ROMAN MYTHOL	CLST	2090	W			
GREEK ROMAN MYTHOL	CLST	2090	A	3.00	3.00	12.00
EMOTION & MOTIVATION	PSYC	4030	A	3.00	3.00	12.00
DEVELOPMENTAL PSYC	PSYC	4070	A	3.00	3.00	12.00
CRIMINOLOGY	SOCL	4461	A	3.00	3.00	12.00
SEMESTER				12.00	12.00	48.00
LSU SYSTEM				117.00	104.00	339.00
CUMULATIVE				117.00	104.00	339.00

DEAN'S LIST

PAGE 2 (CONT)



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Robert K. Doan, University Registrar

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BATON ROUGE, LOUISIANA 70803

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ASHRAF M. ESMAIL

XXXX-33-0271

COURSE TITLE	DEPT	CRSE	GR	CARR	EARN	QPTS
LOUISIANA STATE UNIVERSITY						
1ST SEM 1995-1996 A&S A SOCL						
LIFSPAN MOTR DEVELOP	KIN	4512	A	3.00	3.00	12.00
ADV EDUCATIONAL PSYC	PSYC	4160	A	3.00	3.00	12.00
SOCIOLOGICAL THEORY	SOCL	3101	A	3.00	3.00	12.00
SOCL OF MEDICINE	SOCL	4451	A	3.00	3.00	12.00
SMALL GROUPS	SOCL	4621	B	3.00	3.00	9.00
POPULATION	SOCL	4701	A	3.00	3.00	12.00
				SEMESTER	18.00	69.00
				LSU SYSTEM	135.00	408.00
				CUMULATIVE	135.00	408.00

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COURSE TITLE	DEPT	CRSE	GR	CARR	EARN	QPTS
LOUISIANA STATE UNIVERSITY						
2ND SEM 1995-1996 A&S A SOCL						
COMPUTERS IN SOCIETY	CSC	1100	AU			
GOVT OF LOUISIANA	POLI	2056	B	3.00	3.00	9.00
MARRIAGE FAMILY REL	SOCL	2505	A	3.00	3.00	12.00
SOCL CRIM JUST SYSTM	SOCL	3371	B	3.00	3.00	9.00
INTERMED SPANISH	SPAN	2102	C	3.00	3.00	6.00
				SEMESTER	12.00	36.00
				LSU SYSTEM	147.00	444.00
				CUMULATIVE	147.00	444.00

*****END OF ACADEMIC RECORD*****

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 Robert K. Doglos, University Registrar

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Student No: 001-19-5986 Date of Birth: 24-JUN-1974 Date Issued: 06-MAY-2009
 Page: 1

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 UNITED STATES OF AMERICA

SUBJ NO. COURSE TITLE CRED GRD PTS R

Record of: Ashraf Mohammad Esmail
 100 North Melrose Apt 1002
 Natchitoches, LA 71457

INSTITUTION CREDIT:

Fall Quarter 1996

College of Arts & Sciences

Sociology

Continuing or Returning

SOC 801 INTERMED SOC STATISTICS 5.00 B 15.00

SOC 816 SOCIOLOGY OF GENDER 5.00 B 15.00

Term: Ehrs: 10.00 GPA-Hrs: 10.00 Pts: 30.00 GPA: 3.00

Good Standing

Student Type: Continuing or Returning

Admit: Fall Quarter 1996

Last Admit: Summer Quarter 1998

Matriculated: Fall Quarter 1996

Winter Quarter 1997

College of Arts & Sciences

Sociology

Continuing or Returning

SOC 810 CLASSICAL SOC THEORY 5.00 B 15.00

SOC 815 SEM IN SOC OF RELIGION 5.00 B 15.00

Term: Ehrs: 10.00 GPA-Hrs: 10.00 Pts: 30.00 GPA: 3.00

Good Standing

Current Program:

College: College of Arts & Sciences

Major: Sociology

Conc.(s): Non-Thesis Option

Comments:

Degree GPA: 3.45 ASMA SOC Jun 20, 1998

Degree Awarded: Master of Arts 20-JUN-1998

Ehrs: 0.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00

Major: Sociology

Spring Quarter 1997

College of Arts & Sciences

Sociology

Continuing or Returning

SOC 802 RESEARCH METHODOLOGY 5.00 A 20.00

SOC 850 FAMILY VIOLENCE 5.00 A 20.00

Term: Ehrs: 10.00 GPA-Hrs: 10.00 Pts: 40.00 GPA: 4.00

Summer Quarter 1997

College of Arts & Sciences

Sociology

Continuing or Returning

SOC 852 FAMILY DIVERSITY 5.00 A 20.00

SOC 897 DIRECTED READING 5.00 A 20.00

Term: Ehrs: 10.00 GPA-Hrs: 10.00 Pts: 40.00 GPA: 4.00

Good Standing

SUBJ NO. COURSE TITLE CRED GRD PTS R

***** CONTINUED ON NEXT COLUMN *****

***** CONTINUED ON PAGE 2 *****

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Cherise Y. Peters, Registrar

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OFFICIAL TRANSCRIPT

Student No: 001-19-5986 Date of Birth: 24 JUN 1974 Date Issued: 06-MAY-2009
Record of: Ashraf Mohammed Esmael Page: 2

SUBJ NO. COURSE TITLE CRED GRD PTS R

Fall Quarter 1997

College of Arts & Sciences
Sociology

Continuing or Returning

SOC 811 SOCIOLOGY OF OCCUPATIONS 5.00 A 20.00

SOC 851 BIRTH AND PARENTHOOD 5.00 B 15.00

Term: Ehrs: 10.00 GPA-Hrs: 10.00 Pts: 35.00 GPA: 3.50

Good Standing

Winter Quarter 1998

College of Arts & Sciences
Sociology

Continuing or Returning

HIST 890 INTRO HISTORICAL RESRCH 5.00 B 15.00

SOC 894 DIRECTED PROJECT 5.00 S 0.00

Term: Ehrs: 10.00 GPA-Hrs: 5.00 Pts: 15.00 GPA: 3.00

Good Standing

Spring Quarter 1998

College of Arts & Sciences
Sociology

Continuing or Returning

SOC 894 DIRECTED PROJECT 10.00 S 0.00

Term: Ehrs: 10.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00

Good Standing

***** BEGIN GRADUATE QUARTER TOTALS *****

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	70.00	55.00	190.00	3.45

TOTAL TRANSFER	0.00	0.00	0.00	0.00
----------------	------	------	------	------

OVERALL	70.00	55.00	190.00	3.45
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***** END GRADUATE QUARTER TOTALS *****

***** END OF TRANSCRIPT *****

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Cherise Y. Peters, Registrar

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UNION INSTITUTE & UNIVERSITY

440 East McMillan Street
Cincinnati, Ohio 45206-1925

Ashraf M. Esmaeil
549 Ashlawn Dr
Barrahan, LA 70123-3856

OFFICIAL DOCUMENT

Entry Date: 6/21/02
Degree Program: DOCTOR OF PHILOSOPHY
Area of Concentration: SOCIOLOGY, EDUCATIONAL LEADERSHIP / ADMINISTRATION & READING COMPREHENSION
Date Degree Conferred: 7/31/04
Date Withdrawn:

I. D. Number: 000034852
Student Number: 270-68-0271

[Signature]
Registrar

MAR 06 2007
Date GRADE HOURS

CERTIFICATION: 01/12/03 (ADMISSION DOCTORAL CANDIDACY)

PROJECT DEMONSTRATING EXCELLENCE (DISSERTATION) TITLE:

"A CRITICAL STUDY OF THE DIVISION
OF LABOR IN LESBIAN FAMILIES"

NOTE: NARRATIVES OF ALL LEARNING ACTIVITIES COMPLETED ARE
AVAILABLE AT THE WRITTEN REQUEST OF THE GRADUATE.

** END OF RECORD **



**Commission on Colleges
Southern Association of Colleges and Schools**

REPORT OF THE REAFFIRMATION COMMITTEE

Statement Regarding the Report

The Commission on Colleges is responsible for making the final determination on reaffirmation of accreditation based on the findings contained in this committee report, the institution's response to issues contained in the report, other assessments relevant to the review, and application of the Commission's policies and procedures. Final interpretation of the Principles of Accreditation and final action on the accreditation status of the institution rest with the Commission on Colleges.

Name of the institution: Southern University New Orleans

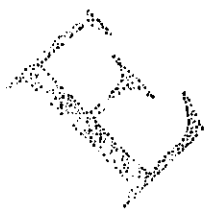
Date of the Review:

COC Staff Member: Dr. Rudolph S. Jackson

Chair of the Committee:

APPENDIX C

**List of Recommendations
Cited in the Report of the Reaffirmation Committee**
(Refer to "Directions for Completion of the Report of the Reaffirmation Committee.")



Request for Justifying and Documenting Qualifications of Faculty

For each of the faculty members listed below, the committee either found the qualification of the faculty member to be unacceptable or the institution did not adequately justify and document the faculty member's qualifications to teach the course(s) identified in the second column. For each case, the committee checked the column appropriate to its findings.

The institution is requested to submit additional justification and documentation on the qualifications of each of the faculty listed. When responding, the institution should use the Commission's "Faculty Roster Form: Qualifications of Full-Time and Part-Time Faculty" and its "Instructions for Reporting the Qualifications of Full-Time and Part-Time Faculty." (Access at www.sacscoc.org, click onto Resources, click onto institutional.) Read the instructions carefully and pay close attention to the section "Providing Information that Establishes Qualifications." The completed form, or similar document, should be included as part of the institution's formal response to the Commission.

Name of Faculty Member	Department and Courses Taught	Not Acceptable	Insufficient Documentation
██████████	English ENGL 111, 112		X
██████████	Fine Arts FIAR 101		X
██████████	Philosophy PHIL 211, 212	X	
██████████	Physics PHYS 101, 102		X
██████████	Physics PHYS 101, 211, 222		X
██████████	Physics PHYS 102	X	
Ashraf Esmail	Criminal Justice CRMJ 110, 220, 310, 330, 414, 430	X	
Darleen Shepherd	Criminal Justice CRMJ 330, 360, 590, 110, 417	X	
Kathryn Stout	Criminal Justice CRMJ 300, 510, 520, 412, 590	X	
Stacy Thomas	Criminal Justice CRMJ 505,	X	

	540, 690, 705, 715, 410, 510, 635		
Psychology	Psychology PSYC 210, 344, 444, 212	X	
Psychology	Psychology PSYC 210, 320, 399, 432, 410, 491		X
Substance Abuse	Substance Abuse Southern University BA 419, 319		X
Substance Abuse	Substance Abuse Southern University BA 215, 310, 325, 321, 494		X
Substance Abuse	Substance Abuse Southern University BA 422, 430		X
Political Science	Political Science	X	
Political Science	Political Science POLI 110	X	
Business Entrepreneurship	Business Entrepreneurship ENTR 101, 240, 310, 470, MGIS 506	X	
Business Entrepreneurship	Business Entrepreneurship ECON 211, 295		X
Management Information Systems	Management Information Systems MGIS 164, 250		X

11

ISSUE #2

Scholar's name: Esmail, Ashraf Birth Date: 06-24-1974 Gender: Male DU ID: 201066001
 Other Names (optional): _____ Address: 549 Ashlawn Drive, Harahan, LA 70123-3856

Summer 2010					Fall 2010				
Code	Course Title	Grade	Credits		Code	Course Title	Grade	Credits	
DCRJ 838	Justice and Juveniles	A	3		MCRJ 550	Professional Ethics and Liability	A	3	
DCRJ 849	Innovations in Policing	A	3		MCRJ 620	Criminology	A	3	
					MCRJ 763	Seminar in Social Justice	A	3	
					DCRJ 856	Supervised Readings in Criminal Justice/Community Corrections	A	3	
Cumulative Credits: 06					Cumulative Credits: 18				
Cumulative GPA: 4.0					Cumulative GPA: 4.0				

Spring 2011				
Code	Course Title	Grade	Credits	
Cumulative				GPA: 0.0

Summer 2011				
Code	Course Title	Grade	Credits	
Cumulative				GPA: 0.00





Credits:
Duplicain University
GPA: 0.00




Credits:
Duplicain University
Cumulative
GPA:

0.00
Duplicain University

Fall 2011				Spring 2012			
Course Title	Grade	Credits		Course Title	Grade	Credits	
Fall 2011				Spring 2012			
Cumulative Credits: 0 Cumulative GPA: 0.00				Cumulative Credits: 0 Cumulative GPA: 0.00			

Summer 2012				Fall 2012			
Course Title	Grade	Credits		Course Title	Grade	Credits	



 Registrant's Signature: *Mary Washington*


 Date: December 29, 2010



<http://www.sacscoc.org/pdf/webmemlist.pdf>

**SOUTHERN ASSOCIATION OF
COLLEGES
AND SCHOOLS
COMMISSION ON COLLEGES**

Member, Candidate and Applicant List

Branch Campuses list is currently being updated.

Campuses are denoted by (*)

Includes Commission Actions taken 12/2011

February 2012



APPLICANT INSTITUTIONS

Institution, City	Control	Level	Degrees
Alexander College, Burnaby, BC, XX	Private, For-Profit	I	A
The American University of Athens in Greece, Montgomery, AL	Private, For-Profit	VI	B M D
The Art Institute of Fort Lauderdale, Fort Lauderdale, FL	Private, For-profit	II	AB
Atlanta's John Marshall Law School, Atlanta, GA	Private, For-Profit	V	D
College of Biblical Studies-Houston, Houston, TX	Private, Not-For-Profit	II	AB
Dallas Christian College, Dallas, TX	Private, Not-for-Profit	II	AB
Duplichain University, Lake Charles, LA	Private, For-Profit	II	AB
H. Councill Trenholm State Technical College, Montgomery, AL	Public	V	M DI ←
Jose Maria Vargas University, Pembroke Pines, FL	Private, For-Profit	I	A
Moultrie Technical College, Moultrie, GA	Public	III	A B M
North American College, Houston, TX	Private, Not-For-Profit	I	A
Southern University Law Center, Baton Rouge, LA	Public	II	B
Sowela Technical Community College, Lake Charles, LA	Public	V	D
Texas A&M University-Central Texas, Killeen, TX	Public	I	A
University of North Texas at Dallas, Dallas, TX	Public	IV	B M ES
Virginia Tech Carilion School of Medicine, Roanoke, VA	Private, Not-For-Profit	III	B M
		V	D

**SOUTHERN ASSOCIATION OF COLLEGES
AND SCHOOLS
COMMISSION ON COLLEGES**



Member, Candidate and Applicant List

Branch Campuses list is currently being updated.

Campuses are denoted by (*)

Includes Commission Actions taken 06/2012

July 2012

APPLICANT INSTITUTIONS			
Institution, City, State	Control	Level	Degrees

The American University of Athens in Greece, Montgomery, AL	Private, For-Profit	VI	B M D
The Art Institute of Fort Lauderdale, Fort Lauderdale, FL	Private, For-profit	II	A B
Atlanta's John Marshall Law School, Atlanta, GA	Private, For-Profit	V	D
College of Science, Technology and Applied Arts of Trinidad and Tobago, Port of Spain,	Public	II	X X
Dallas Christian College, Dallas, TX.....	Private, Not-for-Profit	II	A B
H. Council Trenholm State Technical College, Montgomery, AL	Public	I	A
Jose Maria Vargas University, Pembroke Pines, FL	Private, For-Profit	III	A B M
North American College, Houston, TX.....	Private, Not-For-Profit	II	B
Northeast Lakeview College, Universal City, TX	Public	I	A
Ogeechee Technical College, Statesboro, GA	Public	I	X
Southern University Law Center, Baton Rouge, LA	Public	V	D
Texas A&M University-Central Texas, Killeen, TX.....	Public	IV	B M ES
Universidad Anahuac - Mexico Norte, Col. Lomas Anahuac,	Private, Not-For-Profit	VI	A B M ES D
University of North Texas at Dallas, Dallas, TX.....	Public	III	B M
The University of Texas Health Science Center at Tyler, Tyler, TX	Public	III	X

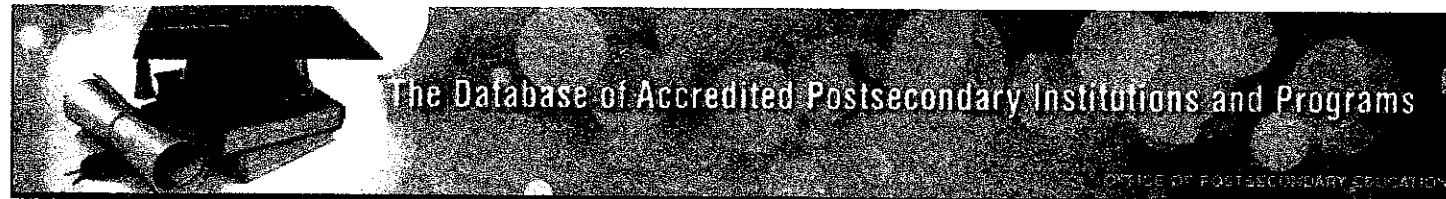
British Educational Affairs (BEDAF) independent accreditation body

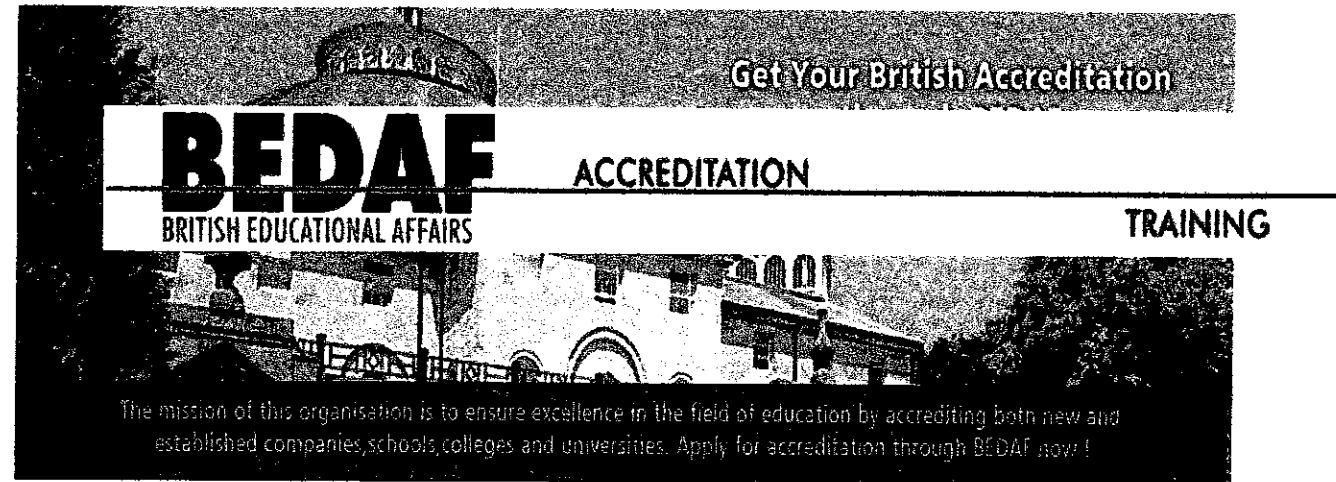
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BEDAF is an independent accreditation body which accredits and certifies educational institutions for their quality in various aspects such as curricula, staff, physical conditions, facilities or services regardless of their functioning location. The accreditation process is completely reliable and academic through expert observation, inspections and evaluation. Therefore being accredited by BEDAF is recognized by any governmental or nongovernmental organizations seeking reliability of an educational institution certified by an independent international accreditation body. There are various institutions accredited by BEDAF in different parts of the world including the United States.

* | **The United States does not recognize BEDAF for awarding financial aid to students. It only awards financial aid to attend institutions after their accreditation by national (US) & regional accreditation entities such as SACS and other US accreditation agencies.** | *

* | **"Please note, the Secretary of Education's recognition of accrediting agencies is limited by statute to accreditation activities within the United States. Although many recognized agencies carry out accrediting activities outside the United States, these actions are not within the legal authority of the Department of Education to recognize, are not reviewed by the Department, and the Department does not exercise any oversight over them." (From the database of Accredited Postsecondary institutions and programs, Office of Postsecondary Education).** | *





Accreditation Procedure

All BEDAF network members hold an accreditation certificate which ensures that they meet globally recognised educational standards. BEDAF accreditation has two stages. In the first stage institutions are pre-inspected using an online reporting and in the second stage the inspection procedure is completed onsite. Both stages are institution friendly, transparent and give detailed information about the related body concerning its present and future educational activities and implementations.

The goals of the accreditation procedure include the following:

To advance standards and promote excellence

To recognise internationally programmes and institutions that meet accepted standards

To assure the public of the quality of programmes and institutions

To provide a means of ongoing assessment and continuing education

To provide an objective means for reviewing the quality of education and educational services

Benefits of Accreditation

An educational institution, its administrative and teaching staff, and its students benefit directly from involvement in a comprehensive assessment of how effectively the programme or institution achieves its desired objectives.

By evaluating the quality of its programmes and services with respect to the BEDAF standards, which have been drafted and approved by professionals in the field, the programme or institution can gauge its effectiveness against benchmarks set by the profession. Through the ongoing biannual reporting and reaccreditation process, programmes and institutions continue their commitment to high quality.

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BEDAF - British Educational Affairs

Certificate of Accreditation

This is to certify that

DUPLICHAIN UNIVERSITY

in Louisiana, United States of America

is hereby issued this certificate of accreditation in recognition of

their compliance with the international standards

in the area of higher education.

Lynda Hazelwood

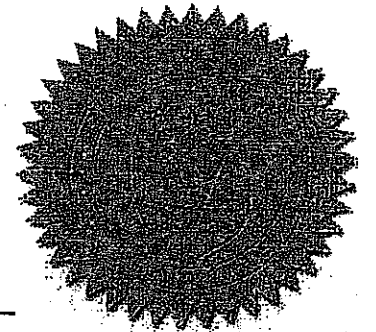
Authorised Signature

BEDAF
BRITISH EDUCATIONAL AFFAIRS

Date of Issue **22 FEB 2012**

Expiry Date **22 FEB 2014**

Accreditation Number **US 20120001**





Tracie Washington <tracie.washington.esq@gmail.com>

Fwd: BEDAF Accreditation

3 messages

ashesmail@aol.com <ashesmail@aol.com>

Wed, Mar 7, 2012 at 2:08 PM

To: tracie.washington.esq@gmail.com, tracie@louisianajusticeinstitute.org

Duplichain University is now accredited which sets up nicely for graduation in May

Best,
Ashraf Esmail

—Original Message—

From: Mattie Spears <mspears11@hotmail.com>

To: Ashraf Esmail <aesmail@duplichain.org>; Ashraf Esmail <ashesmail@aol.com>

Sent: Wed, Mar 7, 2012 1:52 pm

Subject: FW: BEDAF Accreditation

From: probinson@duplichain.org

To: ; roseduhonsells@suddenlink.net; mveni4921@cox.net

Subject: Fwd: BEDAF Accreditation

Date: Sat, 3 Mar 2012 11:46:33 -0500

CC:

Colleagues,

God has answered our prayers. Please see the email below from BEDAF.

Press Robinson, PhD

President

Duplichain University

Heritage Square

116 State Street

Lake Charles, LA 70605, USA

225-938-6496 Cell

337-474-1720 Phone

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On Sat Mar 3 5:12 , 'Enquiries - BEDAF UK Ltd' <enquiries@bedaf.org.uk> wrote:

Dear Dr.Robinson,

We are pleased to inform you that your institution was successful in achieving ACCREDITED status in the recent BEDAF inspection.

The BEDAF Advisory Board would like to offer our congratulations on this achievement. Your "Certificate of Accreditation" will be posted on Monday.

And soon you will receive some files which you can use both on printed documents and your websites.

Kind regards,

Lynda HAZELWOOD

BEDAF Accreditation Team

ashesmail@aol.com <ashesmail@aol.com>
To: tracie.washington.esq@gmail.com, tracie@louisianajusticeinstitute.org

Wed, Mar 7, 2012 at 2:12 PM

[Quoted text hidden]

Tracie Washington <tracie.washington.esq@gmail.com>
To: ashesmail@aol.com
Bcc: Tracie Washington <twesq@cox.net>

Wed, Mar 7, 2012 at 2:11 PM

Please call office asap. 504.872.9134

TLW

[Quoted text hidden]

—
Tracie L. Washington, Esq.
Louisiana Justice Institute
1631 Elysian Fields Avenue
New Orleans, Louisiana 70117
504.872.9134 TEL
504.872.9878 FAX
504.390.4642 CELL
twesq@cox.net
tracie@louisianajusticeinstitute.org
tracie.washington.esq@gmail.com

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Lake Charles, LA. Wednesday, July 25, 2012

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Accreditation

International BEDAF Accreditation

Duplichain University is an internationally accredited institution of higher learning by the British Educational Affairs (BEDAF) independent accreditation body ...[read more](#)

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Duplichain University is currently licensed by the Board of Regents of the State of Louisiana...[read more](#)

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August 15, 2012:

- [Returning Student Registration](#)

August 17, 2012:

- [New Student Registration](#)

August 22, 2012:

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August 27, 2012:

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State of Louisiana Licensure

Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

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Southern University and A&M College Recruitment Update



Submitted by:

**James Llorens, Ph.D.
Chancellor**

August, 2012

Southern University and A& M College

Baton Rouge, Louisiana
Recruitment Update
August 2012

Admissions

During July 2012, the Office of Admissions and Recruitment continued to focus on completing all outstanding freshman applications for Fall 2012.

This process involved the following:

1. Assisting Admission Counselors with processing of freshman applications
2. Scanning supporting documents
3. Entering student application data and other supporting documents
4. Assisting with the administering of the COMPASS test
5. Making phone calls to students to request missing information
6. Answering student service calls and servicing walk-ins

The Admissions staff continued to assist with notifying students of their eligibility for admission into SUBR and the College Connection Partnership Program (SUBR/SUSLA partnership). Also students who were COMPASS eligible were contacted to test on the Baton Rouge campus and in remote locations across the U.S.

In July, Admissions was able to code first-time freshmen in Banner who met the Out-of-State Fee Waiver requirement. Those students were from Louisiana's neighboring states of Mississippi, Arkansas, and Texas. A complete list of out-of-state students was compiled and sorted based upon admissions eligibility. First-time freshmen who were from any state other than neighboring states, who met the overall GPA of a 3.0 and an ACT composite score of 22 or SAT score of 1030 (Verbal and Math), were coded as OSFW in Banner. First-time freshmen from the neighboring states of Mississippi, Arkansas, and Texas, who had an overall GPA of a 2.7 and an ACT score 20 or SAT score of 940-970, were coded as NMAT. Tests were successfully run on these new codes.

Recruitment

During July, the Recruitment staff continued planning the recruitment events for the Fall 2013 recruitment season. In addition to planning, the Recruitment staff also attended events to increase enrollment at Southern University and A&M College. The events were as follows:

1. Southern University National Alumni Conference, July 11-14
2. Career Communications Group, Inc. Technology Awareness Program, July 12
3. Southern University System Town Hall Meetings, July 20-26
4. Home and Foreign Mission 2012 Annual Convention, July 24
5. Southwestern Athletic Conference Fest, July 27-29

Report on SUBR-SUSLA Partnership: To Increase Bachelors Degree Attainment of Community College Transfers

The SUBR-SUSLA Partnership is an agreement between Southern University Baton Rouge (a four-year institution) and Southern University Shreveport (a two-year institution) that will lead to an increase in the number of students who transition from a community college to a baccalaureate-degree granting institution. The overall goal of this initiative is to enhance attainment of bachelor's degrees for these students who are predominately African American. This partnership directly supports the transfer of community college students from SUSLA to SUBR. Consistent with the recommendations of the College Board Report, the collaboration provides for financial aid partnerships, on-campus experiences, transfer admission guarantees and dual admission programs. The SUBR-SUSLA Partnership creates a transfer receptive culture based on a comprehensive and strategic plan. **The goal set by SUBR was to admit at least 100 first-time freshmen into this program for Fall 2012**

August 17, 2012 Update



- **140 students are registered for Fall.**
- **60% have Composite ACT scores of 16 or above**
- **25% have Composite ACT scores of 18 or above**
- **The highest ACT is 24 and 8 students have ACTs above 20**
- **12 graduated from Scotlandville Magnet**
- **5 graduated from Saint Augustine in New Orleans**
- **4 graduated from Zachary High**
- **Over 300 SUBR-SUSLA applicants and parents attended orientation on August 12, 2012**