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This version of the catalog was published in February of 2019 and takes precedence over any previously printed or online catalog. The University Catalog is not intended to nor does it contain all regulations that relate to students. Students are held individually responsible for meeting all requirements as determined by Tulane University. Failure to read and comply with policies, regulations, and procedures will not exempt a student from being governed by and accountable to them.

The catalog of the University is the document of authority for all students. Any academic unit may issue additional or more specific information (e.g. student handbooks or program manuals) that is consistent with approved policy. These publications provide detailed and useful information; however, the information in the catalog supersedes that issued by any other unit if there is a conflict between the two. The University reserves the right to change the requirements given in the catalog at any time. Changes will become effective whenever the proper authorities so determine and will apply to both prospective students and those already enrolled.

Academic Calendar (https://registrar.tulane.edu/academic-calendar)  
Financial Aid (http://www2.tulane.edu/financialaid)  
Newcomb-Tulane College (https://college.tulane.edu)  
Office of Institutional Equity (https://equity.tulane.edu/about-oie)  
FERPA Annual Notice (https://registrar.tulane.edu/sites/registrar.tulane.edu/files/FERPA_Annual_Notice.pdf)  
Gibson Online (https://gibson.tulane.edu)  
Office of Graduate and Postdoctoral Studies (https://ogps.tulane.edu)  
Office of the University Registrar (https://registrar.tulane.edu)

Bottom
The 2019-2020 Tulane University Catalog was produced by the Office of the University Registrar in conjunction with the Office of Academic Affairs and Provost.
THE UNIVERSITY

Mission Statement

Tulane's purpose is to create, communicate and conserve knowledge in order to enrich the capacity of individuals, organizations, and communities to think, to learn, and to act and lead with integrity and wisdom.

Tulane pursues this mission by cultivating an environment that focuses on learning and the generation of new knowledge; by expecting and rewarding teaching and research of extraordinarily high quality and impact; and by fostering community-building initiatives as well as scientific, cultural and social understanding that integrate with and strengthen learning and research. This mission is pursued in the context of the unique qualities of our location in New Orleans and our continual aspiration to be a truly distinctive international university.

History

Tulane University, one of the foremost independent national research universities in the country, is ranked among the top quartile of the nation's most highly selective universities. With ten schools and colleges that range from the liberal arts and sciences through a full spectrum of professional schools, Tulane gives its students a breadth of choice equaled by few other independent universities in the country.

Tulane University's ten academic divisions enroll approximately 8,000 undergraduates and about 5,000 graduate and professional students. The schools of Architecture, Business, Liberal Arts, Public Health and Tropical Medicine, and Science and Engineering offer undergraduate and graduate programs. Other divisions include the schools of Law, Medicine, Social Work and Professional Advancement.

Tulane traces its origins back to the founding of the Medical College of Louisiana, the Deep South's first medical school, in 1834. Classes started the next year when 11 students and seven faculty members met in a rented hall; students paid for instruction by the lecture. Born of the desperate need for competent medical care in this region and of the founders' dedication to study and treat “the peculiar diseases which prevail in this part of the Union,” the college quickly earned recognition. Soon the medical college merged with the public University of Louisiana in New Orleans, adding a law department and a “collegiate” department that became Tulane College. The university continued building a national reputation. J.L. Riddell, professor of chemistry, built the first successful binocular microscope in 1852. The medical department faculty fought for improved public health and sanitation, and, in 1857, Christian Roselius, an early graduate of the collegiate and law departments, was appointed chief justice of the Louisiana Supreme Court.

The Civil War forced the university to close. After the war, the university reopened in financial trouble. Total assets, excluding buildings, totaled $4,570.39 in 1866. In the early 1880s, merchant and philanthropist Paul Tulane provided a permanent solution by donating more than $1 million “for the promotion and encouragement of intellectual, moral, and industrial education.” Tulane had made his fortune in New Orleans before returning to his native Princeton, New Jersey; his gift expressed his appreciation to the city.

The 17-member board authorized to administer the Tulane Educational Fund decided to revitalize University of Louisiana instead of founding a new institution. Paul Tulane concurred, and in 1884, the Louisiana Legislature gave the University of Louisiana to the Administrators of the Tulane Educational Fund. Tulane University of Louisiana, a private, non-sectarian institution, was born. As a result of its new strength, the university was able to create the Department of Philosophy and Science, which later became the Graduate School, and initiate courses in architecture and engineering.

In 1886, Josephine Louise Newcomb founded Newcomb College as a memorial to her daughter, Harriott Sophie. Newcomb College was the first degree-granting women's college in the nation to be established as a coordinate division of a men's university. It became the model for other coordinate women's colleges, including Barnard and Radcliffe. Newcomb's founding is linked with the World's Industrial and Cotton Exposition, which opened in Audubon Park in 1884. Several artisans who came to the New Orleans Exposition to exhibit their own work and see the works of others stayed to establish the arts program, which was at the heart of Newcomb's early curriculum. By the early 1900s, Newcomb pottery had won a bronze medal at the Paris Exposition, its fame had spread across the nation and young women were engaged in the unusual task of earning an independent living.

In 1894, Tulane moved to its present campus on St. Charles Avenue, five miles by streetcar from its former site in downtown New Orleans. At about the same time, the Richardson Memorial Building was built on Canal Street to house the medical school. Some medical classes were moved to the uptown campus, but clinical teaching remained downtown. The medical school was split between campuses until a major reorganization in the 1960s. For a quarter of a century, Newcomb College was located on Washington Avenue in the Garden District. In 1918 it, too, moved uptown to join other divisions of the university.

Around the turn of the century, Tulane's curriculum grew as several new professional schools were established, including the first school of architecture, business, and social work. City officials frequently consulted the College of Technology, which became the School of Engineering, on construction techniques and soil conditions. Engineering alumnus A. Baldwin Wood designed the famous Wood screw pump that helps drain New Orleans in times of torrential rains and flooding. The first student yearbook, Jambalaya, and the first Tulanian, the alumni magazine, were published. The Alumni Association was founded with 800 members, and significant contributions to the university financed new buildings, library holdings and research facilities. The Middle American Research Institute, founded in 1924, became a pioneer in Central American archaeology and anthropology, excavating and restoring the Mayan village of Dzibilchaltun in the Yucatan.

Since then, research in many disciplines has flowered through the establishment of research centers including the Murphy Institute of Political Economy, Newcomb Research Center, the Roger Thayer Stone Center for Latin American Studies, the Center for Bioenvironmental Research, the Brain Institute, the Tulane Museum of Natural History, and the Amistad Research Center— curator of one of the largest collections in the world of primary source material on American ethnic groups, especially African-Americans.

As early as the 1890s, Tulane offered free lectures and classes to the New Orleans community. This commitment to community service was reaffirmed in 1942 with the founding of University College, now
the School of Professional Advancement, which offers educational opportunities for working adults.

After World War II, Tulane's Graduate School and the professional programs continued to grow. The university was elected to the Association of American Universities, a select group of over 60 universities with "pre- eminent programs of graduate and professional education and scholarly research."

In the fall of 2005, following the devastation of Hurricane Katrina, Tulane University was confronted with unprecedented and existential challenges. The administration and the Board of Tulane University were faced with redefining and renewing the university for the future. President Scott Cowen called the resulting plan “the most significant reinvention of a university in the United States in over a century.”

The plan had at its center:

- a focus on an exceptional undergraduate program that is campus- and student-centric and a dedication to the holistic development of students.
- a core that is surrounded and strengthened by superb graduate, professional, and research programs that build on the university's historical strengths and distinctive characteristics.

In July 2014, Michael Fitts became the 15th president of Tulane, bringing with him a strong emphasis on heightening cross-disciplinary education and research.

Under President Fitts' leadership Tulane's national ranking and reputation have improved dramatically; each year's incoming classes have broken records in terms of their academic achievements and diversity; the university’s annual operating cash deficit of $15-20 million has been eliminated and the university has enjoyed record fundraising years.

President Fitts believes students and higher education institutions can set themselves apart in a fast-changing world and ever-shifting economy through the combining of different fields and skills. In his first year at Tulane, he launched task forces to lead the university in deepening its unique strengths for interdisciplinary collaboration. He sees powerful advantages in the university's manageable size, its wide selection of professional schools, the unified undergraduate college, and multiple cross-disciplinary projects already in place. He aims to create the most engaged undergraduate experience in the country through this rethinking of academic options, residential living, extracurricular activities, and more. In graduate education and research, he will foster intellectual cross-pollination that can produce solutions to some of the world's most fundamental problems.

This focus also extends to Tulane's physical campuses. President Fitts has initiated a campus master planning process with a 21st century vision of spaces redesigned to promote connections. That includes drawing people together from different parts of campus and linking different functions of the university, such as residence halls with dining hubs and academic venues.

The many major building projects under Fitts include the more than $35 million Goldring/Woldenberg Business Complex; the transformation of Mussafer Hall into the central location for services dedicated to student success; the building of new residence halls; and construction of The Commons, a three-story, $55 million, 77,000-square-foot marvel that will house a new dining hall, multipurpose meeting spaces and a permanent home for the Newcomb College Institute.

Another avenue for making connections is public service, an area where Tulane is a leader in higher education. President Fitts lauds the pursuit of community work for its power to show students how theory connects with practice. It gives them real-world experience with the concepts they study in class. His vision for the university includes enhancing the ties between public service and academics.

Accreditation
Tulane University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Tulane University is accredited by SACSCOC to award associate, baccalaureate, masters, doctorate, and professional degrees. For questions about the accreditation of Tulane University, contact SACSCOC at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500.

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Scott Tims
Assistant Vice President, Campus Health
name changes in local or permanent address. Many important notices are sent to students and parents via US mail and it is therefore important to maintain accurate mailing addresses. These notices may include: communications from individual schools within the university or Information Technology, bills (if requested via mail), and notices concerning academic action. It is therefore essential that any change in address be updated using the "Update Addresses and Phones" option found under Student Services on Gibson Online.

Name Changes

Students who wish to change their legal name must supply supporting legal documentation and complete the request for name change form with the Office of the Registrar (https://registrar.tulane.edu). Staff or faculty members who have a student record must change their legal name with the Office of the Registrar prior to making a name change request with Human Resources.

Expected Behavior at Tulane University

Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., Code of Academic Conduct (https://college.tulane.edu/code-of-academic-conduct), Code of Student Conduct (https://conduct.tulane.edu/resources/code-student-conduct)) and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.

The integrity of Tulane University is based on the absolute honesty of the entire community in all academic endeavors. As part of the community, students have certain responsibilities regarding all independent work that forms the basis for the evaluation of their academic achievement. Students are expected to be familiar with these responsibilities at all times.

The scholarly community of the university depends on the willingness of both instructors and students to uphold the Code of Academic Conduct (https://college.tulane.edu/code-of-academic-conduct). When a violation of the Code of Academic Conduct is suspected, it is the duty of every member of the academic community who has evidence to take action. Students should take steps to uphold the Code of Academic Conduct by reporting any suspected offense to the instructor or the
Honor Board. Students should under no circumstances tolerate any form of academic dishonesty.

**Behavior Norms**

Listed below are generally accepted guidelines for student behavior in classrooms, laboratories, and studios. Instructors and schools may impose other expectations.

- Computers are to be used for class-related purposes only; instructors will specify when computers may not be used.
- Students and instructors will turn off all cell phones and electronic devices at the beginning of each class; these items will remain off for the duration of the class.
- Students and instructors are required to observe copyright laws.
- Students are responsible for checking their Tulane e-mail accounts daily when classes are in session.
- Instructors expect students to be punctual when arriving for classes and presentations; they also expect uninterrupted attendance for the duration of the class.
- Students submitting work late can expect, at the instructor’s discretion, to have the work refused or to receive a grade penalty.
- Videotaping or recording a class requires the instructor’s approval in advance.

**Discipline**

For all academic activities and disruptive behavior, the authority for control and discipline rests with the dean of Newcomb-Tulane College and the deans of the undergraduate schools. In all other areas, the vice president of student affairs is responsible for formulating appropriate procedures and regulations concerning student behavior and for the judicial consideration of violations. Students should refer to the Code of Student Conduct (https://conduct.tulane.edu/resources/code-student-conduct) for a full description.

**Code of Student Conduct**

All students are bound by the Code of Student Conduct that is administered by the Office of Student Affairs. The full text is available here (https://tulane.app.box.com/s/f5dbdw5rtf1xg4ljoiq8stnmkqrijb).

**Credit-Hour**

Program Integrity Rules issued by the U.S. Department of Education require institutions to establish a definition of "credit hour". This applies to all degree programs (including credit for full and part-time undergraduate, graduate, professional, post-baccalaureate, and online programs):

- The assignment of credit-hours to a course occurs through a formal review process conducted at the appropriate levels of faculty governance.
- For courses in lecture format, one credit-hour represents the subject content that can be delivered in one academic hour (50 min) of contact time each week for the full duration of one academic semester, typically fifteen weeks along. For undergraduate courses, one credit-hour also includes associated work that can be completed by a typical student in 1-2 hours of effort outside the classroom. For graduate and professional courses taught in lecture format, 2-3 hours of outside work is expected for each academic hour of contact time as well.
- For courses taught in other than lecture format (e.g., seminars, laboratories, independent study, clinical work, research, online courses, etc.), one credit-hour represents an amount of content and/or student effort that in aggregate is no less than that described in (2) above.

While Tulane’s standard definition of a credit hour applies across the University, in some cases the definition may vary to meet specific accrediting body requirements.

**General Policies**

Tulane University is an Affirmative Action/Equal Employment Opportunity institution. Consequently, its policy of nondiscrimination includes recruitment, employment, admission, retention, and promotion of the most qualified students, faculty, and staff regardless of an individual’s race, sex, color, religion, marital/ethnic origin, citizenship, marital status, sexual orientation, handicap, or veteran status. Tulane University does not discriminate in its provision of services and benefits or in its treatment of students, patients, and employees. Inquiries regarding this policy may be referred to the Office of Institutional Equity (https://equity.tulane.edu).

Tulane University is committed to a policy of compliance with Federal laws and regulations concerning nondiscrimination on the basis of race, sex, color, national/ethnic origin, religion, age handicap, or veteran status in educational or institutional programs and activities. Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the other similar legislation prohibit such discrimination.

Tulane University has implemented grievance procedures for faculty, staff, and students concerning cases of alleged discrimination, including those of alleged sexual harassment. It is the policy of the University that harassment on the basis of sex among employees constitutes an impermissible employment practice, which is subject to disciplinary action and shall not be tolerated. Complaints or confidential inquiries may be referred to the Office of Human Resources (https://hr.tulane.edu) or the Office of Institutional Equity (https://equity.tulane.edu).

Sexual harassment involving students and university personnel or among students is equally impermissible and shall not be tolerated. The University is committed to providing an environment to study free of discrimination and sexual harassment.

**Reporting the Complaint:** It is not necessary to first confront the harasser prior to instituting a complaint under this policy. However, it is appropriate to promptly report a complaint so that a full and complete investigation is possible. Any person designated to receive complaints from students, employees, or faculty must notify the Office of Institutional Equity within twenty-four (24) hours of receiving a harassment complaint.

**Complaints by students:** A student who believes she or he has been harassed or is being harassed may report the alleged harassing behavior to any of the following individuals or agencies:
• Dean of the Newcomb-Tulane College, Dean of the school, or Dean of Students (or person designated by same) with which complaining student is affiliated.
• Vice President for Student Affairs (or person designated by same), 504-865-5180
• Associate Dean for Student Affairs, Tulane University Health Sciences Center, 504-988-5668
• Office of Institutional Equity, 504-862-8083 or 504-247-1760
• Tulane University Department of Public Safety, 504-865-5381
• Tulane University Health Sciences Center Security Services, 504-988-5531
• Contact the Office of Institutional Equity for additional information about Tulane University's Equal Opportunity and Harassment Policies. Uptown Square Suite 105, 504-247-1760.

Tulane University complies with the provision of the Family Education Rights and Privacy Act of 1974 (FERPA), which was enacted to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data. Students have the right to file complaints with the U.S. Department of Education Family Policy Compliance Office (ferpa.complaints@ed.gov) concerning alleged failures by the institution to comply with the Act. Information concerning the rights and protection under the Act, the types and locations of education records maintained, and the procedure to be used by the institution for compliance with the provisions of the Act can be obtained from the following offices: Vice President for Student Affairs/Dean of Student Services (https://studentaffairs.tulane.edu/contact-us/contact-us) and Registrar’s Office (https://registrar.tulane.edu/contact-us). Tulane University’s FERPA policy may be found here (https://registrar.tulane.edu/privacy-policies-forms). Grievances or confidential inquiries concerning the Act may be referred to the Office of Institutional Equity (https://equity.tulane.edu).

It is the policy and practice of Tulane University to comply with the Americans with Disabilities Act and all state and local requirements regarding individuals with disabilities. Under these laws, no qualified individual with a disability shall be denied access to, or participation in, services, programs, and activities of Tulane University. Accommodations are provided to those with documented disabilities through the Goldman Center for Student Accessibility (https://accessibility.tulane.edu). This office can be reached at (504) 862-8433.
GRADUATE DEGREES AND PROFESSIONAL PROGRAMS

Admission to graduate programs at Tulane University is managed by their respective schools. Each program embraces our core values of learning, innovation, and creativity. At Tulane, we are dedicated to recruiting the best and brightest local, national, and international students for each area of study. Each school or degree program has its own requirements and standards for admission, but all graduate students receive the full Tulane experience.

Office of Graduate and Postdoctoral Studies

The Office of Graduate and Postdoctoral Studies serves as an umbrella office to ensure consistency in graduate education policies and effectiveness. OGPS develops and reviews policies that apply to graduate students and postdoctoral fellows. Professional programs are under the oversight of the professional schools. OGPS also coordinates with the Graduate Council and the Office of Academic Affairs to supervise and provide guidance to graduate education programs and professional programs undergoing major changes. The office provides programming and advising for research based masters students, PhD students, and postdoctoral fellows to support them during their academic career at Tulane University and as they prepare for careers after their studies.

Typically graduate students in each school will report to their department or Dean's Office, especially in regards to signing up for classes, applying for graduation, or handing in their theses.

Academic Policies

Rules and Regulations

Upon admission, students are held responsible for compliance with the regulations Tulane University has set forth in this catalog and in relevant school and/or program handbooks and catalogs. They should familiarize themselves with these regulations.

The University reserves the right to change any of its courses and charges without advance notice and to make such changes applicable to students already registered as well as to new students.

The Graduate Council

The Graduate Council (http://tulane.edu/ogps/graduate-council.cfm) establishes and maintains university-wide procedures, rules and standards for the Master of Arts (M.A.), Master of Fine Arts (M.F.A.), Master of Liberal Arts (M.L.A.), Master of Science (M.S.), Master of Professional Studies (M.Pro), and Doctor of Philosophy (Ph.D.) degree programs. The council approves new degree programs and major curriculum changes in existing programs, performs periodic program reviews, and advises the Senior Vice President for Academic Affairs and Provost on graduate education issues. The voting membership of Graduate Council consists of the Provost, who serves as its chair, and twelve elected faculty members—each elected by a vote of the graduate faculty of their respective schools. More details on the council's membership and functions are available at: http://tulane.edu/ogps/graduate-council.cfm

Graduate Studies Student Association

The Graduate Studies Student Association (GSSA) (http://www.tulane.edu/%7Egssa) is responsible for addressing issues which affect graduate students in the School of Liberal Arts and the School of Science and Engineering, as well as allocating funds for graduate studies activities. GSSA's parent body is GAPSA (Graduate and Professional Student Association). (http://www.tulane.edu/%7Egapsa)

Unified Code of Graduate Student Academic Conduct

Tulane University expects students to conduct their academic endeavors with honesty and integrity. As part of the University community, graduate students have certain responsibilities regarding work that forms the basis for the evaluation of their academic achievement. Any student behavior that has the effect of interfering with the education, pursuit of knowledge, and/or a fair evaluation of the student's performance is considered a violation of the proscribed academic conduct, as set forth in the Unified Code of Graduate Student Academic Conduct. (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Unified-Code-of-GS-Academic-Conduct-06-18-13.pdf) The Code also outlines procedures to be followed if there is a suspected violation. Students are expected to be familiar with the Code. Principles and activities not covered by the Code may fall under the purview of University or departmental research and/or ethics committees. Questions concerning jurisdiction should be addressed to the dean of the respective school.

Code of Student Conduct

The University requires of all its students behavior compatible with its high standards of scholarship and conduct. By accepting admission to Tulane University, a student accepts its regulations, including the Code of Student Conduct, and acknowledges the right of the University to take conduct action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive. The Vice President for Student Affairs is responsible for formulating appropriate procedures and, as set forth in the Code of Student Conduct (http://tulane.edu/studentaffairs/conduct/code.cfm), regulations concerning student behavior and for the resolution of conduct cases.

Except as noted below, information regarding tuition and fees, residence halls and meals, financial obligations, financial aid, academic management services, short-term charitable remainder trust, and veteran’s benefits is the same as for undergraduate students. See “Financial Information” (https://www2.tulane.edu/financialaid/upload/2018-2019-Graduate-Source-Book-042618.pdf) for more information.

Tuition and Fees

Tuition and fees rate schedules are established at the university level; however, some fees, such as dissertator fees, are established by the individual schools or programs. Students who have assistantships are often granted tuition waivers, but fees are the responsibility of the student. Consult the graduate adviser of the appropriate school for more information on tuition and fees.
Financial Obligation to the University
No diploma or certificate of credit is given to a student who is in default of any payment due to a division of the University.

Financial Assistance
Tulane's graduate programs award their own scholarships, fellowships, and assistantships. Contact a particular graduate program for information on the availability of funds and how to apply. Tulane’s Financial Aid Office calculates a student’s eligibility for federal aid to supplement awards made by a graduate program.

PhD Program Review Schedule (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Policy_PhD-Program-Review-Schedule-Updated-1-14-15.pdf)


PhD Minimum Degree Requirements (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Policy_Minimum-PhD-Degree-Requirements-Updated-9-3-2013.pdf)

Master’s Degree Minimum Degree Requirements (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Policy_Minimum-Master-s-Requirements-FINAL.pdf)

Guidelines and Policies for Graduate Assistants (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Graduate-Assistants-Updated-6-23-15.pdf)


• Unified Code of Graduate Student Academic Conduct Honor Board Hearing (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Honor-Board-Form.pdf)
• Request to Waive a Hearing (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Request-to-Waive-a-Hearing.pdf)
• Honor Board Script (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Honor-Board-Script.pdf)
• Honor Board Training Examples (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Honor-Board-Training-Examples.pptx)

Childbirth Leave Policy (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Childbirth%20leave%20policy%20final.pdf)

Childbirth Leave Policy FAQ (https://ogps.tulane.edu/sites/g/files/rdw1126/f/FAQs%20Childbirth%20leave%20policy.pdf)

Planned Educational Leave Policy (https://ogps.tulane.edu/sites/g/files/rdw1126/f/PELP%20final.pdf)

Professional Codes of Academic Conduct and Professionalism:
• Law School: Student Handbook, Honor Code, and Other Policies (https://law.tulane.edu/policies)

• School of Medicine: Student Handbook (https://medicine.tulane.edu/sites/medicine.tulane.edu/files/Student%20Handbook%20October10.19.18%20FINAL.pdf)


Graduate Student Health Insurance Subsidy (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Policy_Graduate-Student-Health-Care-Subsidy-4.pdf)

Master’s Programs Requirements
The general characteristics of the graduate programs of study are outlined below, but as with admissions, specific requirements for all graduate degrees, including concurrent and dual or joint degrees, may be obtained from the schools in which the programs are to be carried out. These characteristics are specific to the MS, MA, MFA, MLA, and MPros degree programs.

Admission to Degree Programs
Admission to all graduate studies programs at Tulane is on the basis of academic accomplishments and potential, regardless of race, sex, color, religion, national/ethnic origin, citizenship, marital status, sexual orientation, disability, or veteran status.

Specific admission standards are set by the individual schools or programs, but in general, only applicants who have earned an undergraduate degree from a recognized institution may be admitted if their academic records and personal attributes indicate the ability to pursue advanced study successfully. Applicants must present evidence, to the satisfaction of the department or the program committee concerned, of adequate preparation for the subjects in which they seek to specialize. All students must hold the undergraduate degree before enrolling. Only students with undergraduate averages of B or better, or with undergraduate study of otherwise certifiable equivalent quality, ordinarily are admitted.

A master’s degree is not prerequisite to the beginning of study for the Doctor of Philosophy degree, but a student may be required to qualify for the master’s degree while working toward the doctorate.

Prospective students should consult the graduate admissions offices of their program of interest for additional admission requirements, application deadlines, and degree requirements.

Master’s Degree Minimum Degree Requirements

Minimum Credit Hour Requirements
The minimum credit hour requirement for a non-professional Master’s degree is 30 credit hours; however, some programs may require additional hours of coursework. Those programs that require 24 credit hours of coursework and a thesis for the Master’s degree are in compliance with this policy.

Continuous Registration Requirements
A student admitted in a degree program must be continuously registered in a degree-granting division of the university during the academic year (exclusive of summer session) in either full-time or part-
Thesis Requirements
If a thesis is required for the master's degree, the subject of the thesis must be in the field of major study and must have the approval of the professor by whom the thesis is to be directed. The finished thesis must have the approval of the thesis committee.

Students are required to submit their completed theses to the University's Theses and Dissertations Archive (http://library.tulane.edu/dissertations_and_theses/). Schools may require students to submit a paper copy of their thesis.

Thesis Committees
Master's thesis committees must consist of at least three faculty members, the majority of whom are Tulane faculty. Exceptions to this stipulation may be made by the appropriate school's dean.

4+1 Master's Programs
In some programs, undergraduate students have the option of obtaining a master's degree with one additional year of study beyond the bachelor's degree (4+1). Program requirements vary, but most 4+1 degrees do not require a thesis, in which case 30 credit hours of additional coursework beyond the bachelor's level are required. Those programs that offer a thesis-based 4+1 option require 24 credit hours of coursework beyond the bachelor's level. In some cases, a modified undergraduate curriculum is required to complete the 4+1 program; e.g., enrollment during the senior year in 6000-level courses that can be applied to both the bachelor's and master's degrees. Because this may be the case, interested students are advised to consult with their program's graduate advisor prior to their junior year to obtain specific instructions for participation in the 4+1 program. Tuition for the fifth year of the 4+1 program is set by the appropriate school or program.

Additional Requirements
Schools and graduate programs may have additional requirements for completion of the master's degree. Students are advised to consult with the appropriate departmental graduate adviser or dean for this information.

Registration Policies and Procedures
Registration information for graduate students is the same as that for undergraduate students.

Change of Courses
Students wishing to add or drop courses should consult the Schedule of Classes for instructions, as well as the official Academic Calendar (https://registrar.tulane.edu/academic-calendar). Failure to make schedule adjustments promptly and accurately may result in financial or academic penalties.

Change of Departmental Program
A student who has been admitted to a degree program in one department and wishes to transfer to a program in another department must obtain the approval of the chair of both departments concerned and the approval of the dean of the school before the change is official. The necessary form for such changes is available in the dean's office.
Grades

Grades are reported as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td></td>
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<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>A course in which a grade of C+ or less is earned cannot be counted toward a graduate degree.</td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td></td>
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<tr>
<td>D</td>
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<tr>
<td>D-</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete - This grade will automatically become F unless the work is made up within 30 days after the beginning of the following semester, excluding Summer School. This grade is not to be used as an automatic extension but only for unavoidable delays caused by illness or other emergencies.</td>
</tr>
<tr>
<td>R</td>
<td>Research - In those cases where research or experimentation, or both, cannot be completed within the 30-day limit following the end of the semester, this grade will be given to indicate this circumstance. This grade carries a different meaning from that of IP which is given at the end of the first semester of a two-semester course.</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress - Satisfactory progress at the end of the first semester of a year-long course; grades are assigned upon completion of the course.</td>
</tr>
</tbody>
</table>

W Courses may be dropped without record within six weeks of the first day of classes. Refer to Academic Calendar for exact dates each semester. Withdrawals with the grade of W after these dates may be accomplished only if the instructor notifies the dean that the student is passing and recommends permission to withdraw. WF (withdrawn failing) will be assigned if the student’s work in a course is unsatisfactory at the time of withdrawal.

In some departments grades for certain courses are reported as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

In some departments, grades for certain other designated courses may also be reported simply as S or U at the student’s option, provided that the option is declared by the student no later than the end of the second week of class.

Medical Excuses

Students are expected to attend all classes unless they are ill or prevented from attending by exceptional circumstances. Instructors may establish policies for attendance of their classes, which are announced at the beginning of the semester. Students who find it necessary to miss class must assume responsibility for making up the work covered during that session, including quizzes, examinations, and other exercises; they also are responsible for obtaining notes on material covered in lectures or other class sessions.

Students are responsible for notifying professors about absences that result from serious illnesses, injuries, or critical personal problems. However, medical excuses are not issued by the University Health Service, except in instances of illnesses or injuries that involve hospitalization.

Required Withdrawal and Denial of Enrollment

A student may be required to withdraw from any course or from the university, temporarily or permanently, for any of the following reasons:

- Work below the standard specified by the college in which the student is enrolled.
- Violation of the honor system or other misconduct.
- Possibility of danger to the health of the student or to other students if enrollment is continued.

The university reserves the right to forbid any student’s continued enrollment without assignment of reason. The school, however, will provide a student with a statement of reason in writing from the department. An appellate procedure has been established in cases involving academic performance or possible infringement of
academic freedom. Schools also have appellate procedures in cases involving non-reappointment of fellowships or scholarships when the formal terms of the first award have given reasonable expectation of renewal. Such procedures may also apply to cases in which a graduate, teaching, or research assistant, is relieved of a position before the end of the term of the appointment or is not reappointed when the formal terms of the first appointment have given reasonable expectation of reappointment. Copies of these procedures are available in the dean’s office.

Resignation from a graduate program must be made in writing to the dean. The student who finds it necessary to withdraw or to resign should report to the dean’s office to complete a withdrawal or resignation form.

Conferring of Degrees
All degrees are conferred by Tulane University. Degrees earned at the graduate level are awarded three times a year in December, May, and August. There is one commencement program each year in May. Candidates for degrees are required to complete an application for degree form on or before deadline dates, as stipulated by each school.

Dual Degree Programs
Tulane University offers a number of dual or joint degrees that are pursued as single coherent program of study. Up to 12 credit hours may be shared between the two degrees to meet Master’s degree requirements and up to 24 credit hours may be shared to meet Ph.D. requirements. For joint Ph.D. programs, the requirements of the Ph.D. must be maintained and satisfied in order to receive the Ph.D. degree.

Ph.D. Program Requirements
The general characteristics of the graduate programs of study are outlined below; but as with admissions, specific requirements for all graduate degrees, including concurrent and dual or joint degrees, may be obtained from the schools in which the programs are to be carried out. For maximum periods of time to complete requirements for these degrees, see Tenure for Degree Students.

Degree of Doctor of Philosophy
Students undertaking work for the degree of Doctor of Philosophy (Ph. D.) should understand that this degree is awarded not for an accumulation of course credits only, but for superior independent research and scholarship in the chosen field, as evidenced in the dissertation.

Admission to Degree Programs
Admission to all graduate studies programs at Tulane is on the basis of academic accomplishments and potential, regardless of race, sex, color, religion, national/ethnic origin, citizenship, marital status, sexual orientation, disability, or veteran status.

Specific admission standards are set by the individual schools or programs, but in general, only applicants who have earned an undergraduate degree from a recognized institution may be admitted if their academic records and personal attributes indicate the ability to pursue advanced study successfully. Applicants must present evidence, to the satisfaction of the department or the program committee concerned, of adequate preparation for the subjects in which they seek to specialize. All students must hold the undergraduate degree before enrolling. Only students with undergraduate averages of B or better, or with undergraduate study of otherwise certifiable equivalent quality, ordinarily are admitted.

A master’s degree is not prerequisite to the beginning of study for the Doctor of Philosophy degree, but a student may be required to qualify for the master’s degree while working toward the doctorate.

Prospective students should consult the graduate admissions offices of their program of interest for additional admission requirements, application deadlines, and degree requirements.

PhD Minimum Degree Requirements
The PhD is awarded not for an accumulation of course credits only, but for superior independent research and scholarship in the chosen field, as evidenced in the dissertation.

Minimum Credit Hour Requirements
The minimum credit hour requirements for the PhD are 48 credit hours; however, some programs may require additional hours of coursework.

Continuous Registration Requirement
A student admitted in a degree program must be continuously registered in a degree-granting division of the university during the academic year (exclusive of summer session) in either full-time or part-time status from the date of first registration until the awarding of the degree, unless the registration is terminated by resignation or by dismissal for academic or disciplinary reasons.

A student who has not completed the minimum coursework requirements for the degree must either enroll for a minimum of three hours per semester (exclusive of Summer Session) or register for Dissertation Research in order to maintain continuous registration. A student who has completed the minimum hours of coursework required for the degree must register for Dissertation Research (no credit hours) in order to maintain continuous registration. Some schools may require registration for a higher number of credit hours or may charge a continuous registration fee.

Failure to be continuously registered is de facto withdrawal and the school reserves the right not to readmit. A student who is readmitted is obligated to pay any applicable fee required to maintain continuous registration. Under exceptional circumstances a student may be granted leave by the dean of the appropriate school, and during such period of leave, a student will be considered in continuous registration without payment of fee.

Residency
A student must be in residence at Tulane for at least two semesters.

Full-Time Registration Status
Full-time status consists of registration for at least nine hours of graduate credit per semester, or a combination of coursework and equivalent academic activities such as teaching or research. PhD students must be in full-time status for at least one academic year (exclusive of summer session), though some schools and programs may require full-time status for a longer period. To hold a Tulane-sponsored fellowship, scholarship, or assistantship, a student must
be in full-time status. Off-campus employment may disqualify a student from receiving a Tulane-sponsored fellowship, scholarship, or assistantship.

A student who has completed the minimum hours of coursework and is registered for Dissertation Research (no credit hours) can be classified as a full-time student with full student privileges. Schools, however, may require the department or program committee to certify that the student is engaged in academic activities equivalent to a full-time commitment.

Part-Time Registration Status
Part-time status consists of registration for less than nine hours of graduate credit without certification by the department or the program committee that the student is engaged in a full-time academic program.

Transfer Credit
Acceptance of graduate credit for work done at other graduate institutions or in another division of Tulane must be approved by the department or program concerned and by the dean of the appropriate school. In general, a maximum of 24 semester hours of transfer credit may be accepted toward the PhD. Some programs may allow fewer transfer credits.

Tenure for Degree Students
Tenure is the maximum period of time normally permitted for the completion of all requirements for a degree, and it is determined on the basis of consecutive academic years from the date of registration for graduate study at Tulane. Tenure for the PhD degree is seven years. Tenure is not affected by registration status. Under certain circumstances, upon the recommendation of the chairperson of a student’s department or program committee, the dean of the school may extend tenure, but a student whose period of graduate study is unduly prolonged or interrupted may be required to perform additional work. Tenure regulations are applicable to all degree students, regardless of date of first registration. A registration block will be imposed by the school dean for those students who are beyond their time of tenure. The registration block can only be removed with permission from the school’s dean.

Dual Degree Programs
Tulane offers a number of dual degree programs with the PhD. In all instances, the requirements for the PhD degree must be maintained and satisfied in order to receive the PhD degree.

Dissertation Committees
PhD dissertation committees must consist of at least three faculty members, the majority of whom are Tulane faculty. Exceptions to this stipulation may be made by the school dean.

Admission to Candidacy
Admission to a PhD program does not constitute admission to candidacy for the PhD. To be admitted to candidacy, a student must complete certain degree requirements, as specified by each school or graduate program. See the department or program director of graduate studies for specific information.

The Prospectus
A student must write a prospectus in order to graduate. See the department or program director of graduate studies for specific requirements related to when and how a prospectus should be completed.

The Dissertation
The dissertation is the culmination of the PhD degree. It is the necessary demonstration that the candidate is worthy of taking a place among research scholars in the discipline. It must demonstrate not only mastery of the literature of the subject, but also the ability to carry on independent research that results in a genuine contribution to knowledge or an original interpretation of existing knowledge, and it must do so in a literate and lucid fashion. The dissertation committee shall pass on the acceptability of the dissertation before it is submitted in final form. Acceptability, however, is not final approval. The candidate must defend the dissertation successfully before the degree is awarded. Consult the dean of the appropriate school or program for regulations regarding formatting of the dissertation and submission deadlines.

Students are required to submit their completed dissertation to the University’s Theses and Dissertation Archives (https://digitallibrary.tulane.edu/theses_and_dissertations). Schools may require students to submit a paper copy of their dissertation.

Additional Requirements
Schools and graduate programs may have additional requirements for completion of the PhD degree. Students are advised to consult with the appropriate departmental graduate adviser or dean for this information.

Registration Policies and Procedures
Registration information for graduate students is the same as that for undergraduate students.

Change of Courses
Students wishing to add or drop courses should consult the Schedule of Classes for instructions, as well as the official Academic Calendar (https://registrar.tulane.edu/academic-calendar) for relevant deadlines. Failure to make schedule adjustments promptly and accurately may result in financial or academic penalties.

Change of Departmental Program
A student who has been admitted to a degree program in one department and wishes to transfer to a program in another department must obtain the approval of the chair of both departments concerned and the approval of the dean of the school before the change is official. The necessary form for such changes is available in the dean’s office of the appropriate school.

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<th>Grade</th>
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<tbody>
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<tr>
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<td></td>
</tr>
</tbody>
</table>
A course in which a grade of C+ or less is earned cannot be counted toward a graduate degree.

Incomplete - This grade will automatically become F unless the work is made up within 30 days after the beginning of the following semester, excluding Summer School. This grade is not to be used as an automatic extension but only for unavoidable delays caused by illness or other emergencies.

In Progress - Satisfactory progress at the end of the first semester of a year-long course; grades are assigned upon completion of the course.

Courses may be dropped without record within six weeks of the first day of classes. Refer to Academic Calendar for exact dates each semester. Withdrawals with the grade of W after these dates may be accomplished only if the instructor notifies the dean that the student is passing and recommends permission to withdraw. WF (withdrawn failing) will be assigned if the student’s work in a course is unsatisfactory at the time of withdrawal.
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Graduate Programs

Architecture
Tulane School of Architecture (http://architecture.tulane.edu/home)
Richardson Memorial
New Orleans, LA 70118
tel 504-865-5839
fax 504-862-8798

- Master of Architecture I (http://architecture.tulane.edu/programs/degrees/m-arch-1-graduate) (MArch)
- Master of Science in Architectural Research and Design (http://architecture.tulane.edu/programs/degrees/ms-arc) (MS ARC)
- Master of Preservation Studies (http://architecture.tulane.edu/programs/degrees/mps-master-preservation-studies) (MPS)
- Master of Sustainable Real Estate Development (http://architecture.tulane.edu/programs/degrees/msred-master-sustainable-real-estate-development) (MSRED)

Business
A.B. Freeman School of Business (http://www.freeman.tulane.edu)
Goldring/Woldenberg Business Complex
7 McAlister Drive
Tulane University
New Orleans, LA 70118
tel 504-865-5410

- Business Administration (http://mba.tulane.edu)
- Full-time MBA (https://freeman.tulane.edu/programs/graduate/full-time-mba)
- Professional MBA (http://www.freeman.tulane.edu/programs/pmba/default.php)
- Executive MBA (https://freeman.tulane.edu/programs/graduate/executive-mba-program)
- Accounting (http://www.freeman.tulane.edu/programs/macct/default.php) (MACCT)
- Finance (http://www.freeman.tulane.edu/programs/mfin) (PhD, MFIn)
- Master of Management (https://freeman.tulane.edu/programs/graduate/master-management) (MM)

- Master of Management in Energy (https://freeman.tulane.edu/programs/graduate/master-management-energy) (MME)
- Master of Business Analytics (https://freeman.tulane.edu/programs/graduate/master-business-analytics) (MANA)

Science & Engineering
School of Science & Engineering (http://tulane.edu/sse)
201 Lindy Boggs Center
New Orleans, LA 70118
tel 504-865-5764
fax 504-862-8747

- Applied Mathematics (http://tulane.edu/sse/math/academics/graduate) (MS)
- Bioinnovation (http://tulane.edu/bioinnovation-IGERT) (PhD)
- Biomedical Engineering (http://tulane.edu/sse/bme/academics/graduate) (PhD, MS)
- Cell & Molecular Biology (http://tulane.edu/sse/cell/academics/graduate) (PhD, MS)
- Chemical & Biomolecular Engineering (http://tulane.edu/sse/cbe/academics/graduate) (PhD, MS)
- Chemistry (http://tulane.edu/sse/chem/academics/graduate) (PhD)
- Computational Science (http://tulane.edu/sse/ccs/masters) (MS)
- Earth & Environmental Sciences (http://tulane.edu/sse/eeens/academics/graduate) (PhD, MS)
- Ecology & Evolutionary Biology (http://tulane.edu/sse/eebio/academics/graduate) (PhD, MS)
- Interdisciplinary PhD Program (http://tulane.edu/sse/academics/graduate/interdisciplinary-phd.cfm) (PhD)
- Mathematics (http://tulane.edu/sse/math/academics/graduate) (PhD, MS)
- Neuroscience (http://tulane.edu/sse/neuro/academics/graduate/graduate.cfm) (PhD, MS)
- Physics (http://tulane.edu/sse/pep/academics/graduate) (PhD, MS)
- Psychology (http://tulane.edu/sse/psyc/academics/graduate/phd-programs) (PhD, MS)
- Statistics (http://tulane.edu/sse/math/academics/graduate) (MS)

Liberal Arts
School of Liberal Arts (http://www.liberalarts.tulane.edu)
104 Newcomb Hall
New Orleans, LA 70118
tel 504-865-5225
fax 504-865-5224
liberalarts@tulane.edu

- Anthropology (http://www.tulane.edu/%7Eanthro) (PhD, MA)
- Art History (https://liberalarts.tulane.edu/departments/art/academics/graduate/art-history/degrees-programs) (MA)
- Art Studio (https://liberalarts.tulane.edu/departments/art/academics/graduate/studio-art) (MFA)
- City, Culture & Community (http://tulane.edu/ccc) (PhD)
- Computational Linguistics (https://liberalarts.tulane.edu/programs/linguistics) (MA)
• Classical Studies (http://www.tulane.edu/%7Eclassics) (MA)
• Economic Analysis & Policy (https://liberalarts.tulane.edu/departments/economics/academics/graduate/phd) (PhD)
• Economics (https://liberalarts.tulane.edu/departments/economics/academics/graduate/masters) (MA)
• English (https://liberalarts.tulane.edu/departments/english/academics/graduate/programs) (MA)
• French (https://liberalarts.tulane.edu/departments/french-italian/academics/graduate/french-ma) (MA)
• French Studies (https://liberalarts.tulane.edu/departments/french-italian/academics/graduate/french-phd) (PhD)
• History (http://history.tulane.edu) (PhD, MA)
• Latin American Studies (http://stonecenter.tulane.edu/pages/detail/7/Academic-Programs) (PhD, MA)
• Latin American Studies & Art History (http://stonecenter.tulane.edu/pages/detail/29/Graduate-Ph.D.-Program) (PhD)
• Linguistics (http://tulane.edu/liberal-arts/linguistics) (PhD, MA)
• Music (Composition, Musicology, Music Science & Technology) (https://liberalarts.tulane.edu/departments/music/academics/graduate/programs) (MA)
• Music (Performance) (https://liberalarts.tulane.edu/departments/music/academics/graduate/programs) (MFA)
• Musical Theatre (https://liberalarts.tulane.edu/departments/music/academics/graduate/programs) (MFA)
• Philosophy (http://www.tulane.edu/%7Ephil) (PhD, MA)
• Political Development (https://liberalarts.tulane.edu/departments/political-science/academics/graduate) (PhD)
• Spanish & Portuguese (https://liberalarts.tulane.edu/departments/spanish-portuguese/academics/graduate) (MA, PhD)
• Theatre (Design & Technical Production) (https://liberalarts.tulane.edu/departments/theatre-dance/programs/graduate) (MFA)

Professional Advancement
School of Professional Advancement (http://www.scs.tulane.edu)
125 Gibson Hall
New Orleans, LA 70118
504-865-5555
askscs@tulane.edu

• Liberal Arts (https://sopa.tulane.edu/degrees-programs/masters-degrees/master-liberal-arts) (MLA)
• Cybersecurity Management (https://discover.sopa.tulane.edu/ms-cybersecurity-management-online) (MPS)
• Emergency Management (https://sopa.tulane.edu/content/master-professional-studies-emergency-management) (MPS)
• Health & Wellness Management (https://sopa.tulane.edu/degrees-programs/masters-degrees/master-professional-studies-health-wellness-management) (MPS)
• Homeland Security (https://sopa.tulane.edu/degrees-programs/masters-degrees/master-professional-studies-homeland-security-studies) (MPS)
• Information Technology Management (https://discover.sopa.tulane.edu/ms-information-technology-management-online) (MPS)
• Security Management (https://sopa.tulane.edu/content/master-professional-studies-security-management) (MPS)

Law
School of Law (http://www.law.tulane.edu)
Weinmann Hall, 6329 Freret Street
New Orleans, LA 70118
tel 504-865-5939
fax 504-865-6748

• Juris Doctor (https://law.tulane.edu/academics/jd) (JD)
• Admiralty (https://law.tulane.edu/academics/llm) (LLM)
• Energy & Environmental Law (https://law.tulane.edu/academics/llm) (LLM)
• International & Comparative Law (https://law.tulane.edu/academics/llm) (LLM)
• American Law (https://law.tulane.edu/academics/llm) (LLM)
• Doctor of Juridical Science (https://law.tulane.edu/academics/sjd) (SJD)

Medicine
School of Medicine
1131 S. Robertson Street
New Orleans, LA 70112
tel 504-988-5462
fax 504-988-2945

• Doctor of Medicine (https://medicine.tulane.edu/education/md-program) (MD)

Graduate Medical Education
1430 Tulane Avenue, #8025
New Orleans, LA 70112
tel 504-988-5464
fax 504-988-6789

• Residency & Fellowship Programs (https://medicine.tulane.edu/education/graduate-medical-education)

Graduate Program in Biomedical Sciences
1430 Tulane Avenue
New Orleans, LA 70112
tel 504-988-5226
fax 504-988-3779

• Biomedical Sciences (https://medicine.tulane.edu/education/biomedical-sciences/graduate-program/academic-programs/phd-programs/phd-program) (PhD)
• Structural & Cellular Biology (https://medicine.tulane.edu/departments/structural-cellular-biology/academic-programs) (MS in Anatomy, Anatomy Research, or Clinical Anatomy)
• Biochemistry & Molecular Biology (https://medicine.tulane.edu/departments/biochemistry-molecular-biology/academic-programs/masters-1-year) (MS)
• Medical Genetics & Genomics (https://medicine.tulane.edu/centers-institutes/hayward-genetics-center/masters-medical-genetics-genomics) (MS)
Microbiology & Immunology (https://medicine.tulane.edu/departments/microbiology-immunology/academic-programs/masters) (MS)

Pathology (https://medicine.tulane.edu/departments/pathology-laboratory-medicine/academic-programs/masters-programs) (MS)

Pharmacology (https://medicine.tulane.edu/departments/pharmacology/academic-programs/masters-program) (MS)

Physiology (https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program) (MS)

Tulane Center for Aging
1430 Tulane Ave., SL-12
New Orleans, LA 70112
tel 504-988-3369
tcfa@tulane.edu

Aging Studies (https://medicine.tulane.edu/centers-institutes/tulane-center-aging/aging-studies-interdisciplinary-phd-program/application) (PhD)

Public Health & Tropical Medicine
School of Public Health & Tropical Medicine (http://www.sph.tulane.edu)
1440 Canal St., Ste 2400
New Orleans, LA 70112
tel 504-988-5388
fax 504-988-0907

Global Biostatistics and Data Science (https://sph.tulane.edu/gbds/home) (MS, MSPH, PhD, BSPH/MSPH, MD/MSPH)

Epidemiology (https://sph.tulane.edu/epid/home) (MS, MPH, PhD, BSPH/MPH, MD/MPH)
  • Epidemiology (https://sph.tulane.edu/epid/home) (MS, MPH, PhD, BSPH/MPH, MD/MPH, MD/PhD)
  • Clinical Investigation (https://sph.tulane.edu/epid/ms-ci) (MS)

Global Community Health & Behavioral Sciences (https://sph.tulane.edu/gchb/programs)
  • Community Health Sciences (MPH, BSPH/MPH, MD/MPH, MSW/MPH)
  • Health Education and Communication (MPH)
  • International Health and Development (MPH)
  • Maternal and Child Health (MPH)
  • Nutrition (MPH)
  • Global Community Health and Behavioral Sciences (DrPH, PhD)
  • Registered Dietician (RD certificate)

Global Environmental Health Sciences (https://sph.tulane.edu/gehs/programs)
  • Disaster Management (MPH, BSPH/MPH, MD/MPH, MSW/MPH, JD/MPH)
  • Global Environmental Health Sciences (MSPH, PhD)
  • Industrial Hygiene (MSPH)
  • Center for Applied Environmental Public Health (Distance Learning) (https://sph.tulane.edu/caepht/home):
    • Disaster Management (Online MPH, Online Certificate)
    • Industrial Hygiene (Online MPH, Online Certificate)
    • Occupational and Environmental Health (Online MPH, Online Certificate)

Occupational Health and Safety Management (Online MPH, Online Certificate)

Health Policy and Management (https://sph.tulane.edu/ghmp/home)
  • Health Policy (MPH, BSPH/MPH)
  • Health Systems Management (MPH, MD/MPH, BSPH/MPH)
  • Master of Health Administration (MHA, BSPH/MHA)
  • Health Policy and Management (PhD)

Tropical Medicine (https://sph.tulane.edu/trmd/home)
  • Tropical Medicine (MSPH, PhD)
  • Master of Public Health & Tropical Medicine (MPH&TM, MD/MPH&TM, BSPH/MPH&TM)
  • Diploma in Clinical Tropical Medicine (Certificate)

Social Work
School of Social Work
6823 St. Charles Avenue
New Orleans, LA 70118
tel 800-631-8234 or 504-865-5314
fax 504-862-8727

City, Culture & Community (http://tulane.edu/ccc) (PhD)
Disaster Resilience Leadership Academy (https://tssw.tulane.edu/drla) (MS, MS/MSW, Certificate)
Social Work (https://tssw.tulane.edu/degree-programs) (DSW, MSW, Online MSW (https://socialwork.tulane.edu))
Introduction
The School of Professional Advancement (SoPA) offers high quality degree and certificate programs in the humanities and in applied fields that are directly relevant to the needs and interests of working adults. Our faculty, most of whom are working professionals, ensure that our programs stay up to date, helping our graduates to maximize the value of their degrees. For over 130 years, SoPA has extended the resources of Tulane University to the communities it serves. Although the name has changed over time, the mission has remained constant: to develop and deliver distinctive undergraduate and graduate professional programs of the highest quality to a diverse population of working adults.

SoPA offices are located in Gibson Hall on Tulane University's Uptown campus; the School also makes its programs available in Harahan at the Elmwood Campus, and in Biloxi at the Mississippi Coast Campus in Edgewater Village.

Mission
SoPA offers high quality, distinctive undergraduate and graduate professional programs to a diverse student population in New Orleans and beyond.

History
Tulane University started offering courses to working adults in the 1880s in the areas of teacher preparation and the trades. In 1942, a range of programs across the University were consolidated into University College, which was renamed the School of Continuing Studies in 2006 as part of the University's post-Hurricane Katrina Renewal Plan. The school's name was changed to the School of Professional Advancement in 2017, to allow for a clearer focus on working adults and offering applied academic programs relevant to jobs and careers. Although the name has changed over time, the mission has remained constant: to develop and deliver distinctive undergraduate and graduate professional programs of the highest quality for a diverse student population.

Accreditation
Tulane University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, masters, doctorate and professional degrees. Contact the Commission on Colleges at:

1866 Southern Lane,
Decatur, Georgia 30033-4097
or call 404-679-4500 for questions about the accreditation of Tulane University.

Programs of Study
One of the school's greatest strengths is the diversity of its academic offerings and the flexibility with which students may approach them. SoPA offers several undergraduate and graduate programs in applied areas that prepare students to enter the workforce, as well as in the humanities and social sciences. Undergraduate students may pursue a bachelor's degree with a major offered by SoPA or work toward a major offered through another undergraduate division of the university, with a plan for transferring to that division. Individuals with a bachelor's degree may enroll in a master's degree, a graduate-level certificate program, or a post-baccalaureate certificate. Students may also prepare to transfer to a degree program at another school at the university or take miscellaneous courses that suit their personal interests or professional needs.

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- Exercise Science Major (p. 48)
- General Legal Studies (p. 47)
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- Emergency Management Certificate (Graduate) (p. 44)
- Finance Certificate (p. 38)
- Health and Wellness Post-Baccalaureate Certificate (p. 50)
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- Public Relations Certificate (p. 39)
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Academic Options

Cross Registration

Undergraduate students may enroll in undergraduate courses not listed in SoPA offerings. For courses listed under the School of Liberal Arts, students need only meet the prerequisites before enrolling. The Schools of Architecture, Business, Public Health and Tropical Medicine, or Science and Engineering courses require the relevant dean’s approval for enrollment in undergraduate courses. Graduate students should check with their program director in advance of registering for courses outside of SoPA if they wish to apply those courses toward the graduate degree.

Please note that the tuition rate charged for courses taken outside of SoPA courses may be significantly higher than the SoPA course tuition rate.

Double Undergraduate Majors

Students may complete two majors by meeting the requirements established by the departments concerned. Although two diplomas are not awarded for a double major, both majors are listed on the permanent record from which transcripts are made. To undertake a double major, students must plan each major with the department concerned. Some minimal overlap may occur: in cases where one course is listed by two major departments as part of the major curriculum of each. In any case, each major of a double major must show at least eight courses that do not overlap, except a double major in Cell and Molecular Biology where no more than five courses may overlap.

Dual Undergraduate Degrees

Students may earn dual degrees (a BS and a BA) by completing 150 instead of 120 and completing all the requirements of both a BS major and a BA major.

Independent Study

Some programs and departments offer independent study under the direction of a faculty member to a limited number of students of superior scholastic standing.

The work may take the form of directed readings, laboratory or library research, or original composition. Instead of traditional class attendance, the student substitutes conferences, as needed, with the faculty member. Students who wish to take an independent studies course must have the approval of the associate dean for academic affairs.

Second Undergraduate Degrees

Students already holding a baccalaureate degree may enroll in SoPA for a second baccalaureate degree. They must complete a total of 150 credits instead of 120 (60 credits must be taken at Tulane University), satisfy the SoPA proficiency, supporting, distribution, and residency
requirements for a second degree, and fulfill the requirements for the major.

Minors Offered
To be awarded an undergraduate minor, students must have a 2.00 grade-point average in all required coursework and 50 percent of the coursework must be earned at Tulane.

The School of Liberal Arts and School of Science and Engineering
SoPA students may select any major in the School of Liberal Arts or the School of Science and Engineering which offers a B.A. or B.S. or B.S.E. degree. The academic departments determine the requirements for these majors. Students electing this option must fulfill the core curriculum requirements for the major. SoPA undergraduate students who wish to major in a program not available within SoPA (i.e. a major in the School of Liberal Arts or the School of Science and Engineering) will be required to meet Newcomb-Tulane College residency requirements. Those requirements are that students must earn at least 60 credits in Newcomb-Tulane College courses (which may be cross-listed with SoPA), the last thirty of which must be earned while enrolled in Newcomb-Tulane College. In practice, this requires the student to transfer into Newcomb-Tulane College prior to earning their 90th college credit. SoPA students with a non-SoPA minor will not be required to transfer.

Students should consult with their SoPA advisor if they wish to pursue a major offered by these schools.

Majors completed in disciplines not sponsored by SoPA will likely require that the student take some courses at a significantly higher tuition rate than is available directly through SoPA.

Special Programs
Concurrent Enrollment for High School Students
SoPA offers a concurrent undergraduate enrollment program for outstanding high school students. The concurrent enrollment program offers qualified high-school students the opportunity to get an early start on their college education. Students take regular college coursework and earn credits and grades that become a part of their permanent college record. Concurrent enrollment students may apply for admission to Tulane upon graduation from high school, or they may transfer their Tulane credits to another institution, depending on the regulations in effect at that institution.

Concurrent enrollment students may enroll in either or both semesters of the regular academic year or the summer sessions. To qualify, students must have a minimum grade-point average of 3.2, and an SAT score of at least 1200, an ACT composite of at least 25, or a PSAT score of 64 (2 parts) or 94 (3 parts) or PLAN score of 24.

Students meeting these admission standards must also submit a Concurrent Enrollment application along with a $40 application fee. In addition, the student’s high school counselor must submit a letter of recommendation stating that the student has the necessary academic skills and personal development to succeed at Tulane University. SoPA will not admit any student to the Concurrent Enrollment program without all required material and records. Students are limited to two undergraduate courses per semester.

SoPA tuition rates apply to all courses.

Student Government
Student government is funded by a mandatory student fee. Part of the income goes to Tulane University student organizations and activities, and part is retained by the SoPA Student Government Association. Student activity fees are distributed by the Associated Student Body, which organizes campus activities. The SoPA Student Government Association is part of the Graduate and Professional Student Association, and requests its budget from that body.

Students interested in student government should contact the assistant dean for student support and success at 504-865-5333.

Alumni Association
All graduates of SoPA automatically become members of the Alumni Association. There are no dues. The purpose of the association is to promote the idea of higher education with emphasis on the continuing education of adults and to encourage fellowship among members. Contact with the Alumni Association may be made by calling the Office of Alumni Relations at (504) 865-5901 or online (https://alumni.tulane.edu).

Teacher Certification and Preparation
Mailing Address
Teacher Preparation and Certification
7039 Freret Street

Phone: 504-865-5342

SoPA offers an undergraduate pathway to certification as a K-12 teacher. The Teacher Preparation and Certification Program has state approval for the three programs (Secondary, Early Childhood and Dance) from the State Board of Elementary and Secondary Education and national accreditation from the Teacher Education Accreditation Council. Please see the program website or contact the Teacher Certification office for details.

Academic Policies
Academic Policies & Procedures
Academic Calendar
SoPA’s academic calendar is built on a semester framework. There are three semesters per academic year - fall, spring, and summer. The fall and spring semesters are 15 weeks long. The summer semester is 12 weeks, during which both 12-week courses and intensive six-week courses are offered.

Deadlines for adding and dropping courses may be found on the SoPA website (https://sopa.tulane.edu/student-information/academic-calendars).

Campuses
SoPA courses are offered at the Uptown and Elmwood campuses, as well as online.
Academic Advising
Students are assigned a SoPA academic advisor upon admission, and are encouraged to maintain regular contact with their academic advisors in matters relating to academic planning, satisfaction of degree requirements, quality of work rules, and transfer of credit from other institutions.

Admission, Costs, and Transfer Credits
Undergraduate Admission
Applicants to SoPA are not required to submit ACT or SAT test scores in order to be admitted but must hold a high school diploma or general equivalent diploma. Continued enrollment is based on satisfactory academic performance.

Individuals wishing to study through SoPA should complete the online application form (https://applysopa.tulane.edu/apply), along with a non-refundable $40 processing fee. Applicants who have attended college previously and plan to work toward a degree or certificate must contact all former schools and have official transcripts sent directly to SoPA. Those who have not previously attended college must submit a copy of their high school transcript (or equivalent) with their application.

Individuals desiring to attend SoPA and who do not plan to earn a degree (i.e. are “non-matriculating”) do not need to submit transcripts of previous college work. However, proof of high school graduation is still required. Individuals dismissed from, or on probation at, their last college may be admitted on probation at the discretion of the Academic Performance Committee. Conditions of probation at entry generally include a load limit of seven credits in the first semester. Continued enrollment after entering on probation is generally contingent upon the student earning grades of C or better in all courses taken the first semester.

Prior SoPA students who have been inactive for two or more years will be required to re-apply for admission to SoPA. This includes submitting a new admissions application, application fee, and transcripts. SoPA students who were not enrolled in classes the previous semester must go to the online application (https://applysopa.tulane.edu/apply) to update their contact information and their government-issued ID.

Interdivisional Transfer
Students in good academic standing in Newcomb-Tulane College who wish to transfer to SoPA may do so with the approval of the dean of Newcomb-Tulane College.

Students on probation in Newcomb-Tulane College who wish to improve their academic standing through part-time studies at SoPA may, with the approval of the dean of Newcomb-Tulane College, transfer to SoPA, but will be admitted on probation.

Students not eligible to return to another division of Tulane University are generally inadmissible to SoPA. These students may appeal to the SoPA Academic Petitions and Performance Committee for probationary admission.

Students in SoPA who wish to transfer to Newcomb-Tulane College should obtain the recommendation of the SoPA associate dean for academic affairs. This recommendation is given only to students who have completed at least two semesters in SoPA and are in good academic standing. Students must also have completed at least 18 credits including ENGL 1010 Writing (4 c.h.), a course satisfying the mathematics requirement, a course satisfying the science requirement, a course that is part of the foreign language requirement, a course satisfying the social science requirement, and a course satisfying the humanities requirement.

Transfer Credit
Undergraduate Students
Students who wish to transfer credits earned at other colleges and universities must have official transcripts sent directly to SoPA. SoPA will transfer only those credits earned at another college or university that was accredited by a regional accreditation authority (such as the Southern Association of Colleges and Schools) at the time the courses were taken. Up to 60 credits may be transferred from a regionally accredited college or university. For the General Legal Studies program, only courses taken at an American Bar Association-approved paralegal program may be transferred. Coursework from foreign universities will be referred to the World Education Services for evaluation and translation, if necessary. Transfer of credit from institutions not belonging to a regional accrediting body is done at the discretion of SoPA.

Individual academic departments at Tulane outside of SoPA may have rules governing the transfer of credits from community and junior colleges that may affect students, i.e. may not accept community college transfer credits that SoPA does accept. For specifics, contact a SoPA academic advisor. No more than 27 credits of business coursework may be transferred to SoPA, and no more than 27 credits in business may be applied to any bachelor’s degree at SoPA.

Work from such regionally accredited colleges is transferred at the value in credits/hours for which it was awarded if a grade of C or higher was earned and if an equivalent Tulane course exists. Credits earned while enrolled at other schools of Tulane University may be applied toward a SoPA degree programs; consult your academic advisor to find out if this is possible for you. Students transferring from a school using a quarter, rather than the semester, system are awarded two-thirds of a semester hour for each quarter hour credit.
Students with transfer credits should see an academic advisor before the end of their first semester to have their credits evaluated. When transcripts are received, students will be notified via a receipt of transcript acknowledgement sent to their Tulane email accounts. Students who do not receive a transcript receipt within a reasonable time frame should contact the SoPA Records Manager to check the status. Transfer credit requested for academic work done more than 10 years prior to admission to SoPA is subject to review by SoPA. Courses transferred from other institutions are not included in the calculation of grade-point average.

Students wishing to take courses at another institution during the summer must first receive approval from the SoPA associate dean for academic affairs and from the appropriate department. Ordinarily, while enrolled at Tulane, SoPA students are not permitted to take credit courses at any other university and apply those credits toward a degree program at Tulane.

**Graduate Students**

Graduate students who wish to transfer credits earned from other other colleges and universities must have official transcripts sent directly to SoPA. SoPA will transfer only those credits earned at another college or university that was accredited by a regional accrediting authority at the time the courses were taken. Students in good academic standing may transfer up to 9 credits. Coursework from foreign universities will be referred to World Education Services for evaluation and translation, if necessary. Transfer of credit from institutions not belonging to a regional accrediting body is at the discretion of SoPA.

Coursework is transferred at the value in credits/hours for which it was awarded if a grade of B or higher was earned and if an equivalent Tulane course exists.

**Credit for Life and Work Experience**

SoPA recognizes that many of its students come with extensive professional and life experiences that have the potential to translate into advanced standing or exemptions from certain academic requirements and coursework in both undergraduate and graduate degree and certificate programs.

Prior Learning credit can be awarded for learning outside of the classroom, including work experience, previous education, military and other post-secondary training, or by examinations such as the College Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST).

SoPA undergraduate students may receive up to 24 credits from portfolio assessment, examination, and military and other post-secondary training. The total of all prior learning credits, including credits transferred from other schools, cannot exceed 60 credits. Prior learning credit does not count toward the School's residency requirement, and may not be transferable to other divisions within Tulane. SoPA graduate students may receive up to six prior learning credits through portfolio assessment. Please consult your academic advisor for additional information about this process.

**Credit by Examination**

SoPA accepts credits earned from successful completion of national testing programs: the College Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST). Qualified SoPA students may receive up to 24 credits by testing out of courses through CLEP and DSST tests.

The table below lists the CLEP tests accepted by SoPA, the corresponding Tulane course, and the minimum required passing score.

<table>
<thead>
<tr>
<th>Exam Name</th>
<th>Tulane Class</th>
<th>Minimum Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Accounting</td>
<td>BSAC 1120</td>
<td>65</td>
</tr>
<tr>
<td>Introductory Business Law</td>
<td>BSBL 3400</td>
<td>60</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>BSMT 2310</td>
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</tr>
<tr>
<td>Principles of Marketing</td>
<td>BSMK 3200</td>
<td>65</td>
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<tr>
<td>Information Systems</td>
<td>CPST 1200</td>
<td>66</td>
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<tr>
<td>Humanities</td>
<td>PAHM 2010</td>
<td>55</td>
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<tr>
<td>American Government</td>
<td>POLA 2100</td>
<td>50</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>SOCI 2100</td>
<td>50</td>
</tr>
<tr>
<td>Western Civilization I</td>
<td>HISE 1210</td>
<td>55</td>
</tr>
<tr>
<td>Western Civilization II</td>
<td>HISE 1220</td>
<td>54</td>
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<tr>
<td>Calculus</td>
<td>MATH 1210</td>
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<tr>
<td>Chemistry</td>
<td>CHEM 1070</td>
<td>50</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>PSYC 1000</td>
<td>50</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>PANA 2010</td>
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</tr>
</tbody>
</table>

**DSST**

The table below lists the DSST tests accepted by SoPA, the corresponding Tulane course, and the minimum required passing score.

<table>
<thead>
<tr>
<th>Exam Name</th>
<th>Tulane Class</th>
<th>Minimum Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resource Management</td>
<td>HRDV 3330</td>
<td>53/434</td>
</tr>
<tr>
<td>Money and Banking</td>
<td>BSMF 3310 Money and Banking</td>
<td>54/434</td>
</tr>
<tr>
<td>Organizational Behavior</td>
<td>BSMF 3340</td>
<td>52/434</td>
</tr>
<tr>
<td>Principles of Finance</td>
<td>BSMF 2210</td>
<td>53/434</td>
</tr>
</tbody>
</table>
Portfolio Assessment Credit
SoPA is dedicated to helping working adults advance their careers through flexible degree programs that align with their goals and schedules. For those who are returning to school with a repertoire of professional experience, portfolio assessment offers an opportunity to earn credit for life and work experience. The portfolios are assessed by a qualified faculty member.

SoPA will award up to 24 portfolio credits to students earning a bachelor’s degree. Graduate students may earn up to six portfolio credits. Undergraduate students may earn an additional three elective credits for completing PAPL 1000, the Prior Learning Portfolio Development course. PAPL 1000 is offered through The Council on Adult and Experiential Learning (CAEL), a nonprofit organization based in Chicago, and is graded Pass/Fail.

SoPA has partnered with CAEL to offer the portfolio course and portfolio assessment. Founded more than 40 years ago, CAEL is the most established supporter of access to postsecondary opportunities for adult students in the U.S.

Students must have approval from an academic advisor or program director in order to have a portfolio evaluated. Portfolio credit may be earned for courses within one of the SoPA applied academic programs, including:

- General Legal Studies
- Business Studies
- Emergency & Security Studies
- Kinesiology
- Digital Design
- Applied Computing

Portfolio credit will not be permitted for capstone courses, practica, internship courses, and courses with labs.

Undergraduate students must have been enrolled at SoPA for at least one semester prior to registering for the portfolio assessment course, have at least a 2.0 cumulative GPA, and have received credit for ENGL 1010 or an equivalent. Graduate students wishing to develop and have a portfolio evaluated may develop a portfolio through a self-guided process. The portfolio assessments will be conducted by SoPA full-time and adjunct faculty trained to do these assessments in their areas of expertise, or by vetted experts hired by CAEL.

Military and Public Safety Training
Up to 12 elective credits may be awarded to graduates of police officer, firefighter, and paramedic training academies. Individuals applying for these credits must be able to document their graduation from a training academy and/or certification as a firefighter, police officer, or paramedic.

Registration Policies and Procedures
Registration
SoPA students are governed by the registration policies and procedures set by the university. Consult the University Catalog Registration Policies and Procedures (p. 7) regarding the registration and confirmation process.

Students with registration holds should clear them prior to the start of the semester. Students will not be allowed to retroactively register for classes after the deadline for the last day to register/add has passed.

SoPA reserves the right to cancel any course with low enrollment.

Tuition and Fees
Consult the SoPA Website (https://sopa.tulane.edu/admissions/sopa-tuition-and-fees) for current tuition rates and fee schedules.

In addition to tuition, SoPA students pay university and student activity fees. Special fees are charged for laboratory and studio courses, and special examinations as specified in the Schedule of Classes (https://classschedule.tulane.edu/Search.aspx) published by the Registrar’s Office.

SoPA students may register for courses offered by other divisions at Tulane at that division’s posted tuition rate, which may be significantly higher than SoPA’s. SoPA courses are clearly marked in the Schedule of Classes (https://classschedule.tulane.edu/Search.aspx).

Tuition refunds are allowed for students who drop courses by the dates specified in the academic calendar (https://sopa.tulane.edu/student-information/academic-calendars). Application, lab, other special course fees, and university fees are non-refundable.

Failure to attend a class does not constitute a withdrawal. Students will still be held responsible for any financial obligations related to a class for which they registered and failed to properly withdraw.

No diploma or transcript will be given to a student who is in default on any payments due to Tulane University.

Changes to Academic Records
No changes to course enrollment status (including adding or dropping courses), grades or grade types will be made more than three years after the close of the semester in which the course was offered.

Retention of Academic Records
Academic records will be retained for at least eight years from the time of the student’s first enrollment at SoPA. This restriction does not apply to records kept by the registrar’s office; those records are retained permanently.

Add/Drop Policy
Students wishing to add or drop courses should consult the academic calendar (https://sopa.tulane.edu/student-information/academic-
Academic Policies

Academic Performance

Credits and Grades

Undergraduate and graduate units at Tulane University are measured by credits that correspond to the number of hours the class meets per week.

Most courses meet three hours a week and are valued at three credits. SoPA, along with the other divisions of Tulane uses a plus/minus grading system. Each grade is assigned a number of “quality points” that are used in the calculation of the grade point average (GPA).

Grades and quality points used at SoPA are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.33</td>
</tr>
<tr>
<td>F</td>
<td>Failing, no grade points = 0.00</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawn failing, counts in GPA as an F = 0.00</td>
</tr>
<tr>
<td>UW</td>
<td>Unofficial withdrawal, counts in GPA as an F = 0.00</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn passing, not used in GPA computation</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory, not used in GPA computation (C- or above) but counted in earned hours</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory, not used in GPA computation (below C-) and earns no credit</td>
</tr>
<tr>
<td>AU</td>
<td>Audit, not used in GPA computation</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete, no grade points = 0.00</td>
</tr>
</tbody>
</table>

Satisfactory/Unsatisfactory

Undergraduate students in SoPA may avail themselves of the satisfactory/unsatisfactory option. A course with the grade of satisfactory (S) typically may not be used to satisfy proficiency, major, or minor requirements, and no more than 18 credits of S will be credited toward the degree. Students should be aware that many colleges will not accept the transfer of credit with this grade.

Students may take three credits of work on a satisfactory/unsatisfactory basis per academic year (fall, spring and summer) if they have completed at least 30 credits of college work and are not on probation.

To receive a satisfactory grade, students must earn a C or higher. The grade of S is not calculated into the grade-point average. Grades below...
C will be designated as unsatisfactory (U). The grade of U will not be calculated into the grade-point average.

Audit
Any student may take a course on an audit basis. No credit is earned for this work, but the course is entered on the official transcript with a grade of AU. SoPA students must pay tuition for an audited course.

Incompletes
An incomplete grade is given at the discretion of the instructor. It allows a maximum extension of 30 business days after the end of the term for the completion of the coursework. If the work has not been submitted by the deadline, the incomplete is converted to a failing grade. Extensions of the 30-day deadline may be requested in writing by the student and must be approved by the instructor and the SoPA associate dean for academic affairs. Extensions are approved only when a student has made an attempt to complete the missing work within the original 30-day period but, in the view of the instructor and the associate dean, has been prevented from completing the work by some special circumstance beyond the student's control. Extensions must be approved before the 30-day deadline expires; extensions are not approved retroactively.

Repeated Courses
Students who do not want a grade to count in the grade-point average may repeat the course under the following circumstances:

- the course to be repeated was completed during the student's first semester (Fall, Spring, or Summer) at Tulane
- the repeated course, taken at Tulane, is identical to the one it replaces

If the above conditions are met, the student must meet with an advisor and request that the first grade be dropped from computation in the grade-point average. The grade for the repeated course, even if lower than the first grade, will be factored into the student's GPA. The grade for the first course will remain on the student's transcript.

If passing grades are recorded twice or more for the same course, only the credit hours for one course will count towards the graduation total. Grades assigned by a university committee, including a WF for an Honor Code conviction, cannot be removed from the student's transcript or cumulative grade-point average even though the course may be repeated.

Maximum Credits for SoPA Students
Students in good academic standing at SoPA are allowed to register for up to 19 credits per semester. Students on probation are typically limited to 7 credits. Undergraduate students may not enroll in 7000-level courses. First-time undergraduates admitted to SoPA will be limited to 11 credits in their initial fall or spring semester. Transfer students, as defined by federal guidelines, may register for up to 19 credits starting in their first semesters.

Honors

Dean's List
A dean's list of undergraduate students is compiled at the end of the fall and spring semesters. To be eligible for the dean's list, students classified as freshmen and sophomores (have earned 0-56 completed credits) must earn a minimum GPA of 3.50 in at least six completed credits. Students classified as juniors and seniors (have 57-120 completed credits) must earn a minimum GPA of 3.67 in at least six completed credits. In all cases, satisfactory/unsatisfactory credits are excluded from determining the dean's list.

Latin Honors
Superior baccalaureate students are recognized at graduation by the award of Latin Honors. To qualify, a student must have a cumulative grade point average of at least 3.60, must have earned at least 36 credits at Tulane University excluding those earned in courses on a satisfactory/unsatisfactory basis, and must be receiving a bachelor's degree. Latin Honors are awarded as follows, based on cumulative grade point average:

- Summa cum laude = 3.900
- Magna cum laude = 3.800
- Cum laude = 3.600

Alpha Sigma Lambda Honor Society
The Theta Chapter of Alpha Sigma Lambda is a national scholastic honor society for adult undergraduate college students who are juniors or seniors. Invitations for membership are extended each year to qualified students. To be eligible, students must be enrolled in a degree program, have attended SoPA for at least three semesters, earned at least 36 credits at Tulane, and have a cumulative grade-point average of at least 3.200. Additional information on requirements and invitations to membership may be obtained from the chapter advisor at SoPA.

Requirements for Graduation
Students must submit an application for degree/certificate early in the semester in which they plan to graduate. This application must be completed with the student's academic advisor. Applications for degree/certificate are available on the SoPA website (https://sopa.tulane.edu/student-information/sopa-forms) and at each campus location. When students apply for their degree, their work is evaluated by the criteria in place at the start of their work towards that degree. SoPA updates programs periodically; changes in our curriculum go into effect for students who start the program the following semester. If you are concerned that a change in our curriculum will affect your degree requirements, or if you would like to take advantage of such changes, contact your advisor.

Limitations

Leave Restrictions for Returning Students
Students who return to the SoPA after an absence of more than two years may not be able to complete the program in which they originally enrolled. Returning students should talk with an academic advisor to determine possible changes in requirements or curriculum.

Business Course Restriction
Students may not earn more than 27 credits in courses under the business studies category or apply more than 27 credits of business courses toward any SoPA program. Business studies credits earned at SoPA are not applicable to any AACSB-accredited business school and may not be used toward a degree at the A.B. Freeman School of Business at Tulane. All courses in accounting, business law, finance, management, and marketing fall within this restriction.
Academic Standards

A student may be dismissed from SoPA for lack of sufficient academic progress toward fulfilling degree requirements. Through adherence to these regulations, the university seeks to ensure that its educational facilities are reserved for capable and motivated students. For continued eligibility, academic progress is measured both by minimum credit and minimum grade-point average.

Academic Progress

Undergraduate Classification

Undergraduate classification is based on cumulative earned credits:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Earned Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-24 earned credits</td>
</tr>
<tr>
<td>Sophomore</td>
<td>25-56 earned credits</td>
</tr>
<tr>
<td>Junior</td>
<td>57-91 earned credits</td>
</tr>
<tr>
<td>Senior</td>
<td>over 91 earned credits</td>
</tr>
</tbody>
</table>

Minimum Credits and Grade Point Average Quality-of-Work Rules

Undergraduate students in SoPA are required to maintain a minimum grade-point average throughout their enrollment (see table below). Students who fail to meet this minimum standard are placed on academic probation. The cumulative grade-point average of a student is calculated by dividing the number of quality points a student has earned by the total number of quality hours (including credits with failures). Only the grades of S, U, NR, W, and grades in courses affected by SoPA "Repeated Course" policy are excluded from this calculation.

<table>
<thead>
<tr>
<th>Minimum Cumulative Attempted</th>
<th>Minimum Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-30</td>
<td>1.75</td>
</tr>
<tr>
<td>31-61</td>
<td>1.85</td>
</tr>
<tr>
<td>62-93</td>
<td>1.95</td>
</tr>
<tr>
<td>94-124</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Academic Enforcement for SoPA Students

The quality of each SoPA’s work will be monitored at the end of each semester. Enforcement consists of two distinct steps: probation and dismissal.

Undergraduate Probation

Any student who does not meet the minimum cumulative quality of work rules will be placed on academic probation. The status of probation lasts until it is removed as a result of academic improvement or ended by dismissal. SoPA students who are placed on probation are notified in writing that their academic progress is insufficient. Students on probation may enroll in no more than seven credits. As a further condition, all coursework taken while on probation must be passed with at least a grade of C. Students on probation cannot be given a recommendation of good academic standing to another institution for the purpose of cross-enrollment or summer school admission. Transfer students admitted on probation to SoPA may enroll in no more than seven credits. In addition, they must earn at least a 1.75 grade-point average during their first term of enrollment, or they will be dismissed.

Graduate Probation

Graduate students admitted to study at the master’s level must maintain an overall grade point average of 3.00 or better to be considered in good academic standing. Students whose cumulative grade point average falls below 3.00 will be placed on academic probation, which will require a written academic development plan. Students will be removed from academic probation when they earn an overall grade point average of at least 3.00. Graduate students who receive a grade lower than a B- in any coursework attempted will be placed on academic probation from the program.

Dismissal

SoPA undergraduate students who do not meet the minimum cumulative GPA for academic good standing for three consecutive semesters, or who do not have a minimum cumulative GPA of 1.75 after attempting 24 credits, will be dismissed. Students may appeal the first dismissal. A second dismissal cannot be appealed. Coursework taken at another college or university during the dismissal period is not transferable to SoPA.

Graduate students who earn two grades below a B- will be dismissed.

Reinstatement

Students have the right to petition the SoPA Academic Performance and Petitions Committee after the first dismissal. Successful petitioners will be readmitted on the terms and conditions specified by the committee, which may include academic probation, specification of courses that must be taken, progress that must be achieved, the time within which terms and conditions must be met, and classification of academic standing.

Students may appeal the decision of the Academic Performance Committee in writing to the associate dean for academic affairs under the following circumstances: new evidence, or significant evidence or material that would have likely changed the outcome of the Academic Performance Committee’s decision. This appeal must be submitted within five business days of transmission of the decision of the Academic Performance Committee to the student. The decision of the associate dean for academic affairs is final.

Petitions

Written petitions from students who have been denied registration under these regulations are evaluated by the SoPA Academic Performance Committee.

Successful petitioners will be readmitted on the terms and conditions specified by the committee, which may include limitation on the number of courses, specification of courses that must be taken, progress that must be achieved, the time within which terms and conditions must be met, and classification of academic standing.

Class Attendance

Regular attendance is essential to successful academic progress. Students are expected to attend all classes, laboratories, seminars, and conferences as scheduled unless they are ill or prevented from attending by exceptional circumstances.

Instructors may establish policies for attendance of their classes, which are announced at the beginning of the semester and included in the course syllabus. Students who find it necessary to miss class are responsible for obtaining notes on material covered in lectures or other class sessions. It is up to the instructor to determine whether to allow the student to make up missed quizzes, examinations, or other exercises.
Students are also responsible for notifying professors about absences that result from serious illnesses, injuries or critical personal problems. Medical excuses are not issued by the University Health Service, except in instances of illnesses or injuries that involve hospitalization, in the event of partial or complete withdrawal due to medical reasons, or in the event of a missed final examination for a medical condition being cared for by the Campus Health Center. In all of these instances, medical information will only be released with the student’s written permission. Students should be aware that instructors have the right to lower grades for excessive absence or failure to make up work missed. They may also be assigned a grade of WF (see below).

Students who find their attendance seriously interrupted by exceptional, unforeseen circumstances are encouraged to discuss their difficulties with their instructor or academic advisor.

Grades of WF are assigned by administrators and are computed in the grade-point average as if they were Fs. With the approval of the associate dean for academic affairs, at any time during the semester an instructor may have a student with excessive absences involuntarily dropped from a course with a WF grade. A written warning will be issued to the student before he or she is administratively dropped from the course. In cases where students are suspended or expelled during the semester, W or WF grades may be assigned at the discretion of the instructors and the student’s dean. A grade of W or WF also may be assigned for disciplinary penalties resulting from an honor-code or conduct-code violation. A student who ceases to attend a course but has not withdrawn officially will receive a UW [unofficial withdrawal]. After the last day to drop without record and before the last day to drop a course, students who drop courses voluntarily will have W noted on their transcripts for each course dropped.

**Code of Academic Conduct**

The integrity of all Tulane students is based on the absolute honesty of the entire community in all academic endeavors. As part of that community, students have certain responsibilities regarding all independent work that forms the basis for the evaluation of their academic achievement. Tulane students are expected to familiarize themselves with the principles of this code and to conduct themselves in a manner that complies with the code at all times. All undergraduate students at Tulane University are expected to follow the Code of Academic Conduct (https://college.tulane.edu/code-of-academic-conduct). Graduate students are expected to follow the Tulane University Unified Code for Graduate Student Academic Conduct. (https://ogps.tulane.edu/sites/g/files/rbw1126/f/Unified-Code-of-GS-Academic-Conduct-06-18-13.pdf)

**Conduct**

Responsible adult behavior is expected of students in SoPA in both scholastic and non-scholastic affairs. Violations of the rules and regulations, including those on academic honesty, lead to disciplinary action by a dean of SoPA, the office of the Vice President for Student Affairs, or other appropriate university authority. For a thorough description of expectations and procedures, please refer to the Code of Student Conduct (https://studentaffairs.tulane.edu) (https://conduct.tulane.edu/resources/code-student-conduct).

**Discipline**

Departures from acceptable conduct may lead to fines, disciplinary probation, suspension or expulsion. Disciplinary probation (which refers to conduct and not to academic standing) and suspension usually are imposed for a stated period. Suspension and expulsion involve exclusion from classes and from all University activities. Students suspended or expelled will receive Ws or WFs in all courses at the discretion of the dean. Expulsion is the most serious academic penalty and is permanent. It is noted on the student’s record and included on transcripts issued thereafter. Suspension is noted on the student’s record and on transcripts issued while the penalty is in effect, but the notice is removed from the transcript at the end of the suspension. Transfer credits cannot be accepted for students who attend other colleges or universities while ineligible for any reason to continue in SoPA.

**Reporting to the Dean**

All students must report to a dean of SoPA, to the Vice President for Student Affairs, to their advisor, or to their instructors, without delay, when notified to do so.

**Grievance Committee**

The SoPA Grievance Committee is composed of three faculty and two student members and the assistant dean for student support and success as a nonvoting member. One of the committee’s duties is to hear students’ grievances and complaints against Tulane University and SoPA or Tulane personnel, including the faculty. The Grievance Committee deals with issues such as the grading system, sexual harassment, and unfair treatment. Students desiring a hearing before the committee must submit their requests in writing to the associate or assistant dean.

Students may appeal the decision of the Grievance Committee in writing to the SoPA Dean under the following circumstances: new evidence or significant evidence or material that would have likely changed the outcome of the Grievance Committee’s decision. This appeal must be submitted within five business days of transmission of the decision of the Grievance Committee to the student. The decision of the Dean is final.

**Right to Privacy**

Privacy of students’ records and affairs is protected under the Federal Family Educational Rights and Privacy Act (FERPA) of 1974 as amended (PL 93-380) and by policies issued by the Tulane University Board of Administrators: a university must allow a student the opportunity to review and inspect his or her educational records; a university must give a student the opportunity to challenge the content of his or her records under certain circumstances; a university must not grant access to or allow disclosure of a student’s records to outside parties, unless such disclosure is specifically permitted under the law or is made with the student’s written consent; a university must notify students of their rights under the law. For further details, contact the Office of Student Affairs at 504-314-2188.

**Degree Requirements**

**Undergraduate**

School of Professional Advancement Requirements

Undergraduate degrees offered at SoPA provide students with a breadth of knowledge and applied skills, as relevant to their area(s) of study. Students must demonstrate proficiency in writing, oral communication, scientific inquiry, quantitative reasoning, social sciences, a foreign language or cultural knowledge, and the humanities.
Graduate degrees offered at SoPA provide students with in depth knowledge and mastery in professional disciplines and liberal arts.

Bachelor's Degree
To receive a first baccalaureate degree from SoPA, students must have a minimum of 120 credits of passing work, as follows:

**Proficiency Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>Writing</td>
<td>4</td>
</tr>
<tr>
<td>Quantitative Reasoning (BA, BFA)</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>6-8</td>
</tr>
<tr>
<td>Foreign Language or Perspectives Outside European Tradition/Comparative Cultures</td>
<td>6-8</td>
<td></td>
</tr>
</tbody>
</table>

**Supporting Requirement**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communications</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Distribution Requirements**

(BA or BS with a SoPA major)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Students majoring in Liberal Arts and Sciences disciplines that are outside of SoPA should refer to the Newcomb-Tulane College graduation requirements. ([https://college.tulane.edu/general-education-curriculum](https://college.tulane.edu/general-education-curriculum))

**Designated Writing Requirement**

A designated writing course (may be a "Writing across the Curriculum" course, which can also be used to fulfill a major, minor, or distribution requirement).

**Major Requirements**

Undergraduate students have the opportunity to select a single area of study in which to gain deeper knowledge and mastery of a subject. SoPA undergraduate students must declare a major prior to earning 90 credit hours. This requires completion of the SoPA Major Declaration Form, which must have documented approval (i.e. a signature) from a SoPA academic advisor. Degree-seeking students who have completed 90 credit hours and have not declared a major will have a hold placed on future course registrations.

At any point, students may change their majors. However, students who change their majors should understand that previously completed coursework may not apply to the newly selected major, and that additional coursework may be necessary to meet the major requirements.

SoPA undergraduate majors require between 30 and 45 credits.

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Minor Option
SoPA students may elect to complete one or more minors, which is indicated on the SoPA Major Declaration Form. SoPA minors are typically 15-18 credits.

**Electives**

Students will complete electives as needed to reach a total of 120 credits.

**Minimum Requirements to Graduate**

Undergraduate students must have a cumulative 2.0 grade point average to graduate. They must also have a minimum 2.0 grade point average in their major(s) and, if applicable, their minor(s). For SoPA majors, at least 60 credits must be earned in courses at the 2000 level or higher.

No more than half the credits used toward satisfying graduation requirements may be in the major. Students may take no more than 70 credits each of humanities, science, and social science. This includes credits in the major.

Up to 6 credits of electives earned in courses with designations such as Independent Study, Special Projects, Directed Study, and Practicum will count toward graduation requirements. Students who must exceed this limit are required to petition the dean's office.

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**English Writing Requirements**

ENGL 1010 Writing (4 c.h.), a 4-credit intensive writing course, is Tulane's writing proficiency requirement. Students must demonstrate writing proficiency by the end of their first year at SoPA. Writing proficiency may be demonstrated by successful completion of ENGL 1010 Writing (4 c.h.) or ENGL 1011 Writing for Academic Purposes (4 c.h.), or a grade of C or better in a course equivalent to ENGL 1010 Writing (4 c.h.) from a regionally accredited institution, or an Advanced Placement score of 4 or better in either “English Literature and Composition” or “English Language and Composition” (or a similar A.P. exam). Students who do not demonstrate writing proficiency after their first year at SoPA will have a hold placed on future course registrations.

Students who need to review basic English skills before enrolling in ENGL 1010 Writing (4 c.h.) may wish to take PAEN 1000 Composition and Reading (3 c.h.) for elective credit. PAEN 1000 Composition and Reading (3 c.h.) does not count toward the completion of the writing requirement.

Upon completing the mandatory first-year writing course ENGL 1010, SoPA students must also complete at least one 3-credit upper-level writing course. These include intensive writing courses such as PAEN 2630 Expository Writing (4 c.h.)/ENLS 3630 Expository Writing (4 c.h.) and ENLS 3650 Persuasive Writing (4 c.h.), and designated writing courses offered within a specific SoPA discipline. These designated writing courses offer students additional opportunities for sharpening writing skills in disciplines where instructors have incorporated additional writing activities and instruction into the curriculum. Designated writing courses that satisfy this requirement are indicated in the Tulane Class Schedule.

**Quantitative Reasoning Requirement**

Students working toward a Bachelor of Arts Degree in a SoPA discipline are required to demonstrate competency in 3-4 credits of quantitative reasoning by passing any mathematics course, CPST 1070 Math For Info Technology (3 c.h.), PHIL 1060 Critical Thinking (3 c.h.) or
PHIL 1210 Elementary Symbolic Logic (3 c.h.), or BSMT 3250 Business Statistics (3 c.h.).

Students working towards a Bachelor of Science Degree in a SoPA discipline are required to demonstrate competency in 6-8 credits in mathematics courses. Students in the Applied Computing B.S. programs may take CPST 1070 Math For Info Technology (3 c.h.), or BSMT 3250 Business Statistics (3 c.h.) to fulfill this requirement.

Students majoring in Liberal Arts and Sciences disciplines that are outside of SoPA may not use CPST 1070 Math For Info Technology (3 c.h.), PHIL 1060 Critical Thinking (3 c.h.), or BSMT 3250 Business Statistics (3 c.h.) to satisfy this requirement. Please refer to the Newcomb-Tulane College graduation requirements. (https://college.tulane.edu/general-education-curriculum)

Foreign Language/non-Western Requirement
Students pursuing any bachelor’s degree offered by SoPA must demonstrate foreign language proficiency through successful completion of the second level in any foreign language, or complete two courses in Perspectives Outside the European Tradition/Comparative Cultures and International Perspectives (non-Western). Students may also blend one language and one non-Western course. Please consult the SoPA website for a list of possible non-Western courses.

Supporting Requirement
Students majoring in SoPA disciplines are required to complete one course in oral communications (Any SPEC course, BSMT 2250 Business Communications (3 c.h.) or THEA 2100 Fundamentals of Acting (3 c.h.)). Students majoring in Liberal Arts and Sciences disciplines that are outside of SoPA should refer to the Newcomb-Tulane College graduation requirements. (https://college.tulane.edu/general-education-curriculum)

Distribution Requirement
Students majoring in SoPA disciplines are required to complete 12 credits each of humanities/fine arts, sciences, and social sciences. In each distribution area, courses must be chosen from at least two different disciplines.

Students majoring in Liberal Arts and Sciences disciplines that are outside of SoPA should refer to the Newcomb-Tulane College graduation requirements. (https://college.tulane.edu/general-education-curriculum)

Courses taken to satisfy Proficiency and Supporting Requirements may not be used to fulfill distribution requirements for SoPA majors. For majors in the liberal arts and sciences, courses taken to satisfy core competency requirements may not be used for distribution requirements.

Major Requirements
Courses taken to satisfy Proficiency, Supporting, and Distribution Requirements may be used to fulfill major and minor requirements. However, at least 24 credits in the major may not overlap with the minor. Students must have a grade point average of 2.0 in the major to receive the degree.

Residency
At least 60 credits of a student’s degree program must be completed at Tulane University, with the final 30 taken while enrolled in SoPA. For an associate degree, certificate, major, or minor, at least one-half of the credits required in the area of concentration must be completed while enrolled in SoPA.

Graduate
The School of Professional Advancement awards a Master of Liberal Arts (MLA) degree or a Master of Professional Studies (MPS) degree upon successful completion of the major course requirements for one of these programs. Please refer to the individual program for specific coursework requirements. No thesis is required. Students may not apply more than two independent study courses toward graduation requirements. In order to earn a master’s degree, a student must have a cumulative grade point average of at least 3.00. Students must also submit an application for degree (https://sopa.tulane.edu/sites/g/files/rdw866/f/ApplicationForDegree.pdf) at the beginning of the semester in which the student plans to complete all required coursework and graduate. This application must be completed with the student’s academic advisor.

Academic Progress Requirements
Students admitted to study at the master’s level must maintain an overall grade point average of 3.00 or better to be considered in good academic standing. Students whose cumulative grade point average falls below 3.00 will be placed on academic probation, which will require a written academic development plan. Students will be removed from academic probation when they earn an overall grade point average of at least 3.00.

Students who receive a grade lower than a B- in any coursework attempted will be placed on academic probation from the program. Students who earn two grades below a B- will be dismissed.

Academic Departments
• Applied Computing Systems and Technology Program (p. 33)
• Business and Leadership Studies (p. 36)
• Digital Design (p. 41)
• Emergency and Security Studies (p. 44)
• General Legal Studies Program (p. 47)
• General Legal Studies Program (p. 48)
• Liberal Arts and Sciences (p. 50)
• Teacher Certification Program (p. 51)

ROTC
Tulane University recognizes the need for military officers with a quality education in a variety of academic specialties and highly recommends the Reserve Officer Training Corps programs as one method of meeting this need. The university maintains Air Force, Army, and Naval ROTC units which are part of the School of Science and Engineering. Their programs are open equally to men and women in all schools. Each of the programs provides an opportunity to develop leadership and management abilities, as well as to perform a valuable service to the nation. Individuals who wish to earn a commission and to serve a brief period of active duty, as well as those who are interested in a career of military service, are encouraged to participate.

A maximum of 15 credits from ROTC courses may be applied to a Tulane degree.
Air Force Reserve Officer Training Corps (AFROTC)

AFROTC offers three and four year programs through which students can earn a commission as a Second Lieutenant in the United States Air Force upon graduation. AFROTC is a comprehensive academic and hands-on training program. Students have the unique opportunity to enhance their interpersonal communications, teamwork, leadership, and management skills.

The curriculum is divided into two parts: the General Military Course (GMC) for freshman and sophomore, and the Professional Officer Course (POC) for juniors, seniors, and graduate law or nursing students. GMC students attend a 1-hour class and a 2-hour laboratory each week. POC students attend a 3-hour class and a 2-hour laboratory each week. All cadets compete for and must be selected to attend field training (a four-week session) between their sophomore and junior years.

LLAB cadets are classified into one of four groups with respect to field training attendance and/or commissioning. Initial Military Training (IMT) cadets are part of the General Military Course (GMC) but are not scheduled to attend field training (normally AS1000 cadets). The focus of IMT objectives/activities are to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program. Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS2000 cadets). The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment. Intermediate Cadet Leaders (ICL) are cadets returning from field training (normally AS3000 cadets). ICL objectives/activities give cadets the opportunity to further develop the leadership and followership skills learned at field training.

Every cadet position should provide the ICL the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment. Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS4000 cadets). This time is spent on additional opportunities to develop leadership and supervisory capabilities, and prepares cadets for their first active duty assignment. Extended Cadet Leaders (ECL) are cadets whose ROTC academic requirements are complete but still have one or more terms of college left to complete. These cadets may hold special duty or regular positions within the cadet corps upon discretion of the Detachment Commander (Det CC) or Commandant of Cadets (COC).

Students may enroll in the GMC without incurring any military obligation. Entry into the POC is competitive and requires a commitment to the Air Force. Additional summer programs are available to cadets on a voluntary basis. These professional development opportunities include parachuting, soaring, language immersion, base visits and more. Textbooks and uniforms are issued to cadets without cost. Scholarship cadets qualify for yearly book allowance per year and a subsistence allowance per month during academic year.

The Air Force offers excellent scholarship opportunities in a wide variety of academic majors. For additional information or to check scholarship eligibility, contact AFROTC Detachment 320, Tulane University, at 504-865-5394, afrotc@tulane.edu, https://tulane.edu/det320 or visit www.afrotc.com (https://www.afrotc.com).

Army Reserve Officer Training Corps (AROTC)

AROTC is a comprehensive program of studies through which a student can qualify to be commissioned as an officer in the United States Army, the National Guard, or the United States Army Reserve. Students learn leadership and management skills important in any profession. The Army ROTC program consists of a two-year Basic Course, which is open to freshmen and sophomores only, and a two-year Advanced Course. Non-scholarship students participating in the first two years of AROTC do not incur any obligation to the U.S. Army. Army ROTC offers four, three, and two year scholarships that include the Guaranteed Reserve Forces Scholarship. Army scholarships provide tuition assistance, a flat rate for textbooks, and a monthly subsistence allowance (up to 10 months per year). Students may elect to use scholarships for room and board (up to $10,000 annually) in lieu of tuition and fees. Admission to the AROTC Advanced Course is conditional on meeting academic, physical, and age requirements and the approval of the Professor of Military Science. Physical training is an integral part of the AROTC program.

To be commissioned as an officer, a student must complete either the regular four-year program, a three-year program (whereby the Basic Course is compressed into one year), or a two-year program (requiring completion of the summer AROTC basic camp giving the student credit for the Basic Course). Advanced placement for AROTC training may be given to veterans and students with previous ROTC experience. In addition to these requirements, a student must complete at least one course each in the areas of written communication, human behavior, military history, computer literacy and math reasoning. Uniforms and military science textbooks are issued without cost to all students. Advanced Course and scholarship students receive a subsistence allowance. They are also paid for the summer advanced leadership camp they must attend prior to completing the Advanced Course. For further information contact the Army ROTC office at 1-800-777-ARMY or 504-865-5594.

Naval Reserve Officer Training Corps (NROTC)

NROTC is a comprehensive program of studies through which a student can qualify to be commissioned as an officer in the Navy or Marine Corps. Students typically earn a national scholarship out of high school. Students matriculating to Tulane University, who have not already been awarded an NROTC scholarship, may participate in the NROTC College Program and compete for a 3, 2, or 1 year scholarship. These students are selected from applicants each year by the Professor of Naval Science.

NROTC Scholarship Process

The NROTC scholarship board begins accepting applications in April for the following academic year. The deadline for applications is December 31. The scholarship board uses a “rolling” selection process. The board commences reviewing applications in August and continues into the spring. Students aspiring to serve their nation should begin the application process early and provide updates through their
fall semester to the closing of the application deadline. The Navy encourages future officers to have backgrounds in STEM majors, but all degrees are accepted.

NROTC Scholarship rewards students with full tuition, university fees, uniforms, a textbook stipend, and a subsistence stipend. Scholarship students participate in paid summer training periods and receive commissions in the Navy or Marine Corps Reserve as Ensigns or Second Lieutenants upon graduation. They have a minimum five-year active duty obligation after commissioning.

NROTC College Program

NROTC College Program students are selected from applicants each year by the Professor of Naval Science. First-year students may apply to participate in the college program at the beginning of their first or second year. College program students compete nationally for a one, two, and three-year NROTC scholarship. During the sophomore year, non-scholarship students compete for “Advanced Standing”. “Advanced Standing” guarantees the student a commission in the service upon graduation. Students failing to attain “Advanced Standing” are dismissed from the program. Advanced Standing students participate in one paid summer training period (between the junior and senior years) and receive commissions in the Navy or Marine Corps Reserve upon graduation. They incur a minimum five-year active duty obligation, Advanced Standing students are furnished uniforms and naval science textbooks and a subsistence stipend during their junior and senior years.

NROTC Requirements

Members of the NROTC program are expected to achieve high academic standards minimum of 2.5 GPA, excel at physical training and be of sound moral judgment. All members of the program are required to enroll in Naval Science classes every semester and participate in morning drill and physical training. In addition, Navy Option scholarship recipients are required to take 2 semesters of Calculus and 2 semesters of Physics.

The NROTC Unit sponsors many teams in campus intramural sports and many specialty organizations that represent the unit on campus and throughout Louisiana and the southern United States. If you would like to schedule a visit or have any questions, please call the NROTC Unit, Tulane University at (504) 865-5104, email Navy@tulane.edu (navy@tulane.edu) or visit https://nrotc.tulane.edu/content/schedule-visit-0. Additional information may be found at https://nrotc.tulane.edu/.

Applied Computing Systems and Technology Program

Undergraduate

Major

• Applied Computing and Technology Major (p. 33)

Minor

• Applied Computing Systems and Technology Minor (p. 34)

Certificate

• Cyber Security, Post-Baccalaureate Certificate (p. 35)
• Information Technology Post-Baccalaureate Certificate (p. 35)
• Integrated Application Development Post-Baccalaureate Certificate (p. 36)

Graduate

• Cybersecurity Management, Master of Professional Studies (p. 34)
• Information Technology Management, Master of Professional Studies (p. 35)

Applied Computing and Technology Major

The B.S. in Computing Systems & Technology provides a base of knowledge, skills and exposure to industry practices in areas including cybersecurity, data and systems analysis, web and application development, and information technology.

The School of Professional Advancement awards the Bachelor of Science in Applied Computing Systems & Technology degree following the successful completion of 120 credits, including 18 credits in the major and 18 credits in one of the four concentrations.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPST 1200</td>
<td>Fund of Info Systems &amp; Tech</td>
<td>3</td>
</tr>
<tr>
<td>CPST 2200</td>
<td>Programming Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 2300</td>
<td>Database Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3600</td>
<td>IT HW &amp; SW Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3700</td>
<td>Networking Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3900</td>
<td>Info Security &amp; Assurance</td>
<td>3</td>
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<tr>
<td>Select one of the following options:</td>
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<td></td>
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<tr>
<td>Business Systems Analysis</td>
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<td></td>
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<tr>
<td>Information Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Application Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cyber Security</td>
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<td>Total Credit Hours</td>
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Concentrations

Business Systems Analysis

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<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CPST 3500</td>
<td>Info Systms Project Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3550</td>
<td>Systems Analysis &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4500</td>
<td>System Reqs Devel &amp; Testing</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4550</td>
<td>Applied Systems Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Select one 2000 - level or above CPST elective</td>
<td>3</td>
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</tr>
<tr>
<td>CPST 3250</td>
<td>Human-Computer Interaction</td>
<td>3</td>
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</table>
or CPST 4320  Business Intelligence
Total Credit Hours  18

**Information Technology**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CPST 3500</td>
<td>Info Sysmts Project Mgmt</td>
<td></td>
</tr>
<tr>
<td>CPST 3610</td>
<td>Internet Server Admin with IIS</td>
<td></td>
</tr>
<tr>
<td>CPST 3650</td>
<td>Linux Administration &amp; Security</td>
<td></td>
</tr>
<tr>
<td>CPST 3690</td>
<td>Microcomputer Hardware</td>
<td></td>
</tr>
<tr>
<td>CPST 3930</td>
<td>Cyber Threats &amp; Cyber Security</td>
<td></td>
</tr>
<tr>
<td>CPST 4350</td>
<td>Database Administration</td>
<td></td>
</tr>
<tr>
<td>CPST 4610</td>
<td>Network Administration</td>
<td></td>
</tr>
<tr>
<td>CPST 4640</td>
<td>Tc0/IP Protocol</td>
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</tr>
<tr>
<td>CPST 4650</td>
<td>Unix System Administration</td>
<td></td>
</tr>
<tr>
<td>CPST 4670</td>
<td>Advanced Network Admin</td>
<td></td>
</tr>
<tr>
<td>CPST 4700</td>
<td>Wide Area Networks</td>
<td></td>
</tr>
<tr>
<td>CPST 4710</td>
<td>Managing a Network Infrastruct</td>
<td></td>
</tr>
<tr>
<td>CPST 4765</td>
<td>IP Routing &amp; Switching</td>
<td></td>
</tr>
<tr>
<td>CPST 4930</td>
<td>Network Security, Firewall, VPN</td>
<td></td>
</tr>
<tr>
<td>CPST 4950</td>
<td>Website Security</td>
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</table>

Total Credit Hours  18

**Integrated Application Development**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CPST 3250</td>
<td>Human-Computer Interaction</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3310</td>
<td>Rel DB Design &amp; Develpmnt</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3550</td>
<td>Systems Analysis &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4250</td>
<td>Integrated Applicatn Develpmnt</td>
<td>3</td>
</tr>
<tr>
<td>Select one 2000 - level or above CPST elective</td>
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<td>Select one of the following:</td>
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<tr>
<td>CPST 3220</td>
<td>O-O Programming w/ Java</td>
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<tr>
<td>CPST 3230</td>
<td>Programming In C++</td>
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</tr>
<tr>
<td>CPST 3400</td>
<td>Website Developmt w/ XML/XHTML</td>
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<tr>
<td>CPST 3410</td>
<td>Website Dev w/ Javascript</td>
<td></td>
</tr>
<tr>
<td>CPST 3430</td>
<td>Website Development w/ ASP</td>
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</table>

Total Credit Hours  18

**Cybersecurity**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CPST 3930</td>
<td>Cyber Threats &amp; Cyber Security</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3650</td>
<td>Linux Administration &amp; Security</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4610</td>
<td>Network Administration</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4930</td>
<td>Network Security, Firewall, VPN</td>
<td>3</td>
</tr>
<tr>
<td>Electives (choose 2):</td>
<td></td>
<td>6</td>
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<tr>
<td>CPST 4810</td>
<td>Windows Security</td>
<td></td>
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<tr>
<td>CPST 4850</td>
<td>Penetration Testing</td>
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<tr>
<td>CPST 4870</td>
<td>Forensics, Investigate &amp; Resp</td>
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</tr>
<tr>
<td>CPST 4900</td>
<td>Advanced Computer Security</td>
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Total Credit Hours  30

**Website Security**

<table>
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<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CPST 4950</td>
<td>Website Security</td>
<td>18</td>
</tr>
</tbody>
</table>

**Applied Computing Systems and Technology Minor**

A minor in Applied Computing Systems provides students with programming, database, and network fundamentals.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPST 2200</td>
<td>Programming Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 2300</td>
<td>Database Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3700</td>
<td>Networking Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>Select one CPST Course (2000 level or above)</td>
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<tr>
<td>Select two CPST Courses (3000 level or above)</td>
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</table>

Total Credit Hours  18

**Cybersecurity Management, Master of Professional Studies**

The MPS in Cybersecurity Management was designed to provide individuals with the deep theoretical and functional knowledge of the technical, business, and management aspects of cybersecurity. This graduate program consists of eleven three-credit courses in the cybersecurity management curriculum: 3 foundation courses, 5 required courses, 1 capstone course, and two electives. Students will be prepared to effectively envision, plan, develop, document, review, communicate and lead cybersecurity efforts for an organization. This will include in-depth study of existing and emerging cybersecurity domain technologies, and the industry's best practices and standards for organizations in need of an effective approach to managing cybersecurity.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSMT 7050</td>
<td>Leadership for CS Profnls</td>
<td>3</td>
</tr>
<tr>
<td>CSMT 7900</td>
<td>Sec &amp; Cyber Threats for Mgrs</td>
<td>3</td>
</tr>
<tr>
<td>CSMT 7700</td>
<td>Cyber Network &amp; Tele Security</td>
<td>3</td>
</tr>
<tr>
<td>CSMT 7800</td>
<td>Cyber Law &amp; Policy</td>
<td>3</td>
</tr>
<tr>
<td>CSMT 7500</td>
<td>IT Sec Auditing &amp; Monitoring</td>
<td>3</td>
</tr>
<tr>
<td>CSMT 7950</td>
<td>Cryptography</td>
<td>3</td>
</tr>
<tr>
<td>CSMT 7300</td>
<td>Data &amp; Database Security</td>
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</tr>
<tr>
<td>CSMT 7170</td>
<td>Business Principles and IT Mgt</td>
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<td>CSMT 7990</td>
<td>Enterprise CS Mgt Capstone</td>
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<td>Elective (choose one):</td>
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<tr>
<td>CSMT 7870</td>
<td>Cyber Incident Res &amp; Forensics</td>
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<tr>
<td>CSMT 7750</td>
<td>Wireless, Mobile &amp; Cloud Secur</td>
<td>3</td>
</tr>
<tr>
<td>CSMT 7920</td>
<td>Software and Web App Security</td>
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<tr>
<td>HMLS 7800</td>
<td>Cyber Threats and Homeland Sec</td>
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</table>

Total Credit Hours  30
Cyber Security, Post-Baccalaureate Certificate

A Post-Baccalaureate Certificate in Cybersecurity is available to students who have previously earned a bachelor's degree. The program is designed to prepare students for careers in the fields of IT Security, Cybersecurity, Information Assurance, and Information System Security.

Requirements

Note: SoPA also offers Post-Baccalaureate Certificates in Business Systems Analysis, Integrated Application Development, and Information Technology. Each requires the 6 core courses from the Applied Computing undergraduate program plus six additional concentration courses. Students seeking to earn multiple certificates (or who have earned a B.S. in Applied Computing and seek to earn a certificate in another concentration area) may not use any individual course to satisfy the requirements of more than one concentration.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CPST 1200</td>
<td>Fund of Info Systems &amp; Tech</td>
<td>3</td>
</tr>
<tr>
<td>CPST 2200</td>
<td>Programming Fundamentals</td>
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</tr>
<tr>
<td>CPST 2300</td>
<td>Database Fundamentals</td>
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</tr>
<tr>
<td>CPST 3600</td>
<td>IT HW &amp; SW Fundamentals</td>
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<tr>
<td>CPST 3700</td>
<td>Networking Fundamentals</td>
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</tr>
<tr>
<td>CPST 3900</td>
<td>Info Security &amp; Assurance</td>
<td>3</td>
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Concentration Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
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<tbody>
<tr>
<td>CPST 3930</td>
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<tr>
<td>CPST 3650</td>
<td>Linux Administration &amp; Security</td>
</tr>
<tr>
<td>CPST 4610</td>
<td>Network Administration</td>
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<tr>
<td>CPST 4930</td>
<td>Network Security, Firewall, VPN</td>
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Select 2 of the following: 3

<table>
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<tbody>
<tr>
<td>CPST 4810</td>
<td>Windows Security</td>
</tr>
<tr>
<td>CPST 4850</td>
<td>Penetration Testing</td>
</tr>
<tr>
<td>CPST 4870</td>
<td>Forensics, Investigate &amp; Resp</td>
</tr>
<tr>
<td>CPST 4900</td>
<td>Advanced Computer Security</td>
</tr>
<tr>
<td>CPST 4950</td>
<td>Website Security</td>
</tr>
</tbody>
</table>

Total Credit Hours 36

Information Technology Post-Baccalaureate Certificate

The Post-Baccalaureate Certificate in Information Technology is available to students who have already earned a bachelor's degree. The certificate program is designed to give the student the knowledge and skills needed move into a career in technology through a challenging academic program of study in Information Systems and Information Technology. The program particularly emphasizes the knowledge and skills needed to manage Information Technology infrastructure in organizations.

Requirements

Note: SoPA also offers Post-Baccalaureate Certificates in Business Systems Analysis, Integrated Application Development and Cybersecurity. Each requires the 6 core courses from the Applied Computing undergraduate program plus six additional concentration courses. Students seeking to earn multiple certificates (or who have earned a B.S. in Applied Computing and seek to earn a certificate in another concentration area) may not use a single course to satisfy the requirements of more than one degree or concentration.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPST 1200</td>
<td>Fund of Info Systems &amp; Tech</td>
<td>3</td>
</tr>
<tr>
<td>CPST 2200</td>
<td>Programming Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 2300</td>
<td>Database Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3600</td>
<td>IT HW &amp; SW Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3700</td>
<td>Networking Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3900</td>
<td>Info Security &amp; Assurance</td>
<td>3</td>
</tr>
</tbody>
</table>

Information Technology Management, Master of Professional Studies

The MPS in Information Technology Management is designed for information technology and business professionals who want to combine their managerial skills and technical acumen to advance into a leadership role in the application of computing technologies. Students will acquire: a core set of technology and management knowledge; broad business and real world perspective; communication, interpersonal, and team skills; analytical and critical thinking skills; and the ability to integrate technology, business processes and people to leverage the use of computing technologies to solve critical needs of a business or organization.

The School of Professional Advancement awards the MPS in Information Technology Management degree following the successful completion of 10 graduate courses comprised of seven core courses and 3 electives.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPST 7150</td>
<td>The Business of IT</td>
<td>3</td>
</tr>
<tr>
<td>CPST 7200</td>
<td>Enterprise Arch Software</td>
<td>3</td>
</tr>
<tr>
<td>CPST 7600</td>
<td>Ent Architecture - Hardware</td>
<td>3</td>
</tr>
<tr>
<td>CPST 7900</td>
<td>Sec &amp; Cyber Threats - IT Mgrs</td>
<td>3</td>
</tr>
<tr>
<td>CPST 7000</td>
<td>IT Governance and Policy</td>
<td>3</td>
</tr>
<tr>
<td>CPST 7800</td>
<td>Cyber Law and Policy</td>
<td>3</td>
</tr>
<tr>
<td>CPST 6501</td>
<td>IT Project Management</td>
<td>3</td>
</tr>
<tr>
<td>CPST 7100</td>
<td>Managing the IT Department</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (choose 2): 6

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPST 6320</td>
<td>Business Intelligence</td>
</tr>
<tr>
<td>CPST 6500</td>
<td>Systems Req Dev and Test</td>
</tr>
<tr>
<td>CPST 7250</td>
<td>SW Development Methods</td>
</tr>
<tr>
<td>HMLS 7800</td>
<td>Cyber Threats and Homeland Sec</td>
</tr>
</tbody>
</table>

Total Credit Hours 30
Concentration Requirements
Select six of the following: 18

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPST 3500</td>
<td>Info Systms Project Mgmt</td>
</tr>
<tr>
<td>CPST 3610</td>
<td>Internet Server Admin with IIS</td>
</tr>
<tr>
<td>CPST 3650</td>
<td>Linux Administration &amp; Security</td>
</tr>
<tr>
<td>CPST 3690</td>
<td>Microcomputer Hardware</td>
</tr>
<tr>
<td>CPST 3930</td>
<td>Cyber Threats &amp; Cyber Security</td>
</tr>
<tr>
<td>CPST 4350</td>
<td>Database Administration</td>
</tr>
<tr>
<td>CPST 4610</td>
<td>Network Administration</td>
</tr>
<tr>
<td>CPST 4640</td>
<td>Tcp/Ip Protocol</td>
</tr>
<tr>
<td>CPST 4650</td>
<td>Unix System Administration</td>
</tr>
<tr>
<td>CPST 4670</td>
<td>Advanced Network Admin</td>
</tr>
<tr>
<td>CPST 4700</td>
<td>Wide Area Networks</td>
</tr>
<tr>
<td>CPST 4710</td>
<td>Managing a Network Infrastruct</td>
</tr>
<tr>
<td>CPST 4750</td>
<td>IP Routing &amp; Switching</td>
</tr>
<tr>
<td>CPST 4930</td>
<td>Network Security,Firewall,VPN</td>
</tr>
<tr>
<td>CPST 4950</td>
<td>Website Security</td>
</tr>
</tbody>
</table>

Total Credit Hours 36

Integrated Application Development Post-Baccalaureate Certificate

The Post-Baccalaureate Certificate in Integrated Application Development is available to students who have already earned a bachelor's degree. The certificate program is designed to give the student the knowledge and skills needed move into a career in technology through a challenging academic program of study in Information Systems and Information Technology. The program emphasizes knowledge and skills needed to develop effective application solutions that integrate both front-end processing and back-end database processing.

Requirements
Note: SoPA also offers Post-Baccalaureate Certificates in Business Systems Analysis, Information Technology and Cybersecurity. Each requires the 6 core courses from the Applied Computing undergraduate program plus six additional concentration courses. Students seeking to earn multiple certificates (or who have earned a B.S. in Applied Computing and seek to earn a certificate in another concentration area) may not use a single course to satisfy the requirements of more than one degree or concentration.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPST 1200</td>
<td>Fund of Info Systems &amp; Tech</td>
<td>3</td>
</tr>
<tr>
<td>CPST 2200</td>
<td>Programming Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 2300</td>
<td>Database Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3600</td>
<td>IT HW &amp; SW Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3700</td>
<td>Networking Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3900</td>
<td>Info Security &amp; Assurance</td>
<td>3</td>
</tr>
</tbody>
</table>

Certificate Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPST 3200</td>
<td>O-O Design &amp; Implementation</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3230</td>
<td>Programming In C++</td>
<td></td>
</tr>
</tbody>
</table>

Accounting and Finance Minor

A minor in Accounting and Finance teaches the fundamentals of accounting and provides an introduction to finance and investing. This minor is designed for students who may want to work in corporate finance or investing roles.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAC 1110</td>
<td>Intro to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BSAC 1120</td>
<td>Intro to Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BSAC 2210</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BSAC 2220</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
</tbody>
</table>
Accounting Fundamentals Certificate

The Accounting Fundamentals Professional Certificate provides students with a solid foundation in the principles and practices of accounting, including financial reporting and taxation, through introductory and intermediate courses. The program prepares individuals who have budget responsibilities or who aspire to perform bookkeeping and basic accounting responsibilities.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAC 1110</td>
<td>Intro to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BSAC 1120</td>
<td>Intro to Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BSAC 2210</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BSAC 3310</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

1 Does not count toward CPA Accounting Credits

Accounting Minor (School of Professional Advancement)

A minor in Accounting enables students to learn the fundamentals and intermediate aspects of accounting.

Requirements

Requirements for a Minor in Accounting

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAC 1110</td>
<td>Intro to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BSAC 1120</td>
<td>Intro to Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BSAC 2210</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BSAC 2220</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>Any two other courses in Accounting (BSAC) or Finance (BSFN)</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 18

Applied Business Certificate

The Applied Business Certificate is a 12-credit hour undergraduate certificate that offers foundation courses in business disciplines such as accounting, finance, management, marketing, and organizational behavior.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSMT 2250</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BSMK 3200</td>
<td>Intro to Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>BSMK 3400</td>
<td>Principles of Advertising</td>
<td>3</td>
</tr>
<tr>
<td>BSMK 3410</td>
<td>Advertising II</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRPA 2610</td>
<td>Princ of Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>PRPA 2100</td>
<td>Visual Communications</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 1100</td>
<td>Digital Design Foundation</td>
<td>3</td>
</tr>
<tr>
<td>PRDM 2900</td>
<td>Digital Media Princ &amp; Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

Advertising Minor

The 18-credit hour minor in Advertising introduces the students to the marketing and advertising discipline and how they interact to help a company or organization achieve their communication and marketing goals, through the areas of marketing, advertising, and public relations.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSMT 2250</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BSMK 3200</td>
<td>Intro to Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBL 3400</td>
<td>Legal Aspects of Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

Applied Business Studies Minor

A minor in Applied Business Studies is an ideal way for students who are new to the business environment to learn more about basic business principles. The minor offers foundation courses in business disciplines such as: accounting, finance, management, marketing, and organizational behavior.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAC 1110</td>
<td>Intro to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BSBL 3450</td>
<td>Commercial Law</td>
<td>3</td>
</tr>
<tr>
<td>or BSBL 3400</td>
<td>Legal Aspects of Business</td>
<td>3</td>
</tr>
<tr>
<td>BSMT 2310</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>or BSMT 3340</td>
<td>Managing Org Behavior</td>
<td>3</td>
</tr>
<tr>
<td>or BSMT 3600</td>
<td>Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>BSEC 1000</td>
<td>Economics for Non-Majors</td>
<td>3</td>
</tr>
<tr>
<td>BSMK 3200</td>
<td>Intro to Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>HRDV 3330</td>
<td>Intro To Human Resources</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

1 BSBL 3450 Commercial Law fulfills CPA Requirement
BSBL 3450  Commercial Law (fulfills CPA commercial law requirement)

Select one of the following:
- BSMT 2310  Principles of Management
- BSMT 3340  Managing Org Behavior
- BSMT 3700  Global Business

Human Resource Development Minor

A minor in Human Resource Development provides a student with the fundamentals of human resources and basic business concepts. This 18-credit hour minor includes topics such as: compensation and benefits, recruitment, selection, and performance management.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSMT 3340</td>
<td>Managing Org Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BSMT 3700</td>
<td>Global Business</td>
<td>3</td>
</tr>
<tr>
<td>HRDV 3330</td>
<td>Intro To Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>BSMT 3380</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

Digital Media and Marketing Communications Certificate

The Professional Certificate in Digital Media and Marketing Communications enables students to advance their skill set and understanding of digital media strategies, tactics, and best practices used in today's Public Relations and Marketing disciplines. This 12 credit-hour undergraduate certificate focuses on the strategies used in Digital Media and Marketing Communication campaigns; digital content such as infographics, e-books, and blogs; and, SEO & SEM tactics to improve an organizations effectiveness in communicating to their audience on digital, social media, and mobile platforms.

The certificate culminates with a capstone course where students design and implement a digital media campaign for a client, incorporating the skills learned in the previous courses. Industry certifications, such as Google AdWords and HubSpot Inbound Marketing, are incorporated in the curriculum.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRDM 2900</td>
<td>Digital Media Princ &amp; Strategy</td>
<td>3</td>
</tr>
<tr>
<td>PRDM 3010</td>
<td>Creating Digital Content</td>
<td>3</td>
</tr>
<tr>
<td>PRDM 3410</td>
<td>SEO &amp; SEM Strategies</td>
<td>3</td>
</tr>
<tr>
<td>PRDM 4100</td>
<td>Digital Media Campaigns</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Finance Certificate

The Professional Certificate in Finance provides a fundamental understanding of how money, financial instruments, and the financial system affect individuals, organizations, and the world at large. This undergraduate certificate covers core knowledge in finance, ranging from basic concepts and models to investment theory and practices.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSFN 2210</td>
<td>Intro to Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:
- BSFN 2540  Intro to Investing
- BSFN 3560  Personal Financial Planning

Select any two other courses from:
- BSFN 2000+  Financial electives above 2000

Total Credit Hours 18

Human Resources Fundamentals Certificate

The Professional Certificate in Human Resources Fundamentals provides students with the fundamentals of Human Resources and the education and tools needed to start their career in HR. This undergraduate certificate is comprised of five three-credit hour courses designed to provide students with a basic understanding of the following areas: employee recruitment and selection; employment law; compensation; and performance management.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRDV 3330</td>
<td>Intro To Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>HRDV 3520</td>
<td>Compensation &amp; Benefits</td>
<td>3</td>
</tr>
<tr>
<td>HRDV 3650</td>
<td>Plan, Recruit &amp; Selection HR</td>
<td>3</td>
</tr>
<tr>
<td>HRDV 3700</td>
<td>Perf Appraisal &amp; Productivity</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

Human Resources Management Post-Baccalaureate Certificate

The Post-Baccalaureate Certificate (PBC) in Human Resource Development is an ideal way for students who have already earned their bachelor's degree to learn more about basic human resources
principles. This 24-credit hour PBC provides the foundation of Human Resources, covering topics including: recruiting, selecting, compensation and benefits, and performance management.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAC 1110</td>
<td>Intro to Financial Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

| BSMT 2310  | Principles of Management              | 3       |
| BSMK 3340  | Managing Org Behavior                 |         |
| BSMT 3700  | Global Business                       |         |
| HRDV 3330  | Intro To Human Resources              | 3       |
| HRDV 3520  | Compensation & Benefits               | 3       |
| HRDV 3650  | Plan, Recruit & Selection HR          | 3       |
| HRDV 3700  | Perf Appraisal & Productivity         | 3       |
| HRDV 3920  | Employment & Labor Law                | 3       |
| BSLS 4100  | Internship & Professional Dev (to be taken in last year) | 3 |

Total Credit Hours 24

**Marketing Certificate**

A Professional Certificate in Marketing is an ideal way for students to learn about basic marketing principles and how organizations interact with their customers, competitors, and the public. The undergraduate certificate is comprised of five three-credit hour courses designed to cover core concepts in the fields of marketing, advertising, public relations and integrated marketing communication. Students learn to think strategically about marketing, from identifying a target audience and consumer behavior to developing effective communication and launching a marketing plan. The courses in this program blend theory and practice, drawing upon examples from recent and noteworthy marketing campaigns and incorporating the leading on-line and digital marketing tools.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSMT 2250</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BSMK 3200</td>
<td>Intro to Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>BSMK 3300</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BSMK 3400</td>
<td>Principles of Advertising</td>
<td>3</td>
</tr>
<tr>
<td>BSMK 3410</td>
<td>Advertising II</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

| BSMT 2310  | Principles of Management              | 3       |
| BSMK 3340  | Managing Org Behavior                 |         |
| BSMT 3700  | Global Business                       |         |

Total Credit Hours 18

**Public Relations Certificate**

The Professional Certificate in Public Relations teaches the fundamentals of public relations and how organizations utilize digital and mass media to manage their brands, promote their products and services, maintain their reputations, and address or mitigate crises in public view.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRPA 2610</td>
<td>Princ of Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>PRPA 2010</td>
<td>Ethical Issues in Media</td>
<td>3</td>
</tr>
<tr>
<td>or PRPA 2050</td>
<td>Media and the Law</td>
<td></td>
</tr>
<tr>
<td>PRPA 2650</td>
<td>Public Relations Writing</td>
<td>3</td>
</tr>
<tr>
<td>PRPA 3610</td>
<td>Public Relations Campaigns</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

**Public Relations Major**

The Bachelor of Arts in Public Relations degree program covers traditional and digital methods of creating a brand and public image for products, services, and organizations. Public Relations professionals influence, engage, and build relationships between an organization and the public, shaping their attitudes and perception of that organization. Students will be prepared to communicate about an organization’s mission, products and services, and benefit to their customers and constituents.

The School of Professional Advancement awards the Bachelor of Arts in Public Relations following the successful completion of 120 credits, including 36 credits in the major. Within this degree, students may either choose to complete a concentration in Digital Media and Marketing Communication (DMMC), or to take “supporting courses” in public relations to complete requirements for the major. The concentration is ideal for students looking to advance their knowledge of how to leverage digital media strategies, tactics, and best practices to help organizations achieve their communication and marketing goals.

**Requirements**

All students who major in Public Relations must take the Public Relations Major Requirements comprised of six core courses, as well
as *either* public relations supporting requirements, or courses required for the concentration in Digital Media & Marketing Communications.

### Major Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRPA 2610</td>
<td>Princ of Public Relations</td>
<td>3</td>
</tr>
<tr>
<td><strong>Select one of the following:</strong></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PRPA 2010</td>
<td>Ethical Issues in Media</td>
<td></td>
</tr>
<tr>
<td>BSMT 3380</td>
<td>Business Ethics</td>
<td></td>
</tr>
<tr>
<td>PRPA 2050</td>
<td>Media and the Law</td>
<td>3</td>
</tr>
<tr>
<td>BSMK 3200</td>
<td>Intro to Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>PRPA 2650</td>
<td>Public Relations Writing (Pre-req PRPA 2610)</td>
<td>3</td>
</tr>
<tr>
<td>PRPA 3610</td>
<td>Public Relations Campaigns (Pre-req PRPA 2610)</td>
<td>3</td>
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</table>

**Total Credit Hours** 18

### Major Supporting Courses

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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<tbody>
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<td><strong>Select one of the following:</strong></td>
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<td>3</td>
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<tr>
<td>PRPA 2100</td>
<td>Visual Communications</td>
<td></td>
</tr>
<tr>
<td>DDSN 1100</td>
<td>Digital Design Foundation</td>
<td></td>
</tr>
<tr>
<td>JOUR 2010</td>
<td>Intro To Journalism</td>
<td>3</td>
</tr>
<tr>
<td>PRPA 3650</td>
<td>Internet Public Relations (Pre-req PRPA 2610)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Select two of the following:</strong></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>PRPA 2000 level or above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any BSBL, BSMK, or BSMT 2000 level or above</td>
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</tr>
<tr>
<td>BSL 4100</td>
<td>Internship &amp; Professional Dev (Taken in final semester)</td>
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**Total Credit Hours** 18

### Digital Media & Marketing Communications Concentration

<table>
<thead>
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<th>Title</th>
<th>Credits</th>
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<tr>
<td>PRPA 2610</td>
<td>Princ of Public Relations</td>
<td>3</td>
</tr>
<tr>
<td><strong>Select one of the following:</strong></td>
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<td>3</td>
</tr>
<tr>
<td>PRPA 2010</td>
<td>Ethical Issues in Media</td>
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</tr>
<tr>
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<td>Business Ethics</td>
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</tr>
<tr>
<td><strong>Select two of the following:</strong></td>
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<td>6</td>
</tr>
<tr>
<td>PRPA 2000 level and above</td>
<td></td>
<td></td>
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<tr>
<td>Any BSBL, BSMK, or BSMT 3000+ level or above</td>
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<tr>
<td>BSL 4100</td>
<td>Internship &amp; Professional Dev</td>
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<tr>
<td>PRPA 4100</td>
<td>Digital Media Campaigns (Capstone course to be taken during final semester)</td>
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**Total Credit Hours** 18

### Requirements for a Minor in Public Relations

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PRPA 2610</td>
<td>Princ of Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>PRPA 2650</td>
<td>Public Relations Writing</td>
<td>3</td>
</tr>
<tr>
<td><strong>Select one of the following:</strong></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PRPA 2100</td>
<td>Visual Communications</td>
<td></td>
</tr>
<tr>
<td>JOUR 2010</td>
<td>Intro To Journalism</td>
<td></td>
</tr>
<tr>
<td>PRPA 2050</td>
<td>Media and the Law</td>
<td></td>
</tr>
<tr>
<td><strong>Select one of the following:</strong></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PRPA 2010</td>
<td>Ethical Issues in Media</td>
<td></td>
</tr>
<tr>
<td>BSMT 3380</td>
<td>Business Ethics</td>
<td></td>
</tr>
<tr>
<td>PRPA 3650</td>
<td>Internet Public Relations</td>
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</tr>
<tr>
<td>PRPA 3610</td>
<td>Public Relations Campaigns</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 18

### Small Business Development Certificate

The Professional Certificate in Small Business Development provides a solid foundation for developing and managing small businesses. Small and Medium-sized Businesses (SMBs) are organizations with less than 500 employees. The skills needed to start and develop a small business are different from those needed to run a larger corporation. This undergraduate certificate of five three-credit hour courses teaches business fundamentals and an understanding of the special challenges and obstacles encountered by small businesses.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BSAC 1110</td>
<td>Intro to Financial Accounting</td>
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</tr>
<tr>
<td>BSMK 3200</td>
<td>Intro to Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>BSMT 3650</td>
<td>Developing a Small Business</td>
<td>3</td>
</tr>
<tr>
<td><strong>Select two of the following:</strong></td>
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<td>6</td>
</tr>
<tr>
<td>BSBL 3400</td>
<td>Legal Aspects of Business</td>
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</tr>
<tr>
<td>BSMT 2250</td>
<td>Business Communications</td>
<td></td>
</tr>
<tr>
<td>BSMT 2750</td>
<td>Intro to Franchising</td>
<td></td>
</tr>
<tr>
<td>BSMK 3340</td>
<td>Managing Org Behavior</td>
<td></td>
</tr>
<tr>
<td>HRDV 3330</td>
<td>Intro To Human Resources</td>
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</tr>
</tbody>
</table>

**Total Credit Hours** 15

### Small Business Development Minor

A minor in Small Business Development provides a foundation for developing and managing small businesses. It is designed for students without a business background who are interested in applying business fundamentals to entrepreneurial and small-business ventures.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAC 1110</td>
<td>Intro to Financial Accounting</td>
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</tr>
<tr>
<td>BSMK 3200</td>
<td>Intro to Marketing Principles</td>
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</tr>
<tr>
<td>BSMT 3650</td>
<td>Developing a Small Business</td>
<td>3</td>
</tr>
<tr>
<td><strong>Select two of the following:</strong></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>BSBL 3400</td>
<td>Legal Aspects of Business</td>
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<tr>
<td>BSMT 2250</td>
<td>Business Communications</td>
<td></td>
</tr>
<tr>
<td>BSMT 2750</td>
<td>Intro to Franchising</td>
<td></td>
</tr>
<tr>
<td>BSMK 3340</td>
<td>Managing Org Behavior</td>
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</tr>
<tr>
<td>HRDV 3330</td>
<td>Intro To Human Resources</td>
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**Total Credit Hours** 15
Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BSAC 1110</td>
<td>Intro to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
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</tr>
<tr>
<td>BSMT 2310</td>
<td>Principles of Management</td>
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</tr>
<tr>
<td>BSMT 3340</td>
<td>Managing Org Behavior</td>
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<tr>
<td>BSMT 3700</td>
<td>Global Business</td>
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</tr>
<tr>
<td>BSMT 2250</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BSMK 3200</td>
<td>Intro to Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>BSMT 3650</td>
<td>Developing a Small Business</td>
<td>3</td>
</tr>
<tr>
<td>BSMT 2750</td>
<td>Intro to Franchising (or business elective)</td>
<td>3</td>
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</tbody>
</table>

Total Credit Hours 18

Digital Design

Programs

Undergraduate

Major
- Digital Design Major (p. 41)

Minor
- Digital Design Minor (p. 42)

Certificate
- Digital Design Post-Baccalaureate Certificate (p. 42)

Digital Design Major

The mission of the Tulane School of Professional Advancement Digital Design program is to bridge the gap between art and technology by providing students with superior creative problem-solving, acute visual thinking, and cultural and socially significant design challenges while using industry-relevant and forward-thinking technology. In addition to building their professional design portfolios, students will gain experiences beyond the classroom through conferences and community networking events.

The Tulane School of Professional Advancement Awards the B.A. in Digital Design following the completion of 120 credits, which includes 42 credits in the major. All students in the digital design major take core courses in design foundations and then declare a career track (https://digitaldesign.tulane.edu/degreeinfo) to specialize in either Graphic Design, Game Art & Animation, or Interactive Design.

Requirements

Blocks

Each Digital Design track consists of "blocks" showing the required order of all coursework. All courses within each block must be completed before you may move on to the next block. For example, all courses in Block 1 must be completed before any courses may be taken in Block 2, and so on. Courses within a block may be taken at the same time.

Reviews

Due to the highly demanding nature of this program, students are assessed for knowledge and preparedness for further courses after both Block 2 and Block 4. The reviews include a portfolio review and a questionnaire, both of them evaluated and scored by faculty. A score of 80 or higher constitutes passing the review, which means that the student is ready to proceed in the program. Students who do not pass may resubmit their portfolios the following semester; a letter will be provided to each student with specific recommendations for how to improve their work. Students who fail the review twice may be asked to take a semester of leave to work on a portfolio, or to change majors.

Suggested Electives

Courses notated with an asterisk (*) are recommended by industry experts as highly valuable to your success in the specific track. These electives must be taken within the specific block notated. If you wish to take an optional elective from a different track other than your declared track, please check the block prerequisites and with your program director before registering.

Graphic Design Track

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Block 1</td>
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<tr>
<td>DDSN 1100</td>
<td>Digital Design Foundation</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 1101</td>
<td>Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 1102</td>
<td>Digital Illustration</td>
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</tr>
<tr>
<td>Block 2</td>
<td></td>
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<tr>
<td>DDSN 1400</td>
<td>Typography Studio I</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 1401</td>
<td>History of Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 2100</td>
<td>Intro to UX Design *</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 2102</td>
<td>Digital Photography *</td>
<td>3</td>
</tr>
<tr>
<td>Lower Level Review</td>
<td></td>
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<tr>
<td>Block 3</td>
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<tr>
<td>DDSN 2101</td>
<td>Foundation Interactive Design</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 2400</td>
<td>Digital Page Layout</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 2401</td>
<td>Design Studio I</td>
<td>3</td>
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<tr>
<td>Block 4</td>
<td></td>
<td></td>
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<tr>
<td>DDSN 3400</td>
<td>Design Studio II</td>
<td>3</td>
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<tr>
<td>DDSN 2600</td>
<td>Interactive Design Studio I</td>
<td>3</td>
</tr>
<tr>
<td>or DDSN 2601</td>
<td>Digital Narrative Studio I</td>
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</tr>
<tr>
<td>or DDSN 2602</td>
<td>Motion Design Studio</td>
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<tr>
<td>DDSN 3401</td>
<td>Letterpress Studio *</td>
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<td>Upper Level Review</td>
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<td>Block 5</td>
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<td>DDSN 3402</td>
<td>Poster Design *</td>
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</tr>
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<td>DDSN 3600</td>
<td>Social Media Studio *</td>
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<tr>
<td>DDSN 3403</td>
<td>M. A. D. Studio</td>
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<td>DDSN 4400</td>
<td>Business of Design</td>
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<td>Block 6</td>
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<tr>
<td>DDSN 4401</td>
<td>Design for Good</td>
<td>3</td>
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<tr>
<td>DDSN 4402</td>
<td>Packaging Design *</td>
<td>3</td>
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<tr>
<td>DDSN 4403</td>
<td>Corporate Identity *</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 4404</td>
<td>Environmental Design *</td>
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</table>
### Digital Design Minor

A minor in Digital Design allows undergraduate students to enhance or complement their current major(s) to more closely align with their intended career path. The minor allows for 6 courses (18 hours.) These include foundations course work focused on design thinking, developing software skills, typography, and overall design principles.

#### Requirements

### Digital Design Minor

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DSDN 1100</td>
<td>Digital Design Foundation</td>
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<td>DSDN 1101</td>
<td>Digital Imaging</td>
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<td>DSDN 1102</td>
<td>Digital Illustration</td>
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</tr>
<tr>
<td>DSDN 1400</td>
<td>Typography Studio I</td>
<td>3</td>
</tr>
<tr>
<td>DSDN 2100</td>
<td>Intro to UX Design</td>
<td>3</td>
</tr>
<tr>
<td>DSDN 2101</td>
<td>Foundation Interactive Design</td>
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</tr>
<tr>
<td>DSDN 2102</td>
<td>Digital Photography</td>
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</table>

Total Credit Hours: 18

### Digital Design Post-Baccalaureate Certificate

The Digital Design Post-Baccalaureate Certificate (PBC) is designed for individuals who have already earned a Bachelor’s degree. The three available PBCs in Digital Design align with the three tracks within the Digital Design major: Graphic Design, Game Art & Animation, and Interactive Design. These certificates are comprised of all of the coursework required for an undergraduate major, without required courses in other subjects.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DSDN 1100</td>
<td>Digital Design Foundation</td>
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</tr>
<tr>
<td>DSDN 1101</td>
<td>Digital Imaging</td>
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</tr>
<tr>
<td>DSDN 1102</td>
<td>Digital Illustration</td>
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</tr>
<tr>
<td>DSDN 1400</td>
<td>Typography Studio I</td>
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<tr>
<td>DSDN 2100</td>
<td>Intro to UX Design</td>
<td>3</td>
</tr>
<tr>
<td>DSDN 2400</td>
<td>Digital Page Layout</td>
<td>3</td>
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</tbody>
</table>

Total Credit Hours: 18
Requirements

Matriculation Blocks
The blocks show the order in which coursework must be taken. All courses within each block must be completed before you may move on to the next block. For example, all courses in Block 1 must be completed before any courses may be taken in Block 2, and so on. Courses within a block may be taken at the same time.

Lower-Level and Upper-Level Reviews
Due to the highly competitive nature of this degree plan, students will be assessed after Block 2 and Block 3 are completed. The purpose of these reviews is to certify that students are ready to proceed on to further coursework. Each review will consist of a portfolio and questionnaire to be evaluated and scored by faculty. A score of 80 or higher constitutes passing the review. Students who do not pass may resubmit the review the following semester; a letter detailing recommendations will be provided to each student who has not passed. Students who fail a review twice may be asked to take a semester of leave to work on a portfolio or to change majors.

Recommended Elective Courses
Due to the in-depth nature of this career path, additional elective courses have been recommended by industry professionals. Please meet with the program director to identify elective courses that may complement your career goals.

Post-Baccalaureate Certificate in Digital Design – Game Art & Animation

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
</tr>
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<tr>
<td>Block 1</td>
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<tr>
<td>DDSN 1500</td>
<td>Digital Art Studio I - 2D Imag (Block 1)</td>
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<td>DDSN 1502</td>
<td>Digital Art Studio II-Concept (Block 2)</td>
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<td>DDSN 1503</td>
<td>3D Virtual Sculpting (Block 3)</td>
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<td><strong>Lower Level Review</strong></td>
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<tr>
<td>Block 2</td>
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<tr>
<td>DDSN 2100</td>
<td>Intro to UX Design</td>
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</tr>
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<td>DDSN 2401</td>
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<tr>
<td><strong>Block 3</strong></td>
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<td>DDSN 2500</td>
<td>Modeling Studio I-Envir Model (Block 3)</td>
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<tr>
<td>DDSN 2501</td>
<td>Animation Studio I-Intro to An (Block 3)</td>
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<td><strong>Block 4</strong></td>
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<td>DDSN 2505</td>
<td>Digital Art Studio III Modular (Block 5)</td>
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<td>DDSN 2506</td>
<td>Animation Studio III (Block 5)</td>
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<td>DDSN 2507</td>
<td>Game Engine Studio I (Block 5)</td>
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<tr>
<td><strong>Recommended Electives</strong></td>
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<tr>
<td>DDSN 1501</td>
<td>Digital Anatomy Game Art &amp; Ani</td>
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<td>Game Engine Studio II</td>
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<td>DDSN 3500</td>
<td>Digital Art Effects Complex</td>
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Post-Baccalaureate Certificate in Digital Design – Interactive Design

<table>
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<th>Title</th>
<th>Credits</th>
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<td>Block 1</td>
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<tr>
<td>DDSN 1101</td>
<td>Digital Imaging (Block 1)</td>
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<tr>
<td>DDSN 1102</td>
<td>Digital Illumination (Block 1)</td>
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<td><strong>Block 2</strong></td>
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<tr>
<td>DDSN 2100</td>
<td>Intro to UX Design (Block 2)</td>
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<tr>
<td>DDSN 2201</td>
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<td><strong>Lower Level Review</strong></td>
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<tr>
<td>Block 3</td>
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<tr>
<td>DDSN 2600</td>
<td>Interactive Design Studio I (Block 4)</td>
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<tr>
<td>DDSN 2601</td>
<td>Digital Narrative Studio I (Block 4)</td>
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<tr>
<td>DDSN 2602</td>
<td>Motion Design Studio (Block 5)</td>
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<tr>
<td><strong>Upper Level Review</strong></td>
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<td>Block 4</td>
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<td>DDSN 3602</td>
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<td>Digital Narrative Studio II (Block 6)</td>
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<td>DDSN 3604</td>
<td>Motion Design Studio II (Block 7)</td>
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</tr>
<tr>
<td>CPST 3400</td>
<td>Website Development w/ XML/XHTML</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3410</td>
<td>Website Development w/ Javascript</td>
<td>3</td>
</tr>
</tbody>
</table>
Emergency and Security Studies

Programs

Undergraduate

Major
- Homeland Security Major (p. 45)

Minor
- Homeland Security Studies Minor (p. 45)

Graduate
- Emergency Management, Master of Professional Studies (p. 44)
- Homeland Security Studies, Master of Professional Studies (p. 45)
- Security Management, Master of Professional Studies (p. 46)

Certificates
- Advanced Emergency Management Certificate (Graduate) (p. 44)
- Advanced Security Management Certificate (Graduate) (p. 44)
- Emergency Management Certificate (Graduate) (p. 44)
- Homeland Security Studies Post-Baccalaureate Certificate (p. 45)
- Security Management Certificate (Graduate) (p. 46)
- Sport Event Security and Emergency Management Certificate (Graduate) (p. 47)

Advanced Emergency Management Certificate (Graduate)

The Advanced Emergency Management certificate is targeted to individuals who want a more in-depth knowledge of emergency management. This graduate-level certificate consists of four courses that will provide students with a working knowledge of public sector emergency management in regard to risk and threat assessment and management, planning, business continuity and disaster communications.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECM 6003</td>
<td>Risk Mgt &amp; Threat Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EMMT 6006</td>
<td>Emergency Planning</td>
<td>3</td>
</tr>
<tr>
<td>EMMT 6007</td>
<td>Disaster Communications</td>
<td>3</td>
</tr>
<tr>
<td>EMMT 6009</td>
<td>Emergency Management Admin</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Advanced Security Management Certificate (Graduate)

The Advanced Security Management certificate is targeted to individuals who want more in-depth, complex knowledge of private sector security management, enabling them to advance in their careers.

Students completing this four course graduate level certificate will develop a deeper understanding of private sector security management through instruction in corporate security, financial security, cyber threats and homeland security, sport/event security and response.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECM 6005</td>
<td>Corporate Security</td>
<td>3</td>
</tr>
<tr>
<td>SECM 6006</td>
<td>Financial Institution Security</td>
<td>3</td>
</tr>
<tr>
<td>SECM 6007</td>
<td>Cyber Threats and Homeland Sec</td>
<td>3</td>
</tr>
<tr>
<td>SECM 6008</td>
<td>Sport/Event Security and Respo</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Emergency Management Certificate (Graduate)

The Emergency Management certificate is designed for students to augment their current undergraduate degree, enabling them to advance an existing career in the field or change to a career in emergency management. This graduate-level certificate consists of four courses that will prepare students to apply key skills in the mitigation of, preparedness for, response to, and recovery from major emergencies, disasters, and terrorism events.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMMT 6001</td>
<td>Intro to Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>EMMT 6002</td>
<td>Health &amp; Med Issues in EM</td>
<td>3</td>
</tr>
<tr>
<td>EMMT 6003</td>
<td>Approaches- Counter Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>EMMT 6004</td>
<td>Business Continuity</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Emergency Management, Master of Professional Studies

The MPS in Emergency Management degree from the Tulane School of Professional Advancement teaches students the skills and knowledge needed to play a leading role in protecting communities from both natural and human-created hazards and disasters, including those stemming from climate change, as well as responding to ongoing terrorist threats. Students gain the knowledge and the practical skills that are required in the ever-changing threat environment, both domestically and abroad.

The School of Professional Advancement awards the MPS in Emergency Management degree following the successful completion of 11 graduate courses comprised of nine core courses, one elective, and one capstone course. No thesis is required.

Requirements

The MPS in Emergency Management consists of nine core courses, one elective, and one capstone course.
Homeland Security Major

The Bachelor of Arts in Homeland Security Studies program covers a broad range of topics, from homeland security and border protections to emergency management, counterterrorism, and critical infrastructure protection. This unique program offers a practical and hands-on curriculum led by leaders in the industry.

The School of Professional Advancement awards the Bachelor of Arts in Homeland Security Studies degree following the successful completion of 120 credits, including 30 credits in the major.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HMLS 2750</td>
<td>Homeland Security Challenge</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3150</td>
<td>Health and Medical Issues</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3200</td>
<td>Domestic &amp; Intl Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3250</td>
<td>Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3500</td>
<td>Intelligence Research &amp; Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3600</td>
<td>Critical Infrastructure</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3700</td>
<td>Transport &amp; Border Security</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3930</td>
<td>Cyber Threats &amp; Cyber Security</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course:

- HMLS 3550 | Human Intel & Counter Intel                | 3       |
- HMLS 4500 | Intelligence Analysis                      | 3       |
- HMLS 4600 | Counter-Terrorism                          | 3       |
- HMLS 4700 | Maritime & Border Security                 | 3       |

| Elective Courses                                    |         |
| Select one course:                                   |         |
| EENS 3050 | Natural Hazards & Mitigation                | 3       |
| HISM 3220 | Arab/Israeli Conflict                       |         |
| POLA 2100 | American Government                         |         |
| POLA 4270 | Constitutional Law                          |         |
| POLI 4520 | Intell. & Covert Ops.                       |         |
| POLI 4530 | American Foreign Policy                     |         |
| POLI 4630 | Strategy & Politics                         |         |
| POLI 6630 | International Security                      |         |

Total Credit Hours: 33

Homeland Security Studies Minor

A minor in Homeland Security Studies allows undergraduate students to enhance or complement their current major(s) to more closely align with their intended career path. The minor consists of 18 credit hours, and provides an overview of homeland security through topics in emergency management, terrorism, and security.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMLS 2750</td>
<td>Homeland Security Challenge</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3150</td>
<td>Health and Medical Issues</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3200</td>
<td>Domestic &amp; Intl Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3250</td>
<td>Emergency Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two elective HMLS prefix courses: 6

Total Credit Hours: 18

Homeland Security Studies Post-Baccalaureate Certificate

A Post-Baccalaureate Certificate in Homeland Security Studies is available to students who have already earned a bachelor’s degree, even in an unrelated academic discipline. The certificate program enables students to add to their existing skill set or learn skills in a discipline entirely new to them. This certificate program is designed to teach students practical application of security and emergency management. The federal government, along with every state, mid-to-large city, and county or parish have security management needs. Students will be prepared to work in the fields of emergency management, cyber security, and infrastructure management.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMLS 2750</td>
<td>Homeland Security Challenge</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3150</td>
<td>Health and Medical Issues</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3200</td>
<td>Domestic &amp; Intl Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3250</td>
<td>Emergency Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two elective HMLS prefix courses: 6

Total Credit Hours: 24

Homeland Security Studies, Master of Professional Studies

The MPS in Homeland Security Studies prepares students to work in the fields of emergency management, intelligence analysis, counterterrorism analysis, cyber security, border protection and
security, and infrastructure protection at all levels of government and in the private sector. From courses on domestic and international terrorism and intelligence research methods to examinations of emergency management and border security, the curriculum dives deep into the policies and strategies used in today’s advanced homeland security sector. Upon completion of the core courses, students may develop an individual plan of study for the remainder of their coursework with the Program Director based on their specific interests.

The School of Professional Advancement awards the MPS in Homeland Security Studies degree following the successful completion of 10 graduate courses comprised of four core 600-level courses and six 700-level courses, which may include graduate courses from other Tulane schools. No thesis is required.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMLS 6150</td>
<td>Intro to Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 6250</td>
<td>Health &amp; Med Issues Emer Mgmt *</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 6500</td>
<td>Intell Analysis Critical Think</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 6600</td>
<td>Approaches Counter-Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 7200</td>
<td>Domestic &amp; Intl Terrorism</td>
<td></td>
</tr>
<tr>
<td>HMLS 7300</td>
<td>Maritime &amp; Border Security</td>
<td></td>
</tr>
<tr>
<td>HMLS 7500</td>
<td>Intelligence Research</td>
<td></td>
</tr>
<tr>
<td>HMLS 7600</td>
<td>Critical Infrastr. Protection</td>
<td></td>
</tr>
<tr>
<td>HMLS 7700</td>
<td>Transportn &amp; Border Security</td>
<td></td>
</tr>
<tr>
<td>HMLS 7750</td>
<td>The National Challenge</td>
<td></td>
</tr>
<tr>
<td>HMLS 7800</td>
<td>Cyber Threats and Homeland Sec</td>
<td></td>
</tr>
<tr>
<td>HMLS 7850</td>
<td>Law &amp; National Security</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours**

30

* HMLS-6150 Emergency Management is a pre-requisite for HMLS-6250
Health and Medical Issues in Emergency Management

**Approved Substitute Electives (available to in-residence students only)**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEHS 6910</td>
<td>Environmental Asp of Dis</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6920</td>
<td>Env Mon/Samp &amp; Analy in a Disa</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6930</td>
<td>Pop Issues During Disast</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6960</td>
<td>Public Health Law</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 7100</td>
<td>Community Resilence PH Discrse</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 7910</td>
<td>Env. Dis Resp Plan &amp; Imp</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 7070</td>
<td>Psych Aspects of Disastr</td>
<td>3</td>
</tr>
<tr>
<td>or GEHS 6950</td>
<td>Psych/Soc Asp Disaster</td>
<td></td>
</tr>
<tr>
<td>SOWK 7080</td>
<td>Crisis/Brief Treatment</td>
<td>3</td>
</tr>
<tr>
<td>or GEHS 7950</td>
<td>Psych/Soc Intrv Dis or Crisis</td>
<td></td>
</tr>
<tr>
<td>IDEV 6220</td>
<td>Humn Aspect Disastr/Emer</td>
<td>3</td>
</tr>
</tbody>
</table>

**Security Management Certificate (Graduate)**

The Security Management certificate is designed to augment students’ current undergraduate degree, enabling them to advance an existing career in the field of security or change to a career in the private sector security field. Upon completion of the 12 credit-hour graduate level certificate, students are able to apply concepts of private sector security management in terms of physical protection systems, emergency management, risk management, threat assessment, and business continuity.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECM 6001</td>
<td>Physical Protection Systems</td>
<td>3</td>
</tr>
<tr>
<td>SECM 6002</td>
<td>Intro to Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>SECM 6003</td>
<td>Risk Mgt &amp; Threat Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SECM 6004</td>
<td>Business Continuity</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

12

**Security Management, Master of Professional Studies**

The MPS in Security Management provides student with the practical skills required to protect businesses and corporations from terrorism, criminal acts, and disasters.

The School of Professional Advancement awards the MPS in Security Management following the successful completion of eleven graduate courses, including a capstone. The program’s nine core courses that encompass various security sector topics including: emergency and risk management; threat assessment; cyber threats and homeland security; corporate security; and financial security. Elective course options include intelligence analysis and critical thinking, homeland security and approaches to counter-terrorism, and disaster communications. The program concludes with a capstone project that synthesizes the full range of knowledge, skills, and abilities students developed over the entirety of the program. Students will develop a business-based project, creating a security proposal for a business or local government sector entity. No thesis is required.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECM 6001</td>
<td>Physical Protection Systems</td>
<td>3</td>
</tr>
<tr>
<td>SECM 6002</td>
<td>Intro to Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>SECM 6003</td>
<td>Risk Mgt &amp; Threat Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SECM 6004</td>
<td>Business Continuity</td>
<td>3</td>
</tr>
</tbody>
</table>
The Sport & Event Security & Emergency Management certificate program is designed for individuals either employed or seeking employment in sport security (teams, stadiums, tournaments) or events (parades, festivals). This graduate level certificate is comprised of four three-credit hour courses that cover the following: the basics of emergency management (preparing, responding, recovering from either a human-created or natural disaster); physical security (cameras, fences, locks, and so forth, in and around a stadium or event facility); the major threats faced by sporting and other types of events (domestic and international terrorism); and sport and event security management procedures.

### Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECM 6001</td>
<td>Physical Protection Systems</td>
<td>3</td>
</tr>
<tr>
<td>SECM 6002</td>
<td>Intro to Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>SECM 6008</td>
<td>Sport/Event Security and Respo</td>
<td>3</td>
</tr>
<tr>
<td>SECM 7002</td>
<td>Approaches- Counter Terrorism</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

### General Legal Studies Program

#### Programs

**Undergraduate**

**Major**

- General Legal Studies (p. 47)

**Minor**

- General Legal Studies Minor (p. 48)

#### Certificates

- Paralegal Studies Post-Baccalaureate Certificate (p. 48)

### General Legal Studies

The General Legal Studies Bachelor of Arts degree and accompanying Paralegal Certificate (https://sopa.tulane.edu/degrees-programs/bachelors-degrees/bachelor-arts-general-legal-studies) require 120 credits for completion, including 36 credits in the major. Coursework begins with core skills classes that emphasize legal research, writing, and analysis, along with law office technology and other practical aspects of the legal profession. In ensuing semesters, upper-level electives allow you to explore important areas of substantive law. Finally, the practicum course, with its 100-hour law office internship and classroom component, allows students to apply their skills in a professional setting while developing job search skills in the classroom.

Tulane’s General Legal Studies Program does not accept the transfer of credits for paralegal courses completed at paralegal programs that were not approved by ABA’s Standing Committee on Paralegals at the time the courses were taken.

### Requirements

#### Core Competencies

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1010</td>
<td>Writing</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHIL 1060</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHIL 1210</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BSMT 3250</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPST 1070</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foreign Language or non-Western Culture</td>
<td>6-8</td>
</tr>
</tbody>
</table>

#### Supporting Requirement

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEC 1400</td>
<td>Persuasive Public Speaking</td>
<td></td>
</tr>
<tr>
<td>SPEC 3110</td>
<td>Small Group Communican</td>
<td></td>
</tr>
<tr>
<td>THEA 2100</td>
<td>Fundamentals of Acting</td>
<td></td>
</tr>
<tr>
<td>BSMT 2250</td>
<td>Business Communications</td>
<td></td>
</tr>
</tbody>
</table>

#### Distribution Requirements

Select at least two disciplines per category:

- Humanities: 12 credits
- Sciences: 12 credits
- Social Sciences: 12 credits

#### Writing Requirement

Designated writing course: 3-4 credits

Total Credit Hours: 55-58 credits

### Major Requirements

To ensure compliance with ABA requirements, all students must complete at least 12 credits of GLSP coursework (four GLSP classes) via in-person or synchronous transmission format.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLSP 2010</td>
<td>Intro to the Legal System</td>
<td>3</td>
</tr>
<tr>
<td>GLSP 3020</td>
<td>Legal Research</td>
<td>3</td>
</tr>
<tr>
<td>GLSP 3030</td>
<td>Legal Writing 1</td>
<td>3</td>
</tr>
<tr>
<td>GLSP 3050</td>
<td>Litigation I</td>
<td>3</td>
</tr>
<tr>
<td>GLSP 3060</td>
<td>Litigation II 1</td>
<td>3</td>
</tr>
<tr>
<td>GLSP 3070</td>
<td>Legal Technology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select five GLSP 4000+ level (taken only after the completion of the Paralegal courses above)</td>
<td>15</td>
</tr>
</tbody>
</table>
**General Legal Studies Minor**

The General Legal Studies Minor is designed for students who are majoring in other disciplines and wish to develop a general knowledge of U.S. law. The minor is not approved by the American Bar Association, does not award a Paralegal Certificate, and is not intended to prepare graduates to work as paralegals.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLSP 3020</td>
<td>Legal Research</td>
<td>3</td>
</tr>
<tr>
<td>GLSP 3030</td>
<td>Legal Writing *</td>
<td>3</td>
</tr>
<tr>
<td>GLSP 3050</td>
<td>Litigation I</td>
<td>3</td>
</tr>
<tr>
<td>GLSP 4350</td>
<td>Law in American Society</td>
<td>3</td>
</tr>
<tr>
<td>GLSP 4190</td>
<td>Legal Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Select one General Legal Studies Course 4000+ level</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 18

* Preceding course is a prerequisite.

**Paralegal Studies Post-Baccalaureate Certificate**

The Paralegal Studies Post-Baccalaureate (PBC) curriculum focuses solely upon legal skills and substantive law courses, culminating in the practicum course, in which students complete a 100-hour internship in a law office and develop job search skills in the classroom. There are nine three-credit hour courses required to complete the Paralegal Studies PBC.

The School of Professional Advancement’s Paralegal Studies PBC has been approved by the American Bar Association (ABA) Standing Committee on Paralegals since 1981. Its curriculum reflects the rigor and quality that ABA requires and legal employers demand.

*Paralegals are trained professionals who work under the supervision of licensed attorneys. Paralegals are not lawyers and are not permitted to practice law or to provide legal services directly to the public, except as permitted by law.*

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLSP 2010</td>
<td>Intro to the Legal System</td>
<td>3</td>
</tr>
<tr>
<td>GLSP 3020</td>
<td>Legal Research</td>
<td>3</td>
</tr>
<tr>
<td>GLSP 3030</td>
<td>Legal Writing *</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 27

* Preceding course is a prerequisite.

**Kinesiology Programs**

**Undergraduate**

**Majors**

- Exercise Science Major (p. 48)
- Health and Wellness Major (p. 49)

**Minors**

- Exercise Science Minor (p. 49)
- Health and Wellness Minor (p. 50)

**Certificates**

- Health and Wellness Post-Baccalaureate Certificate (p. 50)

**Graduate**

- Health and Wellness Management, Master of Professional Studies (p. 49)

**Exercise Science Major**

The Bachelor of Science in Exercise Science program provides students with foundational knowledge in the biomechanical, physiological, and psychological aspects of physical activity and its impact on health, society, and quality of life.

The School of Professional Advancement awards the Bachelor of Science in Exercise Science degree following the successful completion of 120 credits, including 40 credits in the major. Upon successful completion of required prerequisite courses, students will complete an internship or independent research project.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 1400</td>
<td>Intro to Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3110</td>
<td>Exercise &amp; Sport Psychology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3120</td>
<td>Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>KINE 3130</td>
<td>Lifespan Motor Development</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4030</td>
<td>Exercise Physiology</td>
<td>4</td>
</tr>
</tbody>
</table>
Exercise Science Minor

A minor in Exercise Science allows undergraduate students to enhance or complement their current major(s) to more closely align with their intended career path. The minor consists of 20 credit hours, and provides an overview of the study of exercise science through courses in movement, exercise physiology, motor learning, and other related topics.

Requirements

Minor Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 1400</td>
<td>Intro to Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3120</td>
<td>Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>KINE 4030</td>
<td>Exercise Physiology</td>
<td>4</td>
</tr>
<tr>
<td>KINE 4070</td>
<td>Motor Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two courses:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 3110</td>
<td>Exercise &amp; Sport Psychology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3130</td>
<td>Lifespan Motor Development</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4110</td>
<td>Sports Medicine</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4120</td>
<td>Strength &amp; Conditioning</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4150</td>
<td>Exercise Prescription</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 20

Health and Wellness Major

A Bachelor of Arts in Health & Wellness at Tulane School of Professional Advancement offers prospective students the first step toward a fulfilling career in health and fitness. Our health and wellness bachelor’s degree program focuses on nutrition, personal fitness, health evaluation, risk behaviors, and healthy behavior changes.

The Bachelor of Arts in Health & Wellness degree is awarded following the successful completion of 120 credits, including 30 credits in the major. Upon successful completion of required prerequisite courses, students can complete an internship in a healthcare setting.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 1800</td>
<td>Wellness in Contemporary Am</td>
<td>3</td>
</tr>
</tbody>
</table>

Health and Wellness Management, Master of Professional Studies

The Master of Professional Studies (MPS) in Health & Wellness Management provides graduates with a foundation of knowledge and skills to support healthy lifestyles among individuals and within organizations. By developing their understanding of health and wellness, students can follow their passion for promoting healthy habits and turn it into a career such as a wellness coordinator or wellness consultant.

This program covers topics in leadership, legal and ethical principles, research methods, programming approaches in health and wellness, and health systems and policies for wellness managers. Students have the option of concluding the program with a three-hour internship focused on their specific areas of interest within the health and wellness sector.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 6100</td>
<td>Cross Disciplinary Aspects Mgm</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6250</td>
<td>Leadership in HEWE Professions</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6450</td>
<td>Legal Ethical Principil in Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6650</td>
<td>Research Methods for KINE</td>
<td>3</td>
</tr>
<tr>
<td>KINE 7100</td>
<td>Exerc &amp; Nutrition Hlth Disease</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives--Select five courses:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 7150</td>
<td>Programming Approaches</td>
<td>3</td>
</tr>
<tr>
<td>KINE 7200</td>
<td>Intervention Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>
Health and Wellness Minor

A minor in Health and Wellness allows undergraduate students to enhance or complement their current major(s) to more closely align with their intended career path. The minor consists of 18 credit hours, and provides an overview of the study of Health and Wellness through topics such as nutrition, exercise, gender, aging, and illness.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 1800</td>
<td>Wellness in Contemporary Am</td>
<td>3</td>
</tr>
<tr>
<td>KINE 2010</td>
<td>Social Aspects of Health</td>
<td>3</td>
</tr>
<tr>
<td>KINE 2220</td>
<td>Mind/Body Health</td>
<td>3</td>
</tr>
<tr>
<td>KINE 2230</td>
<td>Stress Management</td>
<td>3</td>
</tr>
<tr>
<td>Select three of the following:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>KINE 2300</td>
<td>Nutrition and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3110</td>
<td>Exercise &amp; Sport Psychology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3220</td>
<td>Global Health</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3250</td>
<td>Gender Based Issues in Health</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3330</td>
<td>Epidemiology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3500</td>
<td>Cultural Difference in Healing</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3600</td>
<td>Economics of Health &amp; Wellness</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3650</td>
<td>Childhood Obesity</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>KINE 4010</td>
<td>Catastrophic Illness &amp; Injury</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4050</td>
<td>Mass Media and Health</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4200</td>
<td>Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4250</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4600</td>
<td>Wellness Coaching: Resist Chng</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4650</td>
<td>Grant Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 24

Health and Wellness Post-Baccalaureate Certificate

The Post-Baccalaureate Certificate in Health and Wellness provides an opportunity for students who already have a bachelor’s degree to earn a specialization or emphasis in the area of Health and Wellness. This certificate is ideal for individuals who are seeking a career change or new job opportunities. A Post-Baccalaureate Certificate is not a degree; in order to pursue a Post-Baccalaureate Certificate, students must have already earned a Bachelor’s degree.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 1800</td>
<td>Wellness in Contemporary Am</td>
<td>3</td>
</tr>
<tr>
<td>KINE 2010</td>
<td>Social Aspects of Health</td>
<td>3</td>
</tr>
<tr>
<td>KINE 2220</td>
<td>Mind/Body Health</td>
<td>3</td>
</tr>
<tr>
<td>KINE 2230</td>
<td>Stress Management</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3200</td>
<td>The Human Body</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>KINE 2330</td>
<td>Nutrition and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3330</td>
<td>Epidemiology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3650</td>
<td>Childhood Obesity</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>KINE 3110</td>
<td>Exercise &amp; Sport Psychology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3220</td>
<td>Global Health</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3250</td>
<td>Gender Based Issues in Health</td>
<td>3</td>
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<td>KINE 3500</td>
<td>Cultural Difference in Healing</td>
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<tr>
<td>KINE 3600</td>
<td>Economics of Health &amp; Wellness</td>
<td>3</td>
</tr>
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<td>Catastrophic Illness &amp; Injury</td>
<td>3</td>
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<tr>
<td>KINE 4050</td>
<td>Mass Media and Health</td>
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<tr>
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<td>KINE 4250</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4600</td>
<td>Wellness Coaching: Resist Chng</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4650</td>
<td>Grant Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 24

Liberal Arts and Sciences Programs

Undergraduate

Majors

- Humanities Major (p. 50)
- Social Sciences Major (p. 51)

Minor

- Louisiana Studies Minor (p. 51)

Graduate

- Liberal Arts, MLA (p. 51)

Humanities Major

The Humanities major will develop critical oral communication, analysis, and writing skills and prepare students for a wide range of contemporary work environments and professions. Humanities students gain the opportunity to engage in the interdisciplinary study of complementary fields such as English literature, religious studies, linguistics, music, visual and performing arts, and philosophy.

The School of Professional Advancement awards the Bachelor of Arts in Humanities degree following the successful completion of 120 credits, including 30 credits in the major. In order to fulfill the major
core course requirements, students must complete 18 credits in 3000+ level humanities courses.

**Requirements**

**Major Core Courses**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Four Humanities courses (any level)</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Six Humanities courses (3000+ level)</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>30</td>
</tr>
</tbody>
</table>

**Liberal Arts, MLA**

The Master of Liberal Arts (MLA) program at The School of Professional Advancement promotes the development of skills in critical thinking, reading, writing, and oral communication. The MLA degree is awarded following the successful completion of ten graduate-level liberal arts courses. These must include at least two courses designated MLAR. MLA students may be eligible to enroll in other graduate-level liberal arts courses at Tulane. Graduate level courses taken outside of the School of Professional Advancement may be billed at a higher rate.

**Requirements**

Students are required to complete ten courses. These must include at least two courses designated MLAR, while students may be eligible to enroll in other graduate-level liberal arts courses at Tulane. MLA students who wish to write a thesis in lieu of the tenth course may petition the Director to do so. Students may not apply more than two independent study courses toward graduation requirements for the MLA. Students must also submit an application for degree, available from the School of Professional Advancement Dean’s office, at the beginning of the semester in which the student plans to complete all required coursework.

**Louisiana Studies Minor**

A Minor in Louisiana Studies gives students the opportunity to learn about the history and culture of our unique state.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISU 3930</td>
<td>Spec offr: United States</td>
<td>1</td>
</tr>
<tr>
<td>ENLS 4010</td>
<td>Special Topics</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 1890</td>
<td>Service Learning: MUSC 1900</td>
<td></td>
</tr>
<tr>
<td>Any LOUS course</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>15</td>
</tr>
</tbody>
</table>

**Social Sciences Major**

The Social Sciences major provides students with a versatile skill set and comprehensive interdisciplinary study of human behavior.

Social sciences students explore the cultural, economic, political, and historical contexts of societies, with courses available in anthropology, geography, Latin American studies, history, sociology, political science, and related fields.

The School of Professional Advancement awards the Bachelor of Arts in Social Sciences degree following the successful completion of 120 credits, including 30 credits in the major. In order to fulfill the major core course requirements, students must complete 18 credits in 3000+ level social sciences courses.

**Requirements**

**Social Science Core Courses**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Four Social Science courses (any level)</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Six Social Science courses (3000+ level)</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>30</td>
</tr>
</tbody>
</table>

**Teacher Certification Program**

The Teacher Preparation and Certification Program (TPCP) is a post-baccalaureate program that offers alternative certification for teaching in Louisiana in Early Childhood Education (ECE) PK-3 and Secondary Education in specific content areas.

Students enrolled in a B.A., B.S., or B.F.A. degree at Tulane University may also pursue teacher certification in ECE PK-3 or secondary education (grades 6-12) from the Louisiana State Department of Education. Students should consider the “content teaching fields” requirements in choosing a major. For example, students may major in psychology with a coordinate major in early childhood education to earn may count towards the primary teaching certification to teach in grades PK-3. For this co-major, students will work with both an adviser in the psychology department and an adviser from Teacher Preparation and Certification to ensure that both major and certification requirements are met. Undergraduate students must fulfill all Tulane degree and major requirements, resulting in a Bachelor’s bachelors degree in their content field. However, all teacher certification coursework except for the yearlong teaching residency can be completed concurrently. The final yearlong student teaching or practitioner residency is completed after earning the baccalaureate degree.

**Requirements**

**Teacher Certification Secondary Education Level**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLA 2000</td>
<td>Education In A Diverse Society</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 2890</td>
<td>Service Learning: EDLA 2000</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 3250</td>
<td>Focused Clinical Expernc</td>
<td>1</td>
</tr>
</tbody>
</table>

**Secondary Content Focus Area Requirements**

Select a content focus area

**Secondary Content Area Teacher Certification Coursework**

- Knowledge of the Learner and Learning Environment:
  - EDLA 2000: Education In A Diverse Society
  - EDLA 2980: Service Learning: EDLA 2000
- Teacher Preparation and Certification:
  - EDUC 3250: Focused Clinical Expernc

For Undergrads

For Post-bacs
<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 3410</td>
<td>The Craft of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 3260</td>
<td>Classroom Culture &amp; Management</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Post-bacs enroll in 3260-01. Undergrads enroll in EDUC 3260-02.</td>
<td></td>
</tr>
<tr>
<td>PSYC 3200</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 3390</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Methodology and Teaching:**
- EDUC 3802: Methods Reading Secondary Ed 3
- EDUC 3820: Practicum SEC Reading 0
- EDUC 5010: Secondary Methods of Teaching 3

Select one of the following:
- EDUC 5090: Methods II Social Studies
- EDUC 5100: Methods II Science
- EDUC 5110: Methods II English
- EDUC 5120: Methods II Math
- EDUC 5130: Methods II: Foreign Language

**EDUC 6916**
Residency Student Teach 6-12 (Students choose either Student Teacher or Practitioner Residency) 3

**EDUC 6917**
Residency Student Teach 6-12 Spring semester 3

**EDUC 6918**
Practitioner Residency 6-12 Fall Semester 3

**EDUC 6919**
Practitioner Residency 6-12 Spring Semester 3

**PRAXIS Requirements**
Required for licensure in Louisiana and many other states

**Secondary Content Focus Area Requirements**
Secondary Education 6th-12th in the following content fields: English, mathematics, social studies, science (physics, chemistry, biology), and Foreign Language (German, French, Spanish, Latin and Italian). In order to enroll in upper level coursework and progress through the program, students must:

- maintain a 3.0 GPA in education courses
- maintain a 2.75 overall GPA
- pass the Praxis I (PPST) exam (or meet SAT/ ACT requirements)
- complete an entrance interview process

**PRAXIS Requirements**

- Praxis I (PPST) – Students who achieve a score of 22 or above on the ACT or a combined verbal and math score of 1100 or higher on the new SAT or 1030 on the SAT combined math/verbal (pre March 2016) are excused from taking the PPST.

**Praxis II (Content Area) - Complete before residency.**

**Praxis II (Principles of Learning and Teaching) - Complete before or during residency.**

**Course ID** | **Title**                                      | **Credits** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLA 2000</td>
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<td>3</td>
</tr>
<tr>
<td>EDLA 2890</td>
<td>Service Learning: EDLA 2000</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 3250</td>
<td>Focused Clinical Expernc</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 3410</td>
<td>The Craft of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 3260</td>
<td>Classroom Culture &amp; Management</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 3000</td>
<td>Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 3160</td>
<td>Child &amp; Adolescent Lit</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 3210</td>
<td>Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2010</td>
<td>Teaching Writing Early Child</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 3801</td>
<td>Methods Reading Early Child</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 3810</td>
<td>Practicum Ece Reading</td>
<td>0</td>
</tr>
<tr>
<td>EDUC 3510</td>
<td>Teaching ECE Sci &amp; Soc Studies</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 3911</td>
<td>Math in Early Child Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6912</td>
<td>Residency Student Teach PK3</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6913</td>
<td>Residency Student Teach PK3</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6914</td>
<td>Pract Resid Early Child PK3</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6915</td>
<td>Pract Resid Early Child PK3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Early Childhood Education**
Students who elect to earn early childhood education (ECE) certification must:

- maintain a 3.0 GPA in education courses
- maintain a 2.75 overall GPA
- pass the Praxis I (PPST) exam (or meet ACT/SAT requirements)
- complete an entrance interview process
COURSE DESCRIPTIONS

• # (p. 53)
• A (p. 53)
• B (p. 53)
• C (p. 53)
• D (p. 54)
• E (p. 54)
• F (p. 54)
• G (p. 54)
• H (p. 54)
• I (p. 54)
• J (p. 55)
• K (p. 55)
• L (p. 55)
• M (p. 55)
• N (p. 56)
• O
• P (p. 56)
• Q
• R (p. 56)
• S (p. 56)
• T (p. 57)
• U (p. 57)
• V
• W (p. 57)
• X
• Y (p. 57)
• Z

#
• 360 Courses (CIRC) (https://catalog.tulane.edu/courses/circ)

A
• Accounting (ACCN) (https://catalog.tulane.edu/courses/accn)
• Accounting (BSAC) (p. 57)
• Admiralty Law (ADMR) (https://catalog.tulane.edu/courses/admr)
• Africana Studies (AFRS) (https://catalog.tulane.edu/courses/afrs)
• Aging Studies (AGST) (https://catalog.tulane.edu/courses/agst)
• American Studies (AMST) (https://catalog.tulane.edu/courses/amst)
• Anatomy - Graduate (ANAT) (https://catalog.tulane.edu/courses/anat)
• Anthropology (ANTH) (https://catalog.tulane.edu/courses/anth)
• Anthropology (PAAN) (p. 57)
• Arabic (ARBC) (https://catalog.tulane.edu/courses/arbc)
• Arch - Design (DESG) (https://catalog.tulane.edu/courses/desg)
• Arch - Preservation Studies (PRST) (https://catalog.tulane.edu/courses/prst)
• Architecture (ARCH) (https://catalog.tulane.edu/courses/arch)
• Architecture (PAAR) (p. 57)

B
• Biochemistry & Molecular Biol (GBCH) (https://catalog.tulane.edu/courses/ gbch)
• Bioinformatics (BINF) (https://catalog.tulane.edu/courses/binf)
• Biology (PABI) (p. 58)
• Biomedical Engineering (BMEN) (https://catalog.tulane.edu/courses/bmen)
• Biomedical Sciences (BMSP) (https://catalog.tulane.edu/courses/bmsp)
• Biostatistics (BIOS) (https://catalog.tulane.edu/courses/bios)
• Business & Leadership Studies (BSLS) (p. 58)
• Business Doctoral Courses (BUSN) (https://catalog.tulane.edu/courses/busn)
• Business Law (BSBL) (p. 58)
• Business of Real Estate (RESM) (https://catalog.tulane.edu/courses/resm)

C
• Career Devel & Mgmt (CDMA) (https://catalog.tulane.edu/courses/ cdma)
• Career Development (CRDV) (https://catalog.tulane.edu/courses/ crdv)
• Cell & Molecular Biology (CELL) (https://catalog.tulane.edu/courses/ cell)
• Chemical Engineering (CENG) (https://catalog.tulane.edu/courses/ ceng)
• Chemistry (CHEM) (https://catalog.tulane.edu/courses/chem)
• Chinese Language (ASTC) (https://catalog.tulane.edu/courses/astc)
• City, Culture, and Community (CCCC) (https://catalog.tulane.edu/ courses/cccc)
• Civic and Cultural Management (CVCL) (https://catalog.tulane.edu/ courses/cvcl)
• Classics (CLAS) (https://catalog.tulane.edu/courses/clas)
• Clinical Research (MSCR) (https://catalog.tulane.edu/courses/mscr)
• Colloquia (COLQ) (https://catalog.tulane.edu/courses/colq)
• Communication (COMM) (https://catalog.tulane.edu/courses/comm)
• Community Health Sciences (CHSC) (https://catalog.tulane.edu/ courses/chsc)
• Computational Science (COSC) (https://catalog.tulane.edu/courses/ cosc)
• Computer Science (CMPS) (https://catalog.tulane.edu/courses/ cmps)
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D
- Dance (DANC) (https://catalog.tulane.edu/courses/danc)
- Dance - Applied (DANA) (https://catalog.tulane.edu/courses/dana)
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- Disaster Resilience Leader Sci (DRLS) (https://catalog.tulane.edu/courses/drls)

E
- Earth & Environmental Sciences (EENS) (https://catalog.tulane.edu/courses/eens)
- Ecology & Evolutionary Biology (EBIO) (https://catalog.tulane.edu/courses/ebio)
- Economic Analysis (ECAN) (https://catalog.tulane.edu/courses/ecan)
- Economics (BSEC) (p. 69)
- Economics (ECON) (https://catalog.tulane.edu/courses/econ)
- Education (EDUC) (p. 69)
- Education - Lib Arts (EDLA) (https://catalog.tulane.edu/courses/edla)
- EMBA (EMBA) (https://catalog.tulane.edu/courses/emb)
- Emergency Management (EMMT) (p. 72)
- Energy (ENRG) (https://catalog.tulane.edu/courses/eng)
- Engineering Physics (ENGP) (https://catalog.tulane.edu/courses/engp)
- English (BSEN) (p. 74)
- English (ENGL) (https://catalog.tulane.edu/courses/engl)
- English (ENLS) (https://catalog.tulane.edu/courses/enls)
- English (PAEN) (p. 74)
- English for Acad/Prof Purposes (EAPP) (https://catalog.tulane.edu/courses/eap)
• Information Systems (INFO) (https://catalog.tulane.edu/courses/info)
• Interdepartmental Research (GINT) (https://catalog.tulane.edu/courses/gint)
• Interdiscip Newcomb-Tulane Col (INTU) (https://catalog.tulane.edu/courses/intu)
• Interdiscip Studies - Graduate (INTD) (https://catalog.tulane.edu/courses/intd)
• International Business (INBS) (https://catalog.tulane.edu/courses/inbs)
• International Health (INHL) (https://catalog.tulane.edu/courses/inhl)
• Internship (INTR) (https://catalog.tulane.edu/courses/intr)
• Intl Development (INDV) (https://catalog.tulane.edu/courses/indv)
• Intl Development (IDEV) (https://catalog.tulane.edu/courses/idev)
• Intl Studies Intl Business (ISIB) (https://catalog.tulane.edu/courses/isib)
• Italian (ITAL) (https://catalog.tulane.edu/courses/ital)
• Italian Studies (ITST) (https://catalog.tulane.edu/courses/itst)
• Japanese Language (ASTJ) (https://catalog.tulane.edu/courses/astj)
• Jewish Studies (JWST) (https://catalog.tulane.edu/courses/jwst)
• Journalism (JOUR) (p. 81)
• Kinesiology (KINE) (p. 82)
• Labor and Employment Law (EMPL) (https://catalog.tulane.edu/courses/empl)
• Latin (LATN) (https://catalog.tulane.edu/courses/latn)
• Latin American Studies (LAST) (https://catalog.tulane.edu/courses/last)
• Law Clinical Courses (CLIN) (https://catalog.tulane.edu/courses/clin)
• Law First Year Courses (1LAW) (https://catalog.tulane.edu/courses/1law)
• Law Mini Courses (MINI) (https://catalog.tulane.edu/courses/mini)
• Law Non-Classroom Courses (NCLS) (https://catalog.tulane.edu/courses/ncls)
• Law Special Courses (LAWS) (https://catalog.tulane.edu/courses/laws)
• Law Summer Program in England (LENG) (https://catalog.tulane.edu/courses/leng)
• Law Summer Program in France (LFRN) (https://catalog.tulane.edu/courses/lfrn)
• Law Summer Program in Germany (LGER) (https://catalog.tulane.edu/courses/lger)
• Law Summer Program in Greece (LGRC) (https://catalog.tulane.edu/courses/lgrc)
• Law Summer Program in Italy (LITL) (https://catalog.tulane.edu/courses/litl)
• Law Undergraduate Courses (LAWU) (https://catalog.tulane.edu/courses/lawu)
• Law Upperclass Electives (2) (2LAW) (https://catalog.tulane.edu/courses/2law)
• Law Upperclass Electives (3) (3LAW) (https://catalog.tulane.edu/courses/3law)
• Law Upperclass Electives (4) (4LAW) (https://catalog.tulane.edu/courses/4law)
• Legal Studies in Business (LGST) (https://catalog.tulane.edu/courses/lgst)
• Less Commonly Taught Languages (LCTL) (https://catalog.tulane.edu/courses/lcti)
• Linguistics (LING) (https://catalog.tulane.edu/courses/ling)
• Literature (LITR) (https://catalog.tulane.edu/courses/litr)
• Louisiana Studies (LOUS) (p. 85)
• Management (BSMT) (p. 85)
• Management (MGMT) (https://catalog.tulane.edu/courses/mgmt)
• Management Communications (MCOM) (https://catalog.tulane.edu/courses/mcom)
• Management Science (MGSC) (https://catalog.tulane.edu/courses/mgsc)
• Managerial Perspectives (PERS) (https://catalog.tulane.edu/courses/pers)
• Marketing (BSMK) (p. 86)
• Marketing (MKTG) (https://catalog.tulane.edu/courses/mktg)
• Master of Liberal Arts Courses (MLAR) (p. 86)
• Materials Phys. & Engineering (MPEN) (https://catalog.tulane.edu/courses/mpen)
• Maternal And Child Health (MCHL) (https://catalog.tulane.edu/courses/mchl)
• Mathematics (MATH) (https://catalog.tulane.edu/courses/math)
• MD - Anesthesiology (ANES) (https://catalog.tulane.edu/courses/anes)
• MD - Biochemistry (BIOC) (https://catalog.tulane.edu/courses/bioc)
• MD - Brain & Behavior (BRBH) (https://catalog.tulane.edu/courses/brbh)
• MD - Clinical Diagnosis (CLDG) (https://catalog.tulane.edu/courses/cldg)
• MD - Dermatology (DERM) (https://catalog.tulane.edu/courses/derm)
• MD - Emergency Medicine (EMER) (https://catalog.tulane.edu/courses/emer)
• MD - Family Medicine (FAMY) (https://catalog.tulane.edu/courses/famy)
• MD - Foundations Medicine I (FIM1) (https://catalog.tulane.edu/courses/fim1)
• MD - Foundations Medicine II (FIM2) (https://catalog.tulane.edu/courses/fim2)
• MD - General Medicine (GENM) (https://catalog.tulane.edu/courses/genm)
• MD - Genetics (GENE) (https://catalog.tulane.edu/courses/gene)
- MD · Gross Anatomy (GANT) (https://catalog.tulane.edu/courses/gant)
- MD · Histology (HSTO) (https://catalog.tulane.edu/courses/hsto)
- MD · Mechanism of Disease (PATH) (https://catalog.tulane.edu/courses/path)
- MD · Medicine (MED) (https://catalog.tulane.edu/courses/med)
- MD · Microbiology (MICR) (https://catalog.tulane.edu/courses/micr)
- MD · Neurology (NEUR) (https://catalog.tulane.edu/courses/neur)
- MD · Neuroscience (NESC) (https://catalog.tulane.edu/courses/nesc)
- MD · Neurosurgery (NRSR) (https://catalog.tulane.edu/courses/nrsr)
- MD · Obstetrics & Gynecology (OBGY) (https://catalog.tulane.edu/courses/obgy)
- MD · Ophtalmology (OPTH) (https://catalog.tulane.edu/courses/opth)
- MD · Orthopaedic Surgery (ORTH) (https://catalog.tulane.edu/courses/orth)
- MD · Otolaryngology (OTLN) (https://catalog.tulane.edu/courses/otln)
- MD · Pediatrics (PEDS) (https://catalog.tulane.edu/courses/peds)
- MD · Pharmacology (PHAR) (https://catalog.tulane.edu/courses/phar)
- MD · Physiology (PYSI) (https://catalog.tulane.edu/courses/physi)
- MD · Psychiatry (PYCH) (https://catalog.tulane.edu/courses/pych)
- MD · Public Health (PHEA) (https://catalog.tulane.edu/courses/peha)
- MD · Radiology (RADS) (https://catalog.tulane.edu/courses/rads)
- MD · Surgery (SURG) (https://catalog.tulane.edu/courses/surg)
- MD · Urology (UROL) (https://catalog.tulane.edu/courses/urol)
- Mediev & Early Modern Studies (MDST) (https://catalog.tulane.edu/courses/mdst)
- Microbiology - Graduate (MIIM) (https://catalog.tulane.edu/courses/miim)
- Music (MUSC) (https://catalog.tulane.edu/courses/musc)
- Music (PAMU) (p. 90)
- Music · Applied (APMS) (https://catalog.tulane.edu/courses/apms)
- Musical Cultures Gulf South (MCGS) (https://catalog.tulane.edu/courses/mcgs)
- Neuroscience (NSCI) (https://catalog.tulane.edu/courses/nscl)
- Nutrition (NTRN) (https://catalog.tulane.edu/courses/ntrn)
- Pharmacology · Graduate (GPHR) (https://catalog.tulane.edu/courses/gphr)
- Philosophy (PHIL) (https://catalog.tulane.edu/courses/phil)
- Physics (PHYS) (https://catalog.tulane.edu/courses/phys)
- Physiology · Graduate (GP SO) (https://catalog.tulane.edu/courses/gps}
- Poli Sci · American (POLA) (https://catalog.tulane.edu/courses/pola)
- Poli Sci · Comparative (POLC) (https://catalog.tulane.edu/courses/polic)
- Poli Sci · General (POLS) (https://catalog.tulane.edu/courses/pols)
- Poli Sci · International (POLI) (https://catalog.tulane.edu/courses/poli)
- Poli Sci · Intl. Development (PSDV) (https://catalog.tulane.edu/courses/psdv)
- Poli Sci · Political Theory (POLT) (https://catalog.tulane.edu/courses/polt)
- Political Economy (PECN) (https://catalog.tulane.edu/courses/pecn)
- Portuguese (PORT) (https://catalog.tulane.edu/courses/port)
- PR · Digital Media & Mkt Communication (PRDM) (https://catalog.tulane.edu/courses/prdm)
- Professional MBA (PMBA) (https://catalog.tulane.edu/courses/pmba)
- Psychology (PSYC) (https://catalog.tulane.edu/courses/psych)
- Public Health · Tropical Med (PHTM) (https://catalog.tulane.edu/courses/phtm)
- Public Health Special Courses (SPHL) (https://catalog.tulane.edu/courses/sphl)
- Public Health Undergraduate (SPHU) (https://catalog.tulane.edu/courses/sphu)
- Public Relations (PRPA) (p. 90)
- Public Service (SRVC) (https://catalog.tulane.edu/courses/srvc)
- Real Estate (REAL) (https://catalog.tulane.edu/courses/real)
- Religious Studies (PARL) (p. 91)
- Religious Studies (RLST) (https://catalog.tulane.edu/courses/rlst)
- River Coast Sci & Engineering (RCSE) (https://catalog.tulane.edu/courses/rcse)
- ROTC · Aerospace Studies (AERO) (https://catalog.tulane.edu/courses/aero)
- ROTC · Military Science (MILS) (https://catalog.tulane.edu/courses/mils)
- ROTC · Naval Science (NAVS) (https://catalog.tulane.edu/courses/navs)
- Russian (RUSS) (https://catalog.tulane.edu/courses/russ)
- School Liberal Arts Management (SLAM) (https://catalog.tulane.edu/courses/slam)
- School of Prof Adv (SOPA) (p. 91)
- Science & Engineering (SCEN) (https://catalog.tulane.edu/courses/scen)
- Social Innovation/Entrepreneur (SISE) (https://catalog.tulane.edu/courses/sise)
- Social Sci · Interdisciplinary (SSCI) (https://catalog.tulane.edu/courses/ssci)
- Social Work (PASW) (p. 91)
- Social Work (SOWK) (https://catalog.tulane.edu/courses/sowk)
Accounting (BSAC)

BSAC 1110. Intro to Financial Accounting. (3 Credits)
An introduction to the principles of accounting. Topics include:
recognition of revenue and expenses for income determination, proper
classification of balance sheet items, and income statement and
balance sheet preparation. Students learn to prepare adjusting entries,
closing entries and worksheet presentations necessary for monthly
financial statements. The principle and theories behind the proper
accounting treatment of cash, accounts receivable, inventories, prepaid
expenses, marketable securities and fixed assets are studied.

BSAC 1120. Intro to Managerial Accounting. (3 Credits)
Continuation of the study of financial accounting with a detailed
study of liabilities and ownership interests for partnerships and
corporations. Introduction to statements of changes in financial
position, consolidated statements, cost accounting, and the effect of
taxes on business decisions.

BSAC 1940. Transfer Coursework. (3 Credits)
Transfer Coursework for BSAC discipline in BSLS Programs (1000
Level).

BSAC 2210. Intermediate Accounting I. (3 Credits)
Study and application of accounting theory to problems of
classification and valuation in preparation of the balance sheet and
income statement.

BSAC 2220. Intermediate Accounting II. (3 Credits)
Continuation of the study and application of accounting theory to
the balance sheet and income statement, including accounting for
liabilities and corporate ownership interests, and the flow of funds.
Contemporary accounting development and problems.

BSAC 2910. Special Topics in Accounting. (1-3 Credits)
Special Topics in Accounting.

BSAC 2940. Transfer Coursework. (3 Credits)
Transfer Coursework for BSAC discipline in BSLS Programs (2000
Level).

BSAC 3310. Cost Accounting. (3 Credits)
A study of the accounting methods and procedures peculiar to
manufacturing activities. Emphasis is placed on product costing in
accordance with generally accepted accounting principles under
various costing methods.

BSAC 4910. Independent Study. (1-3 Credits)
Independent Study in the BSAC discipline for the BSLS Programs.

Anthropology (PAAN)

PAAN 2911. Special Topics. (3 Credits)
Special topics in anthropology.

PAAN 3190. Pirate Societies. (3 Credits)
This course is an exploration of pirates from the perspective of the
social sciences, with an emphasis on the study of traditions, values,
and social statuses and relationships that were characteristic of a
variety of pirate societies in historic times. Our objectives in this course
will be to discover how historic pirate societies were formed in different
areas of the world, how they were organized; and how and why their
values and traditions differed from those of the larger societies from
which they came.

PAAN 3250. Hist Anth of New Orleans. (3 Credits)
This course is an exploration of the historic factors that created the
cultural diversity and themes which characterize New Orleans today.
The course examines the cultural backgrounds of the major national
and ethnic groups that came to Louisiana in the 18th, 19th, and 20th
centuries. The course also examines the ongoing attempts to secure
the city from risks inherent in its natural environment.

Architecture (PAAR)

PAAR 2600. Old & Green Restoration. (3 Credits)
The purpose of this class is to provide an introduction on where
Historic Preservation and Environmental Conservation overlap in
practice and theory. Topics include sustainability, preservation and
environmental planning, rural preservation, easements and transfer
development rights, Smart Growth, adaptive reuse, green building,
heritage eco-tourism, historic places and global climate change, and
interior environmental health.

PAAR 2910. Special Topics. (3 Credits)
Special topics in architecture.
Art History (PAAH)
PAAH 3910. Special Topics. (1-3 Credits)
Special topics in art history.

Biology (PABI)
PABI 1200. Humanistic Biology. (3 Credits)
An investigation of all of the systems of the human body as well as an overview of common abnormal conditions associated with each system. Case studies of the effects of external influences on human biology will also be investigated.

Business & Leadership Studies (BSLS)
BSLS 4100. Internship & Professional Dev. (1-3 Credits)
This course is designed to prepare students for success in the career development process by gaining work experience in their chosen field of study, developing a portfolio of their work and accomplishments, and networking with industry professionals. Students will complete a minimum of 100 hours of field experience in an organization and attend classroom sessions that focus on career choices, job searching skills, and portfolio development. The course is to be taken during the student's last semester of study or with the approval of their program director. All internships must be approved by the program director or internship instructor.

Business Law (BSBL)
BSBL 1940. Transfer Coursework. (3 Credits)
Transfer Coursework for BSBL discipline in BSLS Programs (1000 level).

BSBL 2910. Special Topics in Business Law. (1-3 Credits)
Special Topics in Business Law.

BSBL 2940. Transfer Coursework. (3 Credits)
Transfer Coursework for BSBL discipline in BSLS Programs (2000 level).

BSBL 3400. Legal Aspects of Business. (3 Credits)
A practical approach to law as it affects the business person and the consumer. The primary focus is on the laws of contracts; the requirements and the rights and obligations they create. The relief granted to debtors through bankruptcy and the resulting detriment to creditors are studied with emphasis on precautionary measures. Finally, the consequences of willful or negligent acts are carefully treated.

BSBL 3450. Commercial Law. (3 Credits)
This course is designed to show students the connection between law and business, give students basic knowledge of the fundamental concepts, principles, and rules of law that apply to business transactions and to develop the ability to apply this knowledge to specific situations with good judgment.

BSBL 4910. Independent Study. (1-3 Credits)
Independent Study in the BSBL discipline for the BSLS Programs.

Computer Sys & Technologies (CPST)
CPST 1000. Intro To Microcomputers. (3 Credits)
This course introduces students to the microcomputer and some popular micro applications. Special attention is given to essential concepts, word processing, spreadsheets, and database management. The course also provides a preface to operating environments such as Windows. Includes hands-on laboratory sessions; currently, Microsoft Office tools are used for this course. Note: This course does not count toward the requirements for a major or minor in Applied Computing Systems and Technology but can be used to satisfy a science distribution requirement for the School of Continuing Studies.

CPST 1070. Math For Info Technology. (3 Credits)
This course provides an introduction to discrete mathematical structures and themes with an emphasis on applications to computing and information technology. It develops analytical skills used to solve problems concerning the speed and logical structure of computer software, computer hardware, and computer networks. Note: This course does not count toward the requirements for a major or minor in Applied Computing Systems and Technology but can be used to satisfy one of the mathematics requirements for the School of Continuing Studies.

CPST 1200. Fund of Info Systems & Tech. (3 Credits)
This survey course provides a broad foundation in the concepts of modern information systems, information processing, and information technologies. It provides an overview of the key technology components that make up modern information systems and the processes and issues involved in the development of information systems.

CPST 1400. Working with the Internet. (3 Credits)
This course acquaints the students with the Internet, its uses and history, and a wide variety of tools and applications for effectively accessing information. Students will have the opportunity to learn classic text-based Internet applications, as well as graphical and multimedia capabilities of the World Wide Web. Coverage of basic technologies (e.g., hardware, protocols, authoring software) is included. Note: This course does not count toward the requirements for a major or minor in Applied Computing Systems and Technology but can be used to satisfy a science distribution requirement for the School of Continuing Studies.

CPST 1880. Writing Intensive: CPST 1400. (1 Credit)

CPST 2200. Programming Fundamentals. (3 Credits)
This course presents a structured approach to problem analysis, algorithm design and solution implementation in a high level computer language. Students will learn how to analyze problems and represent solutions in pseudo-code. Students will study the basic concepts of programming, internal representation of data, simple data types, searching and sorting techniques.

CPST 2300. Database Fundamentals. (3 Credits)
Introduction to database management systems with an emphasis on relational database concepts, database processing, data modeling, database design, development and implementation. Includes implementation of current DBMS tools and SQL.
CPST 2400. Website Development w/ XML/XHTML. (3 Credits)
This course is designed to provide students with an introduction to programming using XML. Students taking this course should have a working knowledge of HTML and FTP as gained by completing the course Webpage Design and Development course. Students should have a basic understanding of programming concepts and a relational database including relationships of primary and secondary tables via keys and foreign keys. Some sample learning activities are: author XML documents using a given Document Type Definition (DTD); create a DTD; create a CSS and/or XSLT style sheet; create an XML-based information system that brings together the skills learned throughout the course.

CPST 3410. Website Development w/ JavaScript. (3 Credits)
This course provides the opportunity to obtain a solid understanding of some of the tools and techniques, beyond basic HTML, used to publish on the Internet via the World Wide Web. Through online ‘lectures’ and posted materials, electronic discussions, and hands-on ‘lab’ work you will become acquainted with the computer hardware, software (both used on your machine and the Net), and programming techniques needed to design, create and maintain fully interactive Web documents and sites. This course will focus primarily on JavaScript programming and some additional advanced techniques and concepts.

CPST 3430. Website Development w/ ASP. (3 Credits)
This course teaches the fundamentals of programming for Web sites using ASP (Active Server Pages), a popular tool for enhancing home pages. The language is part of Microsoft’s Internet development tool effort and may be found on millions of Websites. Students develop ASP based functions and use SQL statements with Access or SQL Server to interface with a small database application using ASP code.

CPST 3550. Systems Analysis & Design. (3 Credits)
This course provides an introduction to the principles and application of project management techniques with an emphasis on the design and management of Information Systems. Topics include project planning, work team design, project estimation techniques, project reporting, identifying and controlling project risks, budgets, and quality assurance.

CPST 3600. IT HW & SW Fundamentals. (3 Credits)
This course covers the principles and applications of computer hardware and software. It supports learning of the hardware/software technology background needed to understand tradeoffs in computer architecture for effective use in an organizational environment. It provides an overview of computer system architectures, the logical interconnection of components for processing data, and the controlling software that manages systems resources. Architectures include single processor and multi-processor systems, single user and multi-user central and networked systems, as well as single and multi-user operating systems.
CPST 3610. Internet Server Admin with IIS. (3 Credits)
This course will provide students with a comprehensive understanding of all facets of Microsoft Windows server based Web service installation, configuration, administration, and maintenance. The course will focus on hardware, software, Internet protocols, and advanced Web server hosting and services. It provides students with the understandings and skills needed to effectively plan, implement, and deploy valuable World Wide Web services in a professional or personal capacity.

CPST 3650. Linux Administration & Security. (3 Credits)
This course will provide students with a comprehensive understanding of all facets of Linux/Unix server based Web service installation, configuration, administration, and maintenance. The course will focus on hardware, software, Internet protocols, and advanced Web server hosting and services. It provides students with the understandings and skills needed to effectively plan, implement, and deploy valuable World Wide Web services in a professional or personal capacity.

CPST 3690. Microcomputer Hardware. (3 Credits)
The course provides learning opportunities in the various industry-standard hardware components of microcomputers. It also covers their interconnectivity relationships and fundamental system software. This hands-on course emphasizes managing and maintaining the personal computer components: system board, storage drives (especially hard drives), and peripheral equipment (e.g., video and network cards), managing upgrades, etc.

CPST 3700. Networking Fundamentals. (3 Credits)
This course covers topics in data communications and various technologies that affect business communications. In addition to learning common networking terminology, students will examine existing and emerging networking standards and architectures. Also covered are operating systems, wiring topologies, communications protocols, LAN-to-LAN interconnectivity and WAN fundamentals. This course is intended to provide a solid foundation for further study of communications and networking.

CPST 3900. Info Security & Assurance. (3 Credits)
This course provides an introduction to technical and administrative aspects of Information Security and Assurance. This course provides the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, understanding vulnerabilities and designing a consistent, reasonable information security system with appropriate intrusion detection and reporting features.

CPST 3930. Cyber Threats & Cyber Security. (3 Credits)
Cyberspace? has become a pervasive presence in modern society, and a healthy functioning cyberspace is essential to our economy and to national security. Along with benefits, however, there exist threats and malicious actors who seek to exploit cyberspace vulnerabilities. This course will study the nature of cyber threats, including computer and digital crimes, information warfare and cyber terrorism, and related threats to personal, organizational, economic and national security. Students will gain an understanding of the variety and nature of cyber threats including digital espionage, computer break-ins, computer hacking, viruses, communications eavesdropping, forgery, disruption to information flow, electronic bombs and the growing presence of terrorist organizations on the Internet, and how the Internet is used to further terrorist activities. The course will also cover countermeasures to cyber threats; cyber-security investigations, evidence gathering, and legal challenges; and current and national policies for securing cyberspace and the impact of cyber security on privacy and civil liberties.

CPST 4000. Independent Studies. (1-4 Credits)
CPST 4100. Special Topics. (3 Credits)
CPST 4101. SCRUM Development Method. (3 Credits)
CPST 4250. Integrated Applicatn Develpmnt. (3 Credits)
This course focuses on using tools to develop a Web based integrated business application utilizing a relational database. Based on requirements identified in a business case, database structures will be implemented and GUI web pages will be developed to satisfy the business functionality.

CPST 4320. Business Intelligence. (3 Credits)
This course introduces students to structures and techniques used to transform data into information for decision-making. Business intelligence is an increasingly important part of both small and large organizations, as well as government. Business intelligence can be used across a wide spectrum of enterprises, such as health care, exploration, security, identifying markets, predicting behavior and forecasting demand. The materials in this course are designed to give the student important new tools to assist in business decision making, whether this involves identifying new markets, extracting data to better understand current markets and forecasting demand using simple statistical methodologies.

CPST 4350. Database Administration. (3 Credits)
This course provides the student with a fundamental understanding of the tasks and issues associated with database administration. Topics and activities include: installation and management of a database system; ensuring data integrity; managing users, privileges, and resources, implementing of basic backup and recovery procedures and identifying tuning opportunities. Students will work in a lab environment to install a database management system, and will then work their way through a series of crucial system-side activities to learn the various tasks of a database administrator.
CPST 4500. System Reqs Devel & Testing. (3 Credits)
This course provides a study of concepts and techniques for planning and developing high quality information systems. Fundamentals of specification (including formal models and representations, documents, and standards) are examined. Methods of specifying and developing requirement for generating information systems are discussed. It covers the tools, methods, and current practices for assessing the quality and correctness of information systems. Topics include the roles of testing and formal verification, fundamentals and formal models of program verification, planning and documentation for quality assurance, methods of performing technical reviews, strategies of system testing and integration planning, and principles and practices used in conducting tests. Projects using these techniques are included.

CPST 4550. Applied Systems Analysis. (3 Credits)
This course provides for the application of Information Systems concepts to a comprehensive group project for the planning, development and implementation of an information system. Management planning, scheduling, and reporting are required. Documentation to include feasibility studies, alternative implementation strategies, programming, testing and users manuals. Appropriate computer assisted software engineering tools are used throughout the project from requirement specification to implementation and testing.

CPST 4610. Network Administration. (3 Credits)
This course is designed to help students learn how to design, implement and maintaining a network infrastructure, including topics such as the Dynamic Host Configuration Protocol (DHCP), Windows Internet Name Server (WINS), Domain Naming System (DNS), Remote Access and Virtual Private Networking (VPN).

CPST 4640. Tcp/Ip Protocol. (3 Credits)
This course will focus primarily on the TCP/IP protocol suite and a set of related network services. It is designed to help students understand networks that use TCP/IP; the suite of protocols that is used today for the Internet and most modern networks.

CPST 4650. Unix System Administration. (3 Credits)
The Solaris Operating System (Solaris OS) is the foundation on which some of the world's leading companies are built. Offering high levels of reliability, availability, security, and scalability, Solaris systems meet today's demands while anticipating tomorrow's innovation. The objective of this course is to provide a comprehensive understanding of the administrative aspects of the Solaris operating system. At the end of the course students will have the skills required to administer a Solaris system, including user management, disk management, backing up procedures, startup and shutdown procedures, and process management. The course provides students with the opportunity to integrate and apply administration in a comprehensive manner indicative of Information Technology programs of study.

CPST 4670. Advanced Network Admin. (3 Credits)
This course is designed to familiarize students with the skills needed to administer a Microsoft network in the enterprise. The course provides an in-depth look at the features of Active Directory, including Group Policy, scripting, replication, and disaster recovery, plus the use of Exchange Server in the enterprise for reliable messaging services.

CPST 4700. Wide Area Networks. (3 Credits)
This course examines wide area network architecture and its protocols. Topics include analog and digital transmission, error correction and detection, data link protocols, multiplexing and switching, xDSL, cable networks, copper and optical media, Ethernet, fast Ethernet, Gigabit Ethernet, wireless LANs, ISDN and various routing protocols.

CPST 4710. Managing a Network Infrastruc. (3 Credits)
This course is designed to help students learn how to design, implement and maintaining a network infrastructure, including topics such as the Dynamic Host Configuration Protocol (DHCP), Windows Internet Name Server (WINS), Domain Naming System (DNS), Remote Access and Virtual Private Networking (VPN).

CPST 4750. IP Routing & Switching. (3 Credits)
The TCP/IP suite of protocols is the de facto standard for multi-vendor connectivity within corporations and serves as the basis for Internet connectivity. This course focuses on Internet communications architecture and the internetworking between autonomous systems that is facilitated by IP routing. Layer 2 and Layer 3 (IP Switching) architectures will also be examined in relation to interLAN and VLAN routing.

CPST 4800. Virtualization Administration. (3 Credits)
CPST 4810. Windows Security. (3 Credits)
CPST 4850. Penetration Testing. (3 Credits)
CPST 4870. Forensics, Investigate & Resp. (3 Credits)
CPST 4900. Advanced Computer Security. (3 Credits)
CPST 4910. Special Topics Course. (1-3 Credits)
This course is an introduction to both fundamental programming concepts and the Python programming language. Students will be exposed to these concepts through the creation of a 2D game using Phython and Pygame.

CPST 4911. Special Topics. (3 Credits)
This course is a special offering in the Applied Computing program.

CPST 4912. Special Topics. (3 Credits)
This course is a special offering in the Applied Computing program.

CPST 4913. Special Topics. (3 Credits)
This course is a special offering in the Applied Computing program.

CPST 4914. Special Topics. (3 Credits)
This course is a special offering in the Applied Computing program.

CPST 4915. Special Topics. (3 Credits)
This course is a special offering in the Applied Computing program.

CPST 4916. Special Topics. (3 Credits)
This course is a special offering in the Applied Computing program.

CPST 4917. Special Topics. (3 Credits)
This course is a special offering in the Applied Computing program.

CPST 4918. Special Topics. (3 Credits)
This course is a special offering in the Applied Computing program.

CPST 4919. Special Topics. (3 Credits)
This course is a special offering in the Applied Computing program.
CPST 4920. Special Topics Course. (1-3 Credits)
This course is designed to provide students with an introduction to website security and privacy issues. Students will understand how to identify security/privacy issues, recognize security issues involving Java, the Internet and email. Students will also explore techniques and best practices for limiting risk.

CPST 4930. Network Security, Firewall, VPN. (3 Credits)
This course is designed to provide fundamental skills needed to analyze the internal and external security threats against a network, and to develop security policies that will protect an organization’s information. Students will learn how to evaluate network and Internet security issues and design, and how to implement successful security policies and firewall strategies. In addition, they will learn how to expose system and network vulnerabilities and defend against them.

CPST 4950. Website Security. (3 Credits)
This course is designed to provide students with an introduction to Website security and privacy issues. Students will understand how to identify security/privacy issues, recognize security issues involving Java, the Internet and email. Students will also explore techniques and best practices for limiting risk.

CPST 6320. Business Intelligence. (3 Credits)
This course is designed as an upper level undergraduate and graduate level course. This course introduces students to structures and techniques used to transform data into information for decision-making. Business intelligence is an increasingly important part of both small and large organizations, as well as government. Business intelligence can be used across a wide spectrum of enterprises, such as health care, exploration, security, identifying markets, predicting behavior and forecasting demand. The materials in this course are designed to give the student important new tools to assist in business decision making, whether this involves identifying new markets, extracting data to better understand current markets and forecasting demand using simple statistical methodologies.

CPST 6500. Systems Req Dev and Test. (3 Credits)
This course provides a study of concepts and techniques for planning and developing high quality requirements management processes and hardware/software testing processes. Fundamentals of requirements analysis are examined, highlighting the importance and value of good requirements. Methods of planning and implementing a practical requirements gathering approach for information systems are discussed. Testing roles, techniques, and processes will be covered and it will be shown where and how the software testing process fits into the overall development methodology. Formal models of program verification, planning and documentation for quality assurance and methods of performing technical reviews will also be detailed. Strategies of system testing and integration planning including principles and practices used in conducting tests will be covered. Subject matter experts will be brought in to share with the class project examples and how they use these requirements management and test techniques in these projects.

CPST 6501. IT Project Management. (3 Credits)
This course provides an exploration into the tools and techniques of project management as they relate to information technology (IT) projects and software development. The course concepts adhere to the Project Management Body of Knowledge® (PMBOK®) description of best practices, and it covers the project management life cycle with its processes of initiating, planning, executing, monitoring and controlling the project. Emphasis is placed on areas of project planning and project management that are unique to software development projects and other IT projects.

CPST 7000. IT Governance and Policy. (3 Credits)
The managing of information has become critical to the success of a business or enterprise and the governance of the Information technology (IT) resource has become an integral part of most organizations and is fundamental to support, operate, sustain, innovate and grow a business. IT Governance focuses on delivering value to the business by the proper management of the IT resource. It is an integrated approach consisting of the leadership, organizational structures and processes that ensures the effective alignment of IT with the organizations strategies and objectives. This course presents an inter-disciplinary approach to IT Governance. In the course students will learn about specific objectives of IT Governance, along with standards, frameworks, tools and techniques used in the planning, deploying, managing, monitoring, measuring and sustaining a successful IT governance plan. The course leverages and integrates current and emerging industry best practices, standards, guidelines and governance case studies.

CPST 7100. Managing the IT Department. (3 Credits)
This course is designed for graduate students who are, or aspire to be, either business managers or Information Systems (IS) managers, as well as those who are, or aspire to be, primarily technology specialists who will work in and for different types of businesses—including consultant firms and other firms competing in an information technology (IT) services industry. This course presents the tools necessary to best exploit information technology. By using case studies and the coverage of the key technology issues it will provide a perspective on how to evaluate the IS organization, and how to be a partner in managing data, information, and systems. It will prepare the student to be effective exploiters of computing technologies now and in the future by focusing on the information technology resources that organizations need and providing alternative approaches to managing them. Students will study the opportunities and pitfalls provided by these technologies and what they need to know to manage and make effective use of these technologies.

CPST 7150. The Business of IT. (3 Credits)
The goal of this course is to provide IT Management candidates with the experience in handling business processes that are necessary to successfully manage the business aspects of Information Technology. It covers business concepts and processes that art particularly germane to the management and use of Information Technology. These processes include Accounting and Finance, Human Capital and Payroll, Budget, Contract Management, Requests for Proposals, Statements of Work, and Service Level Agreements.
CPST 7200. Enterprise Arch Software. (3 Credits)
The goal of this course is to prepare Chief Information Officers and Chief Technology officers and senior managers with progressive approaches for state-of-the-art Information Technology (IT) infrastructures. IT systems exist in an abstraction of an Operating Environment with identifiable system capabilities – physical properties, characteristics, strategies, tactics, security, and sometimes luck. This course addresses Enterprise Software Architecture (ESA) and will identify multiple Systems of Interest (SOI). An analysis of two SOI fundamental types of behavior will be studied – hierarchical and peer level interactions of software. An understanding and adoption of ESA will maximize successful implementation, minimize risk, simplify operations, and insure compliance with regulatory requirements.

CPST 7250. SW Development Methods. (3 Credits)
A Software Development Methodology is a framework that is used to structure, plan, and control the process of developing an information system - this includes the pre-definition of specific deliverables and artifacts that are created and completed by a project team to develop or maintain an application. A wide variety of such frameworks have evolved over the years, each with its own recognized strengths and weaknesses. This course explores the many methodologies available for developing software. The business culture and requirements are presented as the center for evaluation of the most effective mix of methodologies for a specific development project. Students will study the software lifecycle from the identification of a need to the retirement of the software product that satisfies that need. They will learn about the strength and weakness of the various development methodologies and the appropriate situations in which to use them.

CPST 7600. Ent Architecture - Hardware. (3 Credits)
Enterprise Hardware Architecture (EHA) maximizes business functionality, minimizes risk, simplifies operations, and complies with regulatory requirements. This course will provide students with the knowledge to build an open/standards-based Enterprise Hardware Architecture that utilizes virtualization of servers, storage area networks (SAN), and network capabilities. Utility servers/appliances, Multi-tier server environments, and Cloud architecture will be researched and presented in the course. Key performance parameters, such as security, redundancy, reliability, maintainability, and availability, will be major considerations in the designs. A decision based approach and iterative improvement processes based on service fulfillment and technology trends will be utilized by students to design individual class projects.

CPST 7800. Cyber Law and Policy. (3 Credits)
This course is designed to analyze legal issues related to the management of information in contexts in which information professionals are likely to be involved. In an age defined by information, knowledge of the legal issues that establish how information is required to be protected, maintained, collected, stored, and accessed is extremely important. Information Security policies must be evaluated in light of current laws and regulations. This course will provide an overview of some of the most important legal issues in managing information so that students will be able to apply the information to particular professional situations that they may encounter. Topics will include such issues as U.S. and international jurisdiction, computer security, intellectual property, electronic commerce, information privacy, freedom of expression, and cyber-crime. Included are analyses of significant legal case studies plus review of applicable federal and state legislation as applied to compliance of standards such as those found in the Health Insurance Portability and Accountability Act (HIPPA), Sarbanes-Oxley, the Federal Information Security Management Act (FISMA), and the National Institute of Standards and Technology, Minimum Security Requirements for Federal Information and Information Systems (FIPS 200).

CPST 7850. Healthcare Informatics. (3 Credits)
Medical practitioners and healthcare delivery organizations face formidable administrative and technical challenges in the management of patient health and wellness, accurate and timely diagnosis of illness, and the determination and delivery of appropriate care and treatment. Information technology (IT) can play a key role in mitigating these challenges and thereby enabling healthcare performance transformation. Implementation of application and integration middleware (AIM), interoperable with analytics and accessible in real-time at the point of care and elsewhere, is the most cost-effective IT approach. This course explores the many issues and barriers faced by those IT professionals who are working to implement Health Information Systems.

CPST 7875. Independent Study. (1-3 Credits)

CPST 7900. Sec & Cyber Threats - IT Mgrs. (3 Credits)
This course provides an overview of the need for, and the technology, algorithms, and standards used in providing computer and communications security. It is concerned with the fundamentals of computer security. Topics in this class can be divided into three main parts: cryptography (with a focus on single-key and public key); computer system security (database and operating systems issues including authentication, access control, malicious software, and network security (including intrusion prevention/firewalls, intrusion detection, Denial of Service attacks, etc.); and the develop of secure programs and applications.

Digital Design (DDSN)

DDSN 1100. Digital Design Foundation. (3 Credits)
This studio course involves inquiry into the nature of the graphic design, game art & animation, and interactive fields. Topics introduced in this course are color theory for print and the screen, file types, design terminology, project workflow, aesthetics, visual concepts, typography and Adobe software fundamentals. The course also introduces students to oral and written communication for design practices, presentation techniques and the client-designer relationship. Lectures, readings, class demonstrations, group exercises and writing assignments are used. Prerequisites: None.
DDSN 1101. Digital Imaging. (3 Credits)
This studio course explores raster image-making in the digital platform while creating historical and practical connections between technology and creative problem solving. Topics introduced in this course are the Adobe Photoshop and Lightroom interfaces, photo manipulation, historical perspectives in digital imaging, digital photography, digital darkroom techniques and preparation of digital images for various media. Additionally, students engage in written and verbal communication for ideation and presentation. Lectures, readings, class demonstrations, group exercises and writing assignments are used. Prerequisites: DDSN 1100.

DDSN 1102. Digital Illustration. (3 Credits)
This studio course explores illustration in the digital platform while creating historical and practical connections between technology and creative problem solving. Topics introduced in this course are the Adobe Illustrator interface, illustration tools and techniques, color, photo-realism, historical perspectives in digital illustration and challenges within the digital interface. Additionally, students engage in written and verbal communication for ideation and presentation. Lectures, readings, class demonstrations, group exercises and writing assignments are used. Prerequisites: DDSN 1100.

DDSN 1400. Typography Studio I. (3 Credits)
This studio course examines typography from historical and practical perspectives while creating connections between type as a communication tool and type as visual expression. Topics introduced in this course are the history of type, type anatomy, classifications, terminology, type setting for the screen versus print, rules of typography, hierarchy and formalism. Additionally, students engage in written and verbal communication for ideation and presentation. Lectures, readings, class demonstrations, group exercises and writing assignments are used. Prerequisites: DDSN 1100, 1101, 1102.

DDSN 1401. History of Graphic Design. (3 Credits)
This studio course examines the history of graphic design from 15,000 B.C. through the invention of writing to present day composition and strictly follows Meggs' History of Graphic Design. Students will explore various movements in graphic design history and create design works that reflect these periods. Parallels between fine art history will be drawn. Students are expected to produce written projects in this course displaying content knowledge. Prerequisites: DDSN 1100, 1101, 1102.

DDSN 1500. Digital Art Studio I - 2D Imag. (3 Credits)
This studio course uses digital imaging software, Adobe Photoshop, to create masterfully rendered works with manipulation and realism in mind. Students will apply Photoshop knowledge to advanced imaging and rendering techniques and create digital painting and photo manipulation compositions. Prerequisites: DDSN 1100.

DDSN 1501. Digital Anatomy Game Art & Ani. (3 Credits)
This studio course explores traditional fine art drawing paired with digital drawing techniques. Students will apply understanding of anatomy to character development for games and animation. Students will analyze landscape proportions, surface features of human figure and digital anatomic features for image making. Students will then apply digital Zbrush techniques to achieve rendering outcomes. Prerequisites: DDSN 1100, 1500.

DDSN 1502. Digital Art Studio II-Concept. (3 Credits)
This studio course explores design intentions and execution for masterful concept art. Students will create designs for production, silhouette establishing shots, rapid idea generation, iconic characters and environments. Students will create professional written and verbal presentations for portfolio-ready printed works. Prerequisites: DDSN 1100, 1500, 1501.

DDSN 1503. 3D Virtual Sculpting. (3 Credits)
This studio courses explores virtual sculpting software and techniques to create three-dimensional organic models. Students will understand and apply virtual sculpting techniques in the Zbrush interface using organic models. Prerequisites: DDSN 1100, 1500, 1501, 1502.

DDSN 1504. Modeling Studio I-Envir Model. (3 Credits)
This studio course uses the Maya interface to master three-dimensional model techniques for hard surface and architecture using UV and texture maps. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503.

DDSN 1505. Animation Studio I-Intro to An. (3 Credits)
This studio courses introduces animation techniques, methods and software. Students will evaluate animation methods and software and create basic animation movements and loops. Students are expected to understand and apply basic levels of rigging and weighting, basic skeleton and walk cycles. Prerequisites: DDSN 1100, 1500, 1501, 1502.

DDSN 2100. Intro to UX Design. (3 Credits)
This studio course explores the field of user-experience design, empathy, user-engagement and best practices. Students will explore and evaluate case studies, create concept-driven strategies to meet the needs to of mock-clients and produce wireframes and prototypes. Prerequisites: DDSN 1100, 1101, 1102.

DDSN 2101. Foundation Interactive Design. (3 Credits)
This studio course investigates the practice of interactive design from both front and back-end perspectives. User-experience and user-interface design techniques are employed to develop online interactive content. Topics introduced in this course are image and type for the web, HTML basics, development, testing and updating of effective interfaces, visual, navigational and structural approaches to CSS, visual hierarchy, basic animation for online content, image and file preparation and historical perspectives in interactive design. Additionally, students engage in written and verbal communication for ideation and presentation. Lectures, readings, class demonstrations, group exercises and writing assignments are used. Prerequisites: DDSN 1100, 1101, 1102, 2100.

DDSN 2102. Digital Photography. (3 Credits)
This studio course will explore the history of digital photography in the context of digital design and put into practice photographic compositions and image editing. The digital camera will be used to create compelling visual compositions based on a concept, explore product photography, green screen photography and lighting scenarios. Practice and experimentation with digital image manipulation and compositional techniques is also included in this course. Prerequisites: DDSN 1100, 1101, 1102.
DDSN 2400. Digital Page Layout. (3 Credits)
This studio course utilizes multi-page layout software to explore long-format design challenges. Topics introduced in this course include advanced InDesign software techniques, design for publication, and file preparation for long-format printing. Students will create concept-driven works for mock clients. Digital editing software is introduced as well as production techniques for long-format design will be employed. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401.

DDSN 2401. Design Studio I. (3 Credits)
This studio course explores development of printed branding materials within the Adobe interface. Students will create concept-driven projects exploring execution via various media to communicate an event, promotion or series. Students will work with mock clients to create professional written and verbal presentations for portfolio-ready printed works. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400.

DDSN 2500. Modeling Studio II Character. (3 Credits)
This studio course applies advanced character modeling techniques for advanced sculpting and UV and texture maps. Students will identify advanced sculpting techniques and proper topology flow for real time characters. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505.

DDSN 2501. Animation Studio II. (3 Credits)
This studio course examines rigging and weighting of characters within the animation interface. Scripting language is introduced. Students are expected to apply animation techniques to construct complex character rigs and techniques for advanced rigging solutions, skeleton, skinning associations with geometry. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505.

DDSN 2502. Digital Art Studio III Modular. (3 Credits)
This studio course explores use of modular components to allow for efficient reuse in the game design environment. Students will understand how to create these assets with a focus on modularity. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505.

DDSN 2503. Animation Studio III. (3 Credits)
This studio course explores advanced animation techniques as well as motion capture technology. Students will understand and apply motion capture system and integrate motion capture within traditional animation principles. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505, 2500, 2501, 2502.

DDSN 2504. Game Engine Studio I. (3 Credits)
This studio course explores the Unreal Engine interface and systems with introduction of Blueprint scripting language. Students are expected to understand and use Unreal Engine interface for world building, interface and navigating systems and premade assets. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505, 2500, 2501, 2502.

DDSN 2505. Game Engine Studio II. (3 Credits)
This studio course examines the Unreal Engine for world-building, lighting and post-processing for a fully rendered scene. Students will create world building, incorporating lighting and post-processing, to assemble environment projects within a world for a fully-rendered scene within a real time environment. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505, 2500, 2501, 2502.

DDSN 2600. Interactive Design Studio I. (3 Credits)
This studio course explores design for mobile, display, aesthetics, UX, UI and interactive solutions. Students are introduced to the latest authoring and animation tools and learn how to apply their knowledge of the software to create dynamic and responsive interactive experiences. Students will communicate ideas via written and oral presentation. Prerequisites: DDSN 1100, 1101, 1102, 1401, 2100, 2101, CPST 3400, CPST 3410.

DDSN 2601. Digital Narrative Studio I. (3 Credits)
This studio course uses story-telling techniques to communicate to an audience from a variety of platforms. Students will engage in techniques for video editing and visual storytelling through lecture and class projects. Digital editing software is introduced as well as production techniques. Students will create short narrative stories to solve a problem, entertain diverse audiences, and market ideas. They will explore various formats, including film, TV and social media, as well as how each channel has evolved and presents unique opportunities for messaging. Prerequisites: DDSN 1100, 1101, 1102, 1401, 2100, 2101, CPST 3400, CPST 3410.

DDSN 2602. Motion Design Studio. (3 Credits)
This studio course explores vocabularies and concepts of motion design while engaging in previsualization, cinematography, culture, critical studies and media theory. Software such as Adobe Muse and Animate are used to communicate ideas and concepts. Students will create concept-driven storyboarding to articulate ideas and use software to bring these ideas to life. Prerequisites: DDSN 1100, 1101, 1102, 1401, 2100, 2101, CPST 3400, CPST 3410, DDSN 2600, 2601.

DDSN 3100. Sound Design. (3 Credits)
This studio course introduces sound design principles, historical perspectives and case studies. Students are expected to story board and compose sound for characters, video, motion graphics or interactive elements. Students will create professional written and verbal presentations. Prerequisites: DDSN 1100, 1101, 1102.

DDSN 3400. Design Studio II. (3 Credits)
This studio course explores development of three-dimensional packaging to communicate a brand or persona paired with two-dimensional supporting materials. Students will work alone and in groups to create original works for mock clients and service-learning experiences. Students will create professional written and verbal presentations for portfolio-ready printed works. Prerequisites: DDSN 1100, 1101, 1102, 1401, 2100, 2400, 2401.

DDSN 3401. Letterpress Studio. (3 Credits)
This studio course explores traditional letterpress techniques within a design context. Students will use their original typographic compositions and translate them to the physical letterpress printing method. Students will critique and analyze design solutions via written assignments and verbal class discussions. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401.

DDSN 3402. Poster Design. (3 Credits)
This studio course explores using the poster as a means for visual communication within various projects. Students will work alone and in groups to find concept-driven solutions to design problems translated into the poster medium. Students will critique and analyze design solutions via written assignments and verbal class discussions. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400.
DDSN 3403. M. A. D. Studio. (3 Credits)
Marketing and advertising for designers explores the role designers play in the marketing and advertising industries. Students use marketing and advertising to better communicate a brand or persona within various media. Students will work within service-learning projects to articulate a call to action via multiple media platforms both alone and in groups. Students will critique and analyze design solutions via written assignments and verbal class discussions and presentations. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400, 3600.

DDSN 3500. Digital Art Effects Complex. (3 Credits)
This studio course explores complex textures, particle systems, materials and advanced Blueprint scripting. Students will create connections between effects and systems with physics simulation. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505, 2500, 2501, 2502, 2503, 2504, 2505.

DDSN 3501. Game Engine Studio III. (3 Credits)
This studio course examines the Unreal Engine for the process of importing, viewing and implementation of VFX that can apply to characters, weapons, environments and beyond. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505, 2500, 2501, 2502, 2503, 2504, 2505, 3500.

DDSN 3502. Digital Art Studio IV. (3 Credits)
This studio course explores advanced digital art techniques with the user in mind for intuition and usability. As developers, we know that immersion is everything. When you’re immersed you lose track of time and become involved in what the game is presenting. A major factor in what makes or breaks immersion is how easy it is for your player to convert an idea into an in-game action — that is, how fluid your game’s User Experience (UX) is and how well-designed its User Interface (UI) is. A game hurts itself by providing too little information or too much, requiring too many inputs, confusing the player with unhelpful prompts or making it hard for a new player to interact. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505, 2500, 2501, 2502, 2503, 2504, 2505, 3500.

DDSN 3503. Workflow Intro Deve Pipelines. (3 Credits)
This studio course explores the use of Scrum and Agile to aid in pipeline and team management for the unique challenges of game development. Students will learn to form successful agile teams that incorporate programmers, producers, artists, testers, and designers— and promote effective collaboration within and beyond those teams, throughout the entire process. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505, 2500, 2501, 2502, 2503, 2504, 2505, 3500, 3502.

DDSN 3504. Team Game Art i Interactive. (3 Credits)
This studio course uses teamwork to develop pre-production assets for a fully-interactive game concept. Students will develop their concept for the group game art senior project. Students will apply team environment skillset to character focused, VFX focused, environment focus, animator leads and develop pre-production assets for larger senior team project. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505, 2500, 2501, 2502, 2503, 2504, 2505, 3500, 3502.

DDSN 3600. Social Media Studio. (3 Credits)
This studio course examines the use of social media within the design field. Students will create graphics for various new media and social media landscapes and develop strategy for implementation. Students will recognize and evaluate social media platforms based on user interaction and outcomes, design strategic graphics for social media campaigns, develop ongoing social media and digital strategy for service-learning client and communicate project via professional written and verbal presentation. Prerequisites: DDSN 1100, 1101, 1102, 1401, 2100, 2101, 2600, 2600, 2601, 2602, CPST 3400, CPST 3410.

DDSN 3601. SEO SEM. (3 Credits)
This studio course explores search engine optimization and search engine marketing for the interactive space. Students will understand and evaluate ways to improve search engine optimization and search engine marketing, work in groups to develop creative strategy to assist a local client in improved search engine optimization and evaluate advanced search engine marketing techniques in written form. Prerequisites: DDSN 1100, 1101, 1102, 1401, 2100, 2101, 2600, 2600, 2601, 2602, CPST 3400, CPST 3410.

DDSN 3602. Interactive Design Studio II. (3 Credits)
This studio courses uses advanced UX, UI, interactive design techniques and software to communicate a concept to an audience. Students will understand advanced interactive design techniques and apply techniques to class assignments. Students will create content-rich design solutions showcased within an interactive context using working prototypes in mobile-first design. Prerequisites: DDSN 1100, 1101, 1102, 1401, 2100, 2101, 2600, 2600, 2601, 2602, CPST 3400, CPST 3410.

DDSN 3603. Digital Narrative Studio II. (3 Credits)
This studio course explores video production within a team environment to create concept-driven, strategic solutions for a real-world client. Students will work in teams to create storytelling experiences via video and motion. Students will understand and analyze advanced principles of the digital narrative, study different approaches to genre and style, develop multimodal approach to digital problem solving, create concept-driven solutions to class assignments, work in groups to develop strategy for service-learning client, communicate project via professional written and verbal presentation. They will explore platforms and brand messaging, along with creative means of achieving goals in these channels. Prerequisites: DDSN 1100, 1101, 1102, 1401, 2100, 2101, 2600, 2600, 2601, 2602, 3600, CPST 3400, CPST 3410.

DDSN 3604. Motion Design Studio II. (3 Credits)
This studio courses uses advanced motion techniques to execute a strategic approach to a real-world problem. Students work in teams to create a robust deck of interactive motion elements for a local client. Students will prepare and formulate strategic approach using motion design, apply good interactive marketing, design, narrative and motion techniques to formulate a solution. Students will present this solution both in written form and verbally in project presentation. Prerequisites: DDSN 1100, 1101, 1102, 1401, 2100, 2101, 2600, 2600, 2601, 2602, 3600, 3601, 3602, 3603, CPST 3400, CPST 3410.
**DDSN 4100. Portfolio & Prof Practices. (3 Credits)**
This studio course prepares students for entry into the workforce. Students will create a personal brand and translate that brand into their portfolio, stationery package and other media for marketing purposes. Students will undergo rigorous self-reflection, mock interviews, and service-learning experiences. Students will create professional written and verbal presentations for portfolio-ready printed works. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400, 3403, 3600, 4400, 4402, 4404, 4405.

**DDSN 4400. Business of Design. (3 Credits)**
This studio course provides students with real-world applications of business practices within the graphic design industry. Students will work alone and in groups to create concept-driven works for mock clients and service-learning projects. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400, 3403, 3600.

**DDSN 4401. Design for Good. (3 Credits)**
This studio course explores the greater purpose of design as an agent of change. Students will create multiple projects supporting a cause with a specific call to action. Students will work alone and in groups to create meaning works based on a concept. Students will work for personal and service-learning clients and communicate projects via professional written and verbal presentation. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400, 3403, 3600.

**DDSN 4402. Packaging Design. (3 Credits)**
This studio course uses good design techniques paired with visual marketing and advertising strategies to apply design to three-dimensional packaging objects. Students will work alone and in groups to create concept-driven solutions to appeal to an audience via packaging media. Students will communicate projects via professional written and verbal presentation. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400, 3403, 3600.

**DDSN 4403. Corporate Identity. (3 Credits)**
This studio course greater explores the field of corporate identity and branding within a design context. Students will work alone and in groups to create concept-driven works for mock clients and service-learning projects. Students will explore logo design, branding, brand standards, brand strategy and brand application as part of this course. Students will communicate projects via professional written and verbal presentation. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400, 3403, 3600.

**DDSN 4404. Environmental Design. (3 Credits)**
This studio course greater explores the field of environmental design within a design context. Students will work alone and in groups to create concept-driven works for mock clients and service-learning projects. Students will explore large-scale graphics for a variety of out-of-home media including billboards, transportation design, way finding and accessibility design. Students will communicate projects via professional written and verbal presentation. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400, 3403, 3600, 4400.

**DDSN 4405. Design Studio III. (3 Credits)**
This studio course explores development of multi-media works surrounding project themes. Students will use print (2D), packaging (3D) and interactive media to communicate a project solution. Students will work alone and in groups to create original works for mock clients and service-learning experiences. Students will create professional written and verbal presentations for portfolio-ready printed works. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400, 3403, 3600, 4400, 4402, 4404.

**DDSN 4406. Designer as Author. (3 Credits)**
This accelerated studio course explores development of a project where the student is the author of the concept, product, persona, client, research, execution and implementation from start to finish. This course is reserved for students with a 3.5 or higher GPA who can demonstrate exceptional design skills in two-dimensional, three-dimensional and interactive design techniques. Students interested in taking this course should apply the semester prior via portfolio and written proposal for the course topic. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400, 3403, 3600, 4400, 4402, 4404.

**DDSN 4500. Portfolio Studio. (3 Credits)**
This studio course pairs students with expert faculty to further develop their portfolio for successful job placement upon graduation. This course may be taken twice for credit. Students will gain greater in-depth portfolio ready works, critique and evaluate works within a specific area of expertise. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505, 2500, 2501, 2502, 2503, 2504, 2505, 3500, 3502, 3503, 3504.

**DDSN 4501. Capstone Game Art Studio. (3 Credits)**
This Capstone course further develops the team game art project. The teams will develop, debug and polish their interactive game and present the final work to a panel. All aspects and developmental processes of the game must be showcased in the presentation. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505, 2500, 2501, 2502, 2503, 2504, 2505, 3500, 3502, 3503, 3504.

**DDSN 4600. Multi-Media Studio. (3 Credits)**
This studio course encourages the use of multiple media to communicate to an audience. Students will use narrative, social media, motion, website design and other interactive applications per their strategy to create a multimodal user-experience. Students will present ideas both in written and verbal form. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2600, 2600, 2601, 2602, 3600, 3601, 2602, 3603, CPST 3400, CPST 3410.

**DDSN 4900. Special Topics. (3 Credits)**
Special Topics in Digital Design.

**DDSN 4910. Independent Study. (1-3 Credits)**
This course explores special topics with the Digital Design filed. The student will work one-on-one with the faculty member to create portfolio ready works in a concept-driven environment. The independent study may be taken twice for credit if the topics vary.
DMPR 1110. Intro Creative Industries. (3 Credits)

DMPR 2001. Digital Filmmaking Fund I. (3 Credits)
An introduction to the basic theoretical and practical techniques of audio, radio, film, and television, emphasizing the processes of production in each medium. Topics include sound recording and mixing, basic script writing, storyboarding, camera operation, and basic editing.

DMPR 2002. Digital Filmmaking Fund II. (3 Credits)
An introduction to more of the basic theoretical and practical techniques of audio, radio, film, and television, emphasizing the processes of production in each medium. Topics include animation, effects, and compositing, lighting, makeup, and digital cinematography. The duties of camera department personnel are addressed. The class also includes instruction in the use of the dolly, cinematography, film scoring, or documentary filmmaking and similar topics. May be repeated for credit on different topics. Prerequisites vary depending on the topic.

DMPR 3030. TV & Film Sound Design. (3 Credits)
Professional, high-quality sound design practices in narrative film are analyzed and implemented in this course. This hands-on experience will explore techniques of recording, mixing, processing, synthesis, sampling, and analysis of digital audio with emphasis on the fundamental elements of producing, designing, and editing sound specifically for the moving image. Topics to be covered include microphone techniques, field and studio recording, stereo and 5.1 surround sound distribution, and Foley and ADR techniques. Students will collaborate in designing the sound for the Senior films.

DMPR 3040. Lighting & Cinematography. (3 Credits)
Techniques in the art and craft of lighting and digital cinematography are covered, from angles, frame composition, filters, and camera movement to image control through lighting, exposure, focus, and lenses. Students learn from in-class demonstrations, out of class assignments, and analysis of the techniques of the masters in cinematography. The duties of camera department personnel are addressed. The class also includes instruction in the use of the dolly, slate, signal monitoring equipment, lighting styles, and Steadicam.

DMPR 3220. Digital Production Non-Profits. (3 Credits)
This course emphasizes the role of communication in building understanding and nurturing change. It will consider the art of expressing ideas combined with the science of transmitting information. In this hands-on experience, students will analyze a communication situation or problem and then design and implement a communication plan that will help the nonprofit community partner achieve positive social change, fulfill its mission, advance its program and policies, and make its value known. Service Learning is a required element in this course. Prerequisites: DMPR 2001, junior status.

DMPR 3290. Digital Production Non-Profits. (3 Credits)

DMPR 3880. Writing Intensive: DMPR 3910. (1 Credit)

DMPR 3890. Service Learning: DMPR 3220. (1 Credit)

DMPR 3910. Special Topics. (3 Credits)
Specially courses for undergraduates in Digital Media Production techniques and projects as designed by visiting or permanent faculty teaching in the program. Topics may be drawn from any area of film, television, and multimedia production, for example advanced cinematography, film scoring, or documentary filmmaking and similar topics. May be repeated for credit on different topics. Prerequisites vary depending on the topic.

DMPR 3911. Special Topics. (3 Credits)

DMPR 3920. Special Topics. (3 Credits)
Specially courses for undergraduates in Digital Media Production techniques and projects as designed by visiting or permanent faculty teaching in the program. Topics may be drawn from any area of film, television, and multimedia production, for example advanced cinematography, film scoring, or documentary filmmaking and similar topics. May be repeated for credit on different topics. Prerequisites vary depending on the topic.

DMPR 4070. Contemp Film as Art & Industry. (3 Credits)
The Hollywood filmmaking process from conception through distribution is analyzed in this course through the critique and reflections of some of the most significant contemporary contributors to the medium including directors, writers, and producers and scholars. Many critique the industry in their films as well as in writing. These films will also be analyzed.

DMPR 4910. Independent Study. (1-3 Credits)
A planned learning experience covering material not included in regular course offerings accomplished independent of formal classroom and/or laboratory sessions through written contract between a student and faculty member. A plan of study must be proposed by the student and approved by the faculty member who supervises and grades the project outcomes. The course is usually completed within one semester.

DMPR 4920. Independent Study. (1-3 Credits)
A planned learning experience covering material not included in regular course offerings accomplished independent of formal classroom and/or laboratory sessions through written contract between a student and faculty member. A plan of study must be proposed by the student and approved by the faculty member who supervises and grades the project outcomes. The course is usually completed within one semester.

DMPR 5380. Junior Year Abroad. (1-20 Credits)

DMPR 5390. Junior Year Abroad. (1-20 Credits)

DMPR 5550. Advanced Digital Filmmaking I. (3 Credits)
“Professional, high-quality narrative film preproduction practices are analyzed and implemented in this course. Writing the script, selecting the cast, choosing locations, budgeting, financing, securing rights, art directing, and breaking the script down for scheduling the capstone film will be completed. At the completion of this two-semester course, each student will participate in a public screening of his or her film.”
EDLA 2000. Adv Digital Filmmaking II. (3 Credits)
In this capstone experience, each student will produce, direct, promote and complete postproduction of the short narrative film he or she pre-produced in Advanced Digital Filmmaking I, the prerequisite class. Crew organization, responsibilities for narrative synch-sound shooting, the management of the set and the shooting day, and script supervision will be analyzed and implemented. Editing, color correction, sound design and scoring will encompass the post-production phase. At the completion of this two-semester course, each student will participate in a public screening of his or her film.

Economics (BSEC)

BSEC 1000. Economics for Non-Majors. (3 Credits)
This course covers the basic concepts and analytical techniques used in both microeconomics and macroeconomics. Topics include: consumer choice; firm profit maximization; product, labor, capital, and financial markets; the short-run and long-run macroeconomic models; aggregate demand and supply; and the determinants of macroeconomic policy.

Education (EDUC)

EDUC 1940. Transfer Coursework. (3 Credits)
Transfer Coursework.

EDUC 2010. Teaching Writing Early Childho. (1 Credit)
This one-credit course focuses on the pedagogy and methods of teaching various genres of writing in PK-3 grade classrooms. In addition to learning the importance of the reading/writing connection, students will learn about effective traits of writing, how to analyze and respond to early childhood writing, and how to conduct writing workshops. The class will also explore new literacies and innovative ways to integrate technology in writing. Co-requisite or Prerequisite: EDLA 2000 and EDLA 2890 or EDUC 3250 .

EDUC 2940. Transfer Coursework. (3 Credits)
Transfer Coursework.

EDUC 3000. Emergent Literacy. (3 Credits)
Emergent Literacy provides an introduction to children's speech and language development, appropriate methodologies for building the communication skills of young children, the overall scope of emergent literacy issues - with a heavy emphasis on phonemic awareness/phonics, and guided practice using children's books and appropriate technology for young readers in the classroom. Evidence-based reading research will form the foundation when studying effective strategies for teaching reading. Prerequisites: EDLA 2000 and EDLA 2890 or EDUC 3250 . Co-requisite: EDUC 3890-10 .

EDUC 3210. Methods for Teaching ESL. (3 Credits)
This course provides opportunities for classroom-based experience for postgraduate students who wish to pursue teacher certification and/or eligibility for the Practitioner License (type 2) PL2. Students will complete focused observations for a total of forty hours in an early childhood or secondary classroom, participate in online discussions, and complete two classroom diversity-focused reflections. Co-requisite: EDLA 2000 .

EDUC 3260. Classroom Culture & Management. (1 Credit)
This course provides opportunities for classroom-based experience for postgraduate students who wish to pursue eligibility for the Practitioner License (type 2) PL2. Students will complete focused observations in an early childhood or secondary classroom, participate in online discussions, and complete two classroom management-focused reflections. Co-requisite: EDUC 3410 .

EDUC 3410. The Craft of Teaching. (3 Credits)
This course examines (a) the process by which students learn and teachers teach including the instructional design process of Understanding by Design (UbD) and effective teaching strategies; (b) the importance of assessment and student work analysis on the learning and teaching process. Teacher candidates will learn to plan lessons and units that are focused, organized, and develop student understanding of knowledge or skills. Candidates will learn to design assessments that provide feedback to students on their learning and to teachers on the impact of their teaching. Candidates will examine theories of behavior management and strategies for organizing and maintaining an optimal learning environment. Project requirements and readings will emphasize grade levels and content field for which pre-service teachers are seeking certification. The study begun in this course lays the foundation for understanding the learning and teaching process which later Methods classes will further develop. Prerequisites: EDLA 2000 and EDLA 2890 or EDUC 3250. Co-requisite: EDUC 3260 .

EDUC 3510. Teaching ECE Sci & Soc Studies. (3 Credits)
This course will prepare prospective teachers to teach science and social studies in the early childhood setting (preschool through 3rd grade). This course covers methods for teaching developmentally appropriate topics in science (earth space science, physical science, life science, and engineering/technology/ and social studies (civics, history, geography, and economics). Emphasis will be placed on developmentally appropriate instruction and active learning strategies, including the use of technology in instruction, and on performance-based assessment. Students work with manipulatives and technology to explore science and social studies, solve problems, and learn ways to teach this content to children. Students will also practice creating and refining age-appropriate unit and lesson plans based on Understanding by Design model (Wiggins & McTighe). Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3000, EDUC 3160, EDUC 3410, EDUC 3260, EDUC 3801. Co-requisite: EDUC 3892-01 .

EDUC 3801. Methods Reading Early Child. (3 Credits)
This course addresses evidence-based approaches for the effective teaching of literacy. The five essential components of reading instruction, as identified by the National Reading Panel, of this class include: Phonemic awareness skills, phonics skills, reading fluency, vocabulary development, and comprehension strategies. Additionally, the concepts of reading and writing connections, assessment, and content area skills and strategies needed for reading to learn, thinking and written discourse are emphasized. This course includes a practicum placement in a school setting. The Education Candidate observes and learns to create rich literate environments which foster reading, writing, speaking and technological literacies through the integration of their foundation knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessment. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3410, EDUC 3260 and EDUC 3000. Co-requisite: EDUC 3810 .
EDUC 3802. Methods Reading Secondary Ed. (3 Credits)
This course addresses evidence-based reading research while studying the effective teaching of content area literacy. An emphasis will be placed on developing adaptations of well-known strategies in addressing disciplinary ways of thinking, reading, and writing in the content areas. Additionally, students will understand and be able to apply the disciplinary literacies associated with vocabulary and comprehension in a variety of disciplines by utilizing assessments and new literacies needed for Twenty-First Century content area instruction. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3410, EDUC 3260 with PSYC 3200 strongly recommended. Co-requisite: EDUC 3820 (SEC majors)

EDUC 3810. Practicum Ece Reading. (0 Credits)
Within course (30 hour) zero credit service learning/practicum component for EDUC 3801 Methods of Early Childhood Reading Instruction.

EDUC 3820. Practicum SEC Reading. (0 Credits)
Practicum placement in a school setting; within course for a (30 hour) zero credit service learning/practicum component for EDUC 3802 Methods of Secondary Reading Instruction.

EDUC 3890. Service Learning: EDUC 3210. (1 Credit)
Within course service learning/practicum component for EDUC 3000 Emergent Literacy.

EDUC 3891. Service Learning: EDUC 3810. (1 Credit)

EDUC 3892. Service Learning: EDUC 3510. (1 Credit)
Within course service learning/practicum component for EDUC 3510 Teaching ECE Science and Social Studies.

EDUC 3893. Service Learning: EDUC 3210. (1 Credit)

EDUC 3894. Service Learning: EDUC 3230. (1 Credit)

EDUC 3895. Service Learning: EDUC 3820. (1 Credit)

EDUC 3911. Math in Early Child Classrooms. (3 Credits)
This course will prepare prospective teachers to teach mathematics in the early childhood setting (preschool through 3rd grade). This course covers both mathematical content and methods for teaching developmentally appropriate topics in arithmetic, geometry, algebra, probability and statistics, and measurement, data collection and analysis. Emphasis will be placed on developmentally appropriate instruction and active learning strategies, including the use of technology in instruction, and on performance-based assessment. Students work with manipulatives and technology to explore mathematics, solve problems, and learn ways to teach mathematics content to children. Course includes practice in creating and refining age appropriate unit and lesson plans based on Understanding by Design model (Wiggins & McTighe). Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3000, EDLA 3160, EDUC 3410, EDUC 3260, EDUC 3801, EDUC 3510. Co-requisite: EDUC 3890-11.

EDUC 3940. Transfer Coursework. (3 Credits)
Transfer Coursework.

EDUC 4910. Independent Study. (1-3 Credits)
Independent Study in Education.

EDUC 5010. Secondary Methods of Teaching. (3 Credits)
This course focuses on prominent methodological issues and the development of core teaching skills. Students will analyze different instructional methods; design comprehensive unit and lesson plans using the Understanding by Design model; develop integrated technology strategies and develop skills in differentiated instruction. Emphasis is placed on development of skills of self-analysis, reflection, and research-based decision-making. Students will interpret, refine, and demonstrate their understanding and mastery of general teaching practices through forty hours of field experience in a middle or high school setting. The course is designed to be very practicum-oriented; therefore, it is organized to provide time for one-on-one conferences in which the professor will advise on upcoming lessons and give detailed feedback on classroom observations. The regular class sessions are designed to be experiential, in which students will learn and participate in specific lessons and activities to use for classroom teaching, employing a variety of materials. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3410, EDUC 3260, EDUC 3802. Co-requisite: EDUC 5890-10 .

EDUC 5090. Methods II Social Studies. (3 Credits)
A seminar and practicum course providing opportunities for secondary school teacher candidates to acquire skills in teaching methodologies and strategies specific to secondary social studies instruction. Topics include organization of subject matter, weekly and unit lesson planning, development of assessments, utilizing information technology for instruction, and working with diverse populations of students. Course activities include professional development workshops, teaching in a secondary classroom, discussion/reflections, demonstration of effective use of standards documents, inquiry activities, and a review of effective pedagogical and school improvement literature. A total of 40 clock hours of field experiences are required in the classroom setting. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3410, EDUC 3260, 3802, 5010. Co-requisite: EDUC 5893-11 .

EDUC 5100. Methods II Science. (3 Credits)
A seminar and practicum course providing opportunities for secondary school teacher candidates to acquire skills in teaching methodologies and strategies specific to secondary science content area instruction. Topics include organization of subject matter, developmentally appropriate instruction and active learning strategies, including the use of technology in instruction, and on performance-based assessment. Students work with manipulatives and technology to explore mathematics, solve problems, and learn ways to teach mathematics content to children. Course includes practice in creating and refining age appropriate unit and lesson plans based on Understanding by Design model (Wiggins & McTighe). Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3000, EDLA 3160, EDUC 3410, EDUC 3260, EDUC 3801, EDUC 3510. Co-requisite: EDUC 3890-11.
EDUC 5110. Methods II English. (3 Credits)
In this seminar and practicum course, candidates will study the various components of the English Language Arts curriculum along with a broad range of research-based instructional strategies, key theories and debates in the field of English education. Topics include strategies for integrating all language arts into the curriculum, lesson planning based on the Understanding by Design (UbD) model, and development of effective assessments. Students will learn how to utilize information technology for instruction, how to align curriculum with state and national literacy standards, and how to integrate strategies for working with diverse populations of students. Course activities include observations in secondary (6-12) English classrooms, development of lesson plans, teaching in a field-site classroom, discussion/reflections, inquiry activities, and a review of effective pedagogical literature. A total of 40 clock hours of field experiences and two professional development experiences are required. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3410, EDUC 3260, 3802, 5010. Co-requisite: EDUC 5892-11.

EDUC 5120. Methods II Math. (3 Credits)
A seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to the math content area in which they are seeking certification. Topics include organization of subject matter, weekly and unit lesson planning using the Understanding by Design model, development of assessments, utilizing information technology for instruction, and working with diverse populations of students. Course activities include teaching in a field-site classroom, discussion/reflections, and demonstration of effective use of standards documents, inquiry activities and a review of effective pedagogical literature. A total of 40 clock hours of field experiences are required in the classroom setting. TWO professional development experiences are also required. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3410, EDUC 3260, 3802, 5010. Co-requisite: EDUC 5890-11.

EDUC 5130. Methods II: Foreign Language. (3 Credits)
A seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to foreign language instruction (Latin, French, Spanish, Italian, or German). Topics include lesson planning based on the Understanding by Design (UbD) model, and development of effective assessments, utilizing information technology for instruction, and working with diverse populations of students. Course activities include observations in secondary (6-12) foreign language classrooms, development of lesson plans, teaching in a field-site classroom, discussion/reflections, inquiry activities, and a review of effective pedagogical literature. A total of 40 clock hours of field experiences and two professional development experiences are required. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3410, EDUC 3260, 3802, 5010. Co-requisite: EDUC 5894-01.

EDUC 5380. Junior Year Abroad. (1-20 Credits)
EDUC 5390. Junior Year Abroad. (1-20 Credits)

EDUC 5890. Service Learning: EDUC 5120. (1 Credit)
Within course service learning/practicum component for EDUC 5010 Secondary Education Methods I.

EDUC 5891. Service Learning: EDUC 5100. (1 Credit)
Within course service learning/practicum component for EDUC 5100 Secondary Methods of Teaching II: Science Methods.
EDUC 6914. Pract Resid Early Child PK-3. (3 Credits)
The yearlong residency (2 semesters) is the culminating course of Tulane's Teacher Preparation & Certification Program and occurs the year following the completion of the first 27 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching all day, attend a series of seminars, and complete projects directly related to their teaching assignment. Candidate must be hired as a full-time teacher in a school system and will be under the supervision of a mentor teacher at the school site as well as university faculty. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, PSYC 3210, EDUC 3000, EDLA 3160, EDUC 3410, EDUC 3260, EDUC 3801, EDUC 3510 and EDUC 3911.

EDUC 6915. Pract Resid Early Child PK-3. (3 Credits)
The yearlong residency (2 semesters) is the culminating course of Tulane's Teacher Preparation & Certification Program and occurs the year following the completion of the first 27 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching all day, attend a series of seminars, and complete projects directly related to their teaching assignment. Candidate must be hired as a full-time teacher in a school system and will be under the supervision of a mentor teacher at the school site as well as university faculty. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, PSYC 3210, EDUC 3000, EDLA 3160, EDUC 3410, EDUC 3260, EDUC 3801, EDUC 3510 and EDUC 3911.

EDUC 6916. Residency Student Teach 6-12. (3 Credits)
The year-long student teaching residency (2 semesters) is the culminating experience of Tulane's Teacher Preparation & Certification Program and occurs the year following the completion of the first 24 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching. Students will attend a series of seminars and complete assignments directly related to their teaching assignment. Candidates will be placed in a school and will be under the supervision of a mentor teacher at the school site as well as university faculty. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, PSYC 3210, EDUC 3000, EDLA 3160, EDUC 3410, EDUC 3260, EDUC 3802, EDUC 5100 and EDUC content Methods.

EDUC 6917. Residency Student Teach 6-12. (3 Credits)
The year-long student teaching residency (2 semesters) is the culminating experience of Tulane's Teacher Preparation & Certification Program and occurs the year following the completion of the first 24 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching. Students will attend a series of seminars and complete assignments directly related to their teaching assignment. Candidates will be placed in a school and will be under the direct supervision of a mentor teacher at the school site as well as university faculty. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, PSYC 3200, PSYC 3390, EDUC 3410, EDUC 3260, EDUC 3802, EDUC 5100 and EDUC content Methods.

EDUC 6918. Practitioner Residency 6-12. (3 Credits)
The yearlong student teaching residency (2 semesters) is the culminating experience of Tulane's Teacher Preparation & Certification Program and occurs the year following the completion of the first 24 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching. Students will attend a series of seminars and complete assignments directly related to their teaching assignment. Candidates will be placed in a school and will be under the direct supervision of a mentor teacher at the school site as well as university faculty. Candidates who have completed at least three years of classroom teaching may be eligible for a waiver from the residency. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, PSYC 3200, PSYC 3390, EDUC 3410, EDUC 3260, EDUC 3802, EDUC 5100 and EDUC content Methods.

EDUC 6919. Practitioner Residency 6-12. (3 Credits)
The yearlong student teaching residency (2 semesters) is the culminating experience of Tulane's Teacher Preparation & Certification Program and occurs the year following the completion of the first 24 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching. Students will attend a series of seminars and complete assignments directly related to their teaching assignment. Candidates will be placed in a school and will be under the direct supervision of a mentor teacher at the school site as well as university faculty. Candidates who have completed at least three years of classroom teaching may be eligible for a waiver from the residency. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, PSYC 3200, PSYC 3390, EDUC 3410, EDUC 3260, EDUC 3802, EDUC 5100 and EDUC content Methods.

Emergency Management (EMMT)

EMMT 6001. Intro to Emergency Management. (3 Credits)
This course will be an advanced examination of modern emergency management concepts, trends nationally and internationally, practical and political issues and policies, technological applications to emergency management, and the development and practical implementation of sound emergency management practices designed to protect people, communities, critical infrastructure and key assets. Included will be a brief review of emergency management policy and procedures in the United States and other countries, legal issues, social science perspectives, planning concepts and techniques, disaster modeling, operational problems, analytical methods, special populations, and management styles. Additionally, case studies will be examined to determine the extent of effective or ineffective planning, responding, and recovering from natural and technological disasters.

EMMT 6002. Health & Med Issues in EM. (3 Credits)
An advanced study of the important health and medical management issues involved in crises and emergencies presented for the non-medical emergency manager. The wide range of medical and health issues inherent to a crisis including biological, radiological, nuclear events and emergencies are described. Students will focus on innovative response and recovery including long term public health recovery issues methods for integrating medical, public health, and psychological processes into emergency management.
EMMT 6003. Approaches- Counter Terrorism. (3 Credits)
Students will employ critical analysis to examine key policy issues and balances that must be addressed in strategic counterterrorism planning, particularly in the use of applied technology within the context of civil jurisdiction and rule of law. The course will examine terrorist threats to the homeland and how these threats can be met by the application of science and technology. Policy issues that address the balance between security and civil liberties that must be resolved to effectively counter terrorism will be discussed. These issues will be addressed from the governance perspective of a liberal democracy. Strategic planning principles that integrate capabilities of current and future applied technology and the key legal and policy issues that must be resolved in order to make effective use of information as balanced against civil liberties will be explored as well.

EMMT 6004. Business Continuity. (3 Credits)
With global business stretched across extended supply chains, productivity has increased, but it has come at a cost of increased vulnerability. Businesses cannot afford to be unprepared for traditional and emerging threats. Business continuity is a fast-growing area of emergency and security management focused on the private sector. This specialty works to ensure continuous business operations before, during, and after disasters or other normal disruptions. It is designed to provide strategies tied to national and international standards for the development of detailed business continuity plans. Students will discuss managing disruptions, maintaining continuity of critical operations, and mitigating losses that occur when interrupted. Based on the all-hazard framework, students will learn about the current threats, including political instability and cyber attacks. Regardless of the impetus for such disruptive events, students will be prepared to train employees to both mitigate and recover from such events. Students will also discuss best practices in the ongoing recovery efforts after an event.

EMMT 6005. Risk Mgt & Threat Assessment. (3 Credits)
This course examines the concepts, methods, and practices associated with risk management and threat assessment from an all-hazard perspective. Students will learn how to conduct hazard and risk analysis for both the public and private sectors. This course will include identifying and profiling hazards, analyzing and assessing hazard risk developing tactics to manage risk, examining multiple risk assessment tools, and communicating risk to the public. Participants will examine critical infrastructure sectors and associated interdependencies, cascading consequences, and shared vulnerabilities. Students will perform their own risk analysis and develop recommendations for policy makers as part of this curriculum.

EMMT 6006. Emergency Planning. (3 Credits)
Through a whole-community approach, this course provides an in-depth analysis of the processes and methods used throughout the entire federally-designated preparedness cycle. Planning is the backbone of the emergency management process. Steps required to develop a comprehensive emergency plan from the strategic, tactical, and operational approach will be discussed. Students will learn the skills to complete plans, develop training programs, and write after action reports and improvement plans. This course prepares students to develop plans that address vulnerabilities and promote community resiliency. Students will complete a draft plan for a local community organization as part of this curriculum.

EMMT 6007. Disaster Communications. (3 Credits)
This is an advanced examination of modern emergency management concepts, national and international trends, practical and political issues and policies, technological applications to emergency management, and the development and practical implementation of sound emergency management practices designed to protect people, communities, critical infrastructure and key assets. Course content includes reviews of emergency management policy and procedures in the U.S. and other countries, legal issues, social science perspectives, planning concepts and techniques, disaster modeling, operational problems, analytical methods, special populations, and management styles. Case studies are used to examine examples of effective and ineffective plans, responses, and recoveries from natural and technological disasters.

EMMT 6008. Cyber Threats and Homeland Sec. (3 Credits)
"Cyberspace" has become a pervasive presence in modern society, and a healthy functioning cyberspace is elemental to our economy and to national security. Along with benefits, however, there exists threats and malicious actors who seek to exploit cyberspace vulnerabilities, and, in doing so, threaten critical infrastructure and threaten National Security. This course will study the nature of cyber threats, including computer and digital crimes, information warfare and cyber terrorism, and related threats to personal, organizational, economic and national security. Students will gain an understanding of the variety and nature of cyber threats including digital espionage, computer break-ins, computer hacking, malware, communications eavesdropping, forgery, disruption to information flow, electronic bombs, cyber war and the growing presence of terrorist organizations on the internet. This course will also review countermeasures and a protection methodology to cyber threats, cyber security investigations, evidence gathering, and legal challenges. Lastly, this course will review current and national policies for securing cyberspace and the impact of cyber security on privacy and civil liberties.

EMMT 6009. Emergency Management Admin. (3 Credits)
Modern emergency managers are required to perform an ever-increasing number of administrative tasks. Their workload exceeds activities associated with operational emergency management. This course provides students the skills required for those tasks, including grant management and principles of managing an effective staff. Students will develop the capabilities necessary to successfully complete these administrative requirements.

EMMT 7001. Sport/Event Security and Respo. (3 Credits)
Concerts, athletic contests, and other large scale public events are under an increased man-made threat. Officials and first responders face the task of protecting the public while allowing for these types of events to continue. This class will examine the full range of issues that must be considered as plans for safety and security are developed. In addition, students will learn specialized planning and tactics required for coordinating a response to an emergency in this environment.
EMMT 7002. Leadership, Influence, and Dec. (3 Credits)
Emergency management practitioners must use leadership and influence effectively to lead organizations and their community in planning for, preventing, and responding to emergencies. This type of leadership encompasses vision, direction, coordination, and motivation toward achieving emergency management goals. Leadership skills are necessary whether dealing with senior agency officials, emergency management partners, or the public. A lack of leadership during an emergency can result in the loss of life, property, and the public trust. This course will expose students to the major factors, theories, and strategies for leadership, influence, and decision making. The traits, skills, and behaviors of effective leaders will also be discussed.

EMMT 7900. Emergency Management Capstone. (3 Credits)
This course synthesizes the full range of knowledge, skills, and abilities students developed over the entirety of their emergency management studies. Students will integrate and apply key concepts through a community-based project, developing a proposal and conducting this project at a public or non-profit sector entity. At the end of the semester, the project will be presented both to the chosen organization and classmates. Students will integrate critical decision-making skills with a unique and local hands-on learning experience. A written report documenting all aspects of the project will be presented for faculty approval.

English (BSEN)

BSEN 3310. Business Report Writing. (3 Credits)
In today's business environment, it is important to understand how to strategically use business communication channels to convey your message. This course provides basic concepts and skill-building exercises necessary for you to communicate effectively and professionally, how to organize and present your thoughts in a clear and concise manner, and identify which voice, style, and channel are appropriate for different business situations. Additionally, this course will provide opportunities and assignments to help you improve your writing skills.

English (PAEN)

PAEN 1000. Composition and Reading. (3 Credits)
This course covers the fundamentals of academic reading and writing, including communicating clearly on the page and over the internet, both in college and beyond.

PAEN 2630. Expository Writing. (4 Credits)
This course situates the critical skills and strategies of expository writing within the larger framework of academic writing. The course builds on the concepts and approaches to argumentation that students have learned from PAEN or ENGL 1010.

PAEN 3010. Special Topics. (3 Credits)
Special topic in English.

PAEN 3310. Business Report Writing. (3 Credits)
This course addresses skills for writing in the business environment. Students learn to differentiate various styles and voice and the documents and occasions appropriate for them.

PAEN 3349. Mad Men A Critical Analysis. (3 Credits)
Students will use the first season of the critically acclaimed AMC television series Mad Men as a springboard for imaginative critical analysis. Additionally, students will reflect on the larger critical issues explored within the show, such as the changing gender politics of the 1960s, the emerging sexual revolution, and the conflict that arises from the cultural expectations and identities that many Americans adopted for themselves in the early 1960s. We will also study basic cinematic elements, as Mad Men is obviously more visual than a standard literary text. Altogether, Mad Men is worth studying because it is a well-made, intricately designed piece of art that rewards in-depth analysis as it keenly attempts to document modern life in America.

Finance (BSFN)

BSFN 1940. Transfer Coursework. (3 Credits)
Transfer Coursework for BSFN discipline in BSLS Programs (1000 Level).

BSFN 2210. Intro to Finance. (3 Credits)
Analysis of business opportunities and problems from the financial manager's point of view. Special emphasis on determining discounted cash flow, analytical techniques and methods used in structuring the balance sheet. Some accounting desired.

BSFN 2540. Intro to Investing. (3 Credits)
Fundamental principles of investment and development of the student's ability to select the various investment securities that meet the investor's needs. A study of the principles and practices in security analysis and a review of the methods commonly employed in the analysis of financial statements.

BSFN 2910. Special Topics in Finance. (1-3 Credits)
Special Topics in Finance.

BSFN 2940. Transfer Coursework. (3 Credits)
Transfer Coursework for BSFN discipline in BSLS Programs (2000 Level).

BSFN 3310. Money and Banking. (3 Credits)
A non-technical overview of the role of financial institutions in the economic process with emphasis upon the development of commercial banking since 1960. The course is structured to give relatively equal attention to each of the following three general areas: the supply of loanable funds, the demand for loanable funds, and money and capital markets.

BSFN 3540. Intermediate Investment. (3 Credits)
A continuation of Intro to Investing. This course explores investment topics as they relate to individual investors and professionals. Risk and return principles on securities and portfolios are studied as well as valuation techniques and analysis of fixed income securities, equities, and options. Financial statements, futures markets, portfolio theory, and capital market theory are also covered. The course assumes the student has a basic understanding of investment vehicles and their characteristics.

BSFN 3560. Personal Financial Planning. (3 Credits)
While laws and values continue to change, the abilities to analyze, evaluate and make decisions remain central to building financial security. The course develops these abilities and considers the skills to look for in selecting competent bankers, brokers, accountants, insurance and real estate professionals.
BSFN 4910. Independent Study. (1-3 Credits)
Independent Study in the BSNF discipline for the BSLS Programs.

General Legal Studies (GLSP)

GLSP 2010. Intro to the Legal System. (3 Credits)
Introduces students to the American legal system, including both civil and common law, and focusing on the practical aspects of legal services. The course provides basic training in necessary skills, including vocabulary, interviewing and investigation, law office administration, legal document drafting, and litigation support. The course also addresses professional ethics, including but not limited to the unauthorized practice of law. Pre-requisite: ENGL 1010.

GLSP 3020. Legal Research. (3 Credits)
Provides hands-on training in the use of the law library, Westlaw, and other online and print resources for research; and teaches students to develop efficient, effective legal research strategies. Pre-requisite: ENGL 1010.

GLSP 3030. Legal Writing. (3 Credits)
Builds upon the research and analytical skills developed in GLSP 3020. Through written assignments, students are trained to draft motions, pleadings, correspondence, and other necessary legal documents. Pre-requisite: GLSP 3020.

GLSP 3050. Litigation I. (3 Credits)
Introduces students to litigation in the U.S. federal and state courts, including both the civil and common law systems. In addition to learning applicable terminology and analyzing jurisdiction and venue, students perform client interviews and investigations; draft initial pleadings; plan for motion practice; and develop skills in calendaring, file management, document production, depositions, and other aspects of discovery. Lectures are supplemented with practical exercises in the drafting of legal documents, including pleadings, motions, memoranda, and discovery documents. Pre-requisite: ENGL 1010.

GLSP 3060. Litigation II. (3 Credits)
Develops knowledge of the U.S. state and federal court systems in greater depth, using the theory-of-the-case approach to train students in the procedural, evidentiary, and substantive rules governing civil litigation. Students develop skills in legal analysis, critical thinking, formal and informal advocacy, legal writing, rules of evidence, investigative techniques, post-trial rules and procedures. Lectures are supplemented with practical exercises in the drafting of effective pleadings, motions, memoranda, and discovery documents. Pre-requisite: GLSP 3050.

GLSP 3070. Legal Technology. (3 Credits)
Through hands-on exercises and tutorials, students develop skills and knowledge in the use of the software applications and methods that firms use to support litigation and transactional practices, discovery and due diligence, case management, time-keeping, billing, and other vital law office functions. Pre-requisites: CPST 1000 or approval of Director.

GLSP 4010. Busn & Corporate Practice. (3 Credits)
Students are introduced to business organizations and relationships, including sole proprietorships, agencies, partnerships, and corporations; and learn how paralegals function in corporate and business transactions. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4030. Louisiana Succession Practice. (3 Credits)
Through lectures and practical exercises, students develop knowledge of Louisiana's substantive law of successions and donations and the role of the paralegal within a successions practice. Students learn to draft simple wills and the pleadings necessary to probate wills, appoint executors, pay estate debts, sell or lease estate property, and transfer possession of inheritance to heirs; to perform the actions necessary to estate administration, including collection, legal description, appraisal of assets, and preparation of documents to transfer estate assets; and preparation and filing of Louisiana Inheritance Tax and Federal Estate Tax Returns. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4040. Real Property Practice. (3 Credits)
Through lectures and practical exercises, students learn the basics of real estate practice and the role of the paralegal in real estate transactions, including retrieving and compiling property information; performing title searches; preparing preliminary abstracts and opinions of title, mortgages and transfer of ownership; requisitioning deeds and leases; and other paralegal functions associated with real estate negotiations and closings. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4050. Family Law. (3 Credits)
Introduces students to current and projected issues in family law and the role of the paralegal in cases arising from marriage, children, and property. Through lectures and practical exercises, students learn to perform client interviews; analyze child support obligations, prepare pleadings for dissolution, support, and division of property; prepare cases for trial; supervise case progress; draft property settlements; trace assets; and other tasks. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4070. Immigration Law Practice. (3 Credits)
Through practical exercises and online discussions, this participative asynchronous online course introduces students to the development and enforcement of immigration law in the U.S., based upon the Constitution, federal laws, and social policies; the social institutions involved in immigration; and the administration of immigration benefits, including determination of citizenship, naturalization, and other types of immigration status. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4080. Criminal Law. (3 Credits)
Provides an overview of the practice of criminal law, including criminal procedure and court rules, prosecutorial functions, probation, juvenile courts, mental commitment procedures, bail, and sentencing, with practical exercises to develop skills in performing investigations, discovery, alternative dispositions, and trial preparation. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4090. Administrative Practice. (3 Credits)
Introduces students to governmental agencies and their promulgation and enforcement of the rules through which state and federal statutes have practical application. Through lectures and practical exercises, students learn to identify and analyze applicable rules, investigate relevant facts, draft responses and inquiries, submit requests under the Freedom of Information Act, review agency files, and perform other paralegal functions. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.
GLSP 4100. Advanced Legal Technology. (3 Credits)
Develops skills and knowledge regarding the paralegal's role in the organization and efficient operation of law offices, including accounting and billing procedures; hiring, scheduling, and managing non-attorney personnel; operating information storage and retrieval systems; maintaining office equipment; fostering client relations; and performing other necessary functions. Pre-requisite: GLSP 3070.

GLSP 4120. Admiralty Practice. (3 Credits)
Explores the substantive laws governing maritime matters, as applied through federal and state regulations. Through lectures and practical exercises, students develop skills to assist in matters involving marine insurance; personal injury rights and liabilities; salvage, ship mortgages, and domestic and foreign towage regulations; and the drafting of bills of lading, limitations of liability, and other documents. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4140. Oil and Gas Law. (3 Credits)
Through lectures, introduces students to the state and federal laws governing the fossil fuel industry and other forms of regulated energy, addressing drilling, storage, transportation, and environmental and societal impacts. Practical exercises focus upon the role of the paralegal in the litigation, transactional, and regulatory matters that arise under energy laws. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4150. Commercial Law. (3 Credits)
Through lectures and practical exercises, students learn the role of the paralegal in the drafting, execution, and enforcement of contracts, mortgages, pledge assignments, and other security devices; allocation of liability; procedures for enforcement and collection; and other skills necessary to perform functions necessary to excel in a commercial practice. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4160. Interviewing & Investigation. (3 Credits)
Through practical exercises, students learn principles, methods, techniques for identifying, obtaining, documenting, and disseminating information in civil and criminal actions; and develop the interviewing skills necessary to communicate effectively while avoiding ethical pitfalls. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4170. Advanced Legal Technology. (3 Credits)
GLSP 4180. Bankruptcy. (3 Credits)
Through practical exercises and online discussions, this participative asynchronous online course introduces students to the U.S. Bankruptcy system, including the development of the U.S. Bankruptcy Code, Federal Rules of Bankruptcy Procedure, the Bankruptcy Court, and the U.S. Trustee system. Assignments focus upon the practical role of the paralegal in cases arising under Chapter 7, Chapter 13, and Chapter 11 of the Bankruptcy Code, including the drafting of pleadings and use of the electronic filing system. The course also explores ethical issues, such as a debtor's right to a fresh start versus a creditor's right to a meaningful distribution. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4190. Legal Ethics. (3 Credits)
Through practical exercises and online discussions, this participative asynchronous online course examines the professional and ethical dilemmas legal professionals face and compares the ethical rules and professional standards developed by the American Bar Association, adopted by Louisiana and presented as guidelines by the two major paralegal associations. The course contrasts the real–life expectations and responses of legal professionals with fictional scenarios portrayed in the media and explores the impact of movies and television upon public perception. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4220. Insurance Law Practice. (3 Credits)
This participative asynchronous online course introduces students to the laws governing and legal actions arising under various types of insurance contracts in Louisiana and other states. Through practical exercises and online discussions, students learn to perform the paralegals tasks necessary to the claims process, litigation, defense, and case management; and to identify the issues of ethics and professionalism that arise in an insurance practice. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4230. Pro Bono Practice. (3 Credits)
Through lectures and on-site interviews, students are introduced to the governmental and private agencies that provide legal services free of charge to disadvantaged persons, while practical exercises develop the skills necessary for the tasks typically assigned to paralegals in pro bono practice. Pre-requisites: GLSP 3030, 3050 and 3060 or approval of Director.

GLSP 4240. Personal Injury - Malpractice. (3 Credits)
Through practical exercises and online discussions, this participative asynchronous online course addresses the prosecution and defense of personal injury and medical malpractice actions under tort and insurance laws, the Louisiana Medical Malpractice Act, and other applicable laws. Practical exercises develop the skills necessary for assisting in personal injury law practice, including organizing and maintaining files, drafting pleadings, obtaining and summarizing medical records, performing factual investigations and other necessary functions. Pre-requisites: GLSP 3030, 3050 and 3060 or approval of Director.

GLSP 4290. Medical Records Analysis. (3 Credits)
Lectures and hands-on exercises provide students with the skills and substantive knowledge necessary to obtain, review, summarize, and prepare medical records for use as evidence in litigation. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4300. Louisiana Notary Law Paralegal. (3 Credits)
Through lectures and practical drafting exercises, students learn the broad duties and powers of the Notary Public in Louisiana, focusing upon the laws governing and documents drafted and/or authenticated by notaries in adoptions, emancipations, tutorships, interdictions, successions, wills, real estate transactions, mortgages, security interests, and other legal actions. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.
GLSP 4310. Employment Law. (3 Credits)
Lectures and in-class discussions explore the state and federal laws governing employment in the U.S., focusing upon the disputes that may arise in the workplace. Through practical exercises, students learn best practices for establishing, maintaining and terminating the employment relationship; evaluating employment claims; and identifying ethical practices. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4320. Health Care Compliance. (3 Credits)
Through lectures, students develop an understanding of the interaction among insurance, physician-patient relationships, medical records, bioethics, privacy and security, ethical issues, Medicare, and other state and federal laws governing the healthcare industry. Practical exercises develop the skills necessary for employment in law firms, governmental agencies, healthcare corporations, and other businesses in the healthcare industry.

GLSP 4330. White Collar Crime. (3 Credits)
Lectures and reading assignments explore white collar crime and enforcement in depth, focusing upon federal laws and the nature of corporate, federal and state governmental, environmental, and economic crimes and their economic and sociological impacts. Practical exercises detail the inter-related roles of prosecutors, defense attorneys, and paralegals in the investigation and prosecution of white collar crime. Pre-requisites: GLSP 3030, 3060 and 3070 or approval of Director.

GLSP 4340. Social Security Practice. (3 Credits)
Lectures and practical exercises develop a broad knowledge of social security disability laws and legal actions, including the claims evaluation process, the claimant's right to representation, disability benefits for children, SSI benefits during the application process, proof of disability, the duties and responsibilities of Administrative Law Judges (ALJs), and the paralegal's role in preparing applications and assisting clients throughout the disability claims process. Pre-requisites: GLSP 3030, 3060 and 3070 or approval of Director.

GLSP 4350. Law in American Society. (3 Credits)
Through practical exercises and online discussions, this participative asynchronous online course introduces students to the interplay between America's legal system and social structure, providing a detailed analysis of the impact of the legal system upon social, economic, and political relationships. Via interactive assignments, students analyze the functions of the federal and state courts and the availability of justice to citizens of varying socioeconomic means. Pre-requisite: ENGL 1010.

GLSP 4370. Workers Compensation. (3 Credits)
This course provides students with knowledge of the basic structure of Workers Compensation Law, hearings and appeals system, the nature and types of litigation arising from Workers Compensation claims, and the role of the paralegal in assisting clients in submitting applications for Workers Compensation benefits and participating in other aspects of the claims process.

GLSP 4380. Evidence Law. (3 Credits)
This course provides an overview of the Federal Rules of Evidence and related common law rules, along with the underlying constitutional provisions and evolving caselaw addressing the procurement, development, and admissibility of evidence in civil and criminal matters. Pre-requisites: GLSP 3030, 3060 and 3070 or approval of Director.

GLSP 5500. Selected Topics. (3 Credits)
These upper level General Legal Studies courses introduce new legal specialty courses to the curriculum. Courses are chosen based upon levels of legal activity, interest in the practice areas, and new trends in law practice. Topics previously presented in this format and recently added to the course inventory include White Collar Crime, Social Security Disability Practice, Workers Compensation, and Evidence. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 5900. Gen Legal Studies Practicum. (3 Credits)
Students who are in or nearing their final semester of study and have an overall GPA of 2.0 may seek Director approval to register for the Practicum. This course includes both a classroom component and performance of an attorney-supervised 100-hour internship in a law firm or other legal services office. Written assignments and lectures focus upon developing job search skills, applying paralegal skills in the workplace, and resolving issues arising from ethics and professionalism and other aspects of paralegal practice and employment. Pre-requisite: Approval of Director.

History (PAHS)

PAHS 2910. Special Topics. (3 Credits)
Special topics in history.

PAHS 2911. Special Topics. (3 Credits)
Special topic in history.

PAHS 3830. Special Topics. (3 Credits)
Special topics in history.

PAHS 3930. Special Topics. (3 Credits)
Special topics in history.

PAHS 4010. Special Topics- History. (3 Credits)
Special topics in history.

Homeland Security (HMLS)

HMLS 1940. Transfer Credit. (3 Credits)
Transfer credit.

HMLS 2750. Homeland Security Challenge. (3 Credits)
The evolution of homeland security as a concept, and a legal framework, a redirection of national policies and priorities is described. The political, economic, and practical issues of implementation are examined. An overview of the history of the terrorist threat and U.S. responses and an introduction to fundamental policy legislation and documents, such as national security strategies, homeland security decision directives, the National Response Plan, and National Incident Management System is provided. The Department of Homeland Security model of planning, protecting, responding, and recovering from a natural disaster and terrorist attacks is described.

HMLS 2940. Transfer Credit. (3 Credits)
Transfer credit.

HMLS 3150. Health and Medical Issues. (3 Credits)
A study of the important health and medical management issues involved in crises and emergencies presented for the non-medical emergency manager. The wide range of medical and health issues inherent to crisis including biological, radiological, nuclear events and emergencies are described. Methods for integrating medical, public health, and psychological processes into emergency management programs are discussed.
HMLS 3200. Domestic & Intl Terrorsm. (3 Credits)
This course introduces participants to various aspects of domestic and international terrorist organizations. The student will be introduced to basic principles of terrorist investigations, international and domestic security threats, and the goals, motivational factors, targets, and tactics of terrorist organizations. The student will learn techniques for evaluating an organization's vulnerability to attacks that involve chemical, biological, explosive, radioactive weapons or sabotage. Students will learn the current models, roles, and responsibilities of local, state, and federal agencies in counter-terrorism investigations.

HMLS 3250. Emergency Management. (3 Credits)
This course will examine core elements of emergency management in the context of the science, law, medicine, and economics that confront 21st Century leaders in business and government. Case studies, including that of Hurricane Katrina, will serve as the focus for readings, class discussion and policy research to improve this vital function of government. Key consideration will be given to asymmetrical problems presented to emergency managers, the established authorities and programs, their effectiveness and how to improve them.

HMLS 3500. Intelligence Rsrch &Anlys. (3 Credits)
This course is designed to give students an understanding of the history and fundamental concepts of intelligence-gathering and analysis. In addition to tracing the development of intelligence organizations, it examines both the disciplines of intelligence (signals intelligence and espionage, for example) and its products. It focuses on the effects intelligence exercises on decision making, particularly, but not exclusively, in the realm of national security and military policy. It uses case studies to illustrate enduring issues or problems in the study of intelligence.

HMLS 3550. Human Intel & Counter Intel. (3 Credits)
This course will examine the history of HUMINT and CI within the United States Intelligence Community (USIC) as well as the HUMINT and CI activities of key allies and adversaries. The course will be divided into thirds. The first portion will focus on the structure and functions of intelligence apparatuses throughout the world. In the second portion students will take an in-depth examination of numerous important case studies of successful HUMINT and CI operations. In the final section students will participate in a mock intelligence operation and class discussions regarding the ethics and future of human-based espionage.

HMLS 3555. History & Role of Intell Comm. (3 Credits)
This course will focus on key periods in the development of the modern United States intelligence community. (1) Revolution to World War One, (2) World War Two, (3) the post World War Two reorganization, (4) the post-Cold War Period, and (5) post 9/11 reforms. Additionally, the different intelligence disciplines and major intelligence agencies will be examined.

HMLS 3600. Critical Infrastructure. (3 Credits)
This course introduces participants to the Critical Infrastructure Protection (CIP) process to secure the effective protection of the people, physical entities, and critical information systems. This course will introduce a time-efficient and resource-restrained practice that ensures the protection of only those infrastructures upon which survivability, continuity of operations, and mission success depend. The CIP course will guide leaders in the theories of physical protection and conducting vulnerability assessments of critical infrastructures. This course will also introduce the critical sectors currently identified by the United States Department of Homeland Security and how disruption of these sectors affects civilians and the economy.

HMLS 3700. Transport & Border Secur. (3 Credits)
This course provides a student with an analysis of issues that concern the protection of the borders of the United States and U.S. policies regarding the safety of the U.S. transportation system. The course analyses the changes in security arrangements from pre to post 9-11 policies, relative to border and transportation security, with a synthesis of the impact of the formation of the U.S. Department of Homeland Security and on the issues concerning internal CONUS security relative to these two security concerns.

HMLS 3910. Special Topics. (1-3 Credits)
Special Topics in Homeland Security Studies.

HMLS 3911. Special Topics. (1-3 Credits)
Special Topics in Homeland Security Studies.

HMLS 3920. Emergency Planning & Exercises. (3 Credits)
HMLS 3930. Sports Security Management. (3 Credits)
This course provides an overview of security planning, risk assessment methodologies, and emergency response considerations for sport and special events. Students will learn how to identify threats and vulnerabilities, analyze and mitigate risk, and harden events and venues through security countermeasure proposals and emergency response/recovery initiatives.

HMLS 4000. Intelligence Analysis. (3 Credits)
This course presents an in-depth analysis of the methods used by terrorist organizations to finance global operations and the investigative techniques used to counter such measures. The means used by terrorist organizations to generate, transfer, and spend terrorist funding will be analyzed. It will also include research of public source, information sharing, and other information that can be used to connect the dots. During the computer lab portion to this course.

HMLS 4560. Internship. (1-3 Credits)
HMLS 4600. Counter-Terrorism. (3 Credits)
This course will examine key policy issues and balances that must be addressed in strategic counterterrorism planning, particularly in the use of applied technology within the context of civil jurisdiction and rule of law. The course will examine terrorist threats to the homeland and how these threats can be met by the application of science and technology. Policy issues that address the balance between security and civil liberties that must be resolved to effectively counter terrorism will be discussed. These issues will be addressed from the governance perspective of a liberal democracy. Strategic planning principles that integrate capabilities of current and future applied technology and the key legal and policy issues that must be resolved in order to make effective use of information as balanced against civil liberties will be explored as well.

HMLS 4700. Maritime & Border Security. (3 Credits)
This course will examine the role of maritime security in terms of protecting the homeland of the United States and other countries who are members of the International Maritime Organization (IMO). The primary focus will be on the ISPS Code and the Maritime Transportation Security Act.

HMLS 4910. Independent Study. (1-3 Credits)
Independent study in Homeland Security Studies.

HMLS 4920. Independent Study. (1-3 Credits)
Independent study in Homeland Security Studies.
HMLS 4990. Practicum. (3 Credits)
The Practicum may include job-related field projects, integrative analyses of professional literature and published research, original research, original research projects, and comprehensive project proposals for adoption by third parties. In all cases, the Practicum is intended to demonstrate an extensive understanding of the topic area selected, the ability to develop an integrative and systemic analysis of a problem, and the ability to identify appropriate solutions and recommendations. A written report documenting all aspects of the project will be presented for faculty approval. This course is only open to Post-Baccalaureate Certificate students and should be taken in the final year of study.

HMLS 6150. Intro to Emergency Management. (3 Credits)
This course will be an advanced examination of modern emergency management concepts, trends nationally and internationally, practical and political issues and policies, technological applications to emergency management, and the development and practical implementation of sound emergency management practices designed to protect people, communities, critical infrastructure and key assets. Included will be a brief review of emergency management policy and procedures in the United States and other countries, legal issues, social science perspectives, planning and techniques, disaster modeling, operational problems, special populations, and management styles. Additionally, case studies will be examined to determine the extent of effective or ineffective planning, responding, and recovering from natural and technological disasters.

HMLS 6250. Health & Med Issues Emer Mgmt. (3 Credits)
An advanced study of the important health and medical management issues involved in crises and emergencies presented for the nonmedical emergency manager. The wide range of medical and health issues inherent to a crisis including biological, radiological, nuclear events and emergencies are described. Students will focus on innovative response and recovery including long term public health recovery issues methods for integrating medical, public health, and psychological processes into emergency management.

HMLS 6500. Intell Analysis Critical Think. (3 Credits)
This course is designed to give students an advanced understanding of intelligence-gathering and analysis as it relates to critical thinking; linkages to money laundering, risk management, risk assessment factors, operational concepts and strategic implications. It is a logical follow-on study that further examines the collaborative process of intelligence analysis and will provide homeland security professionals tools, framework and concepts to further develop their leadership skills by understanding how the synthesis and utilization of intelligence impacts decision making in tactical, operational and strategic settings while emphasizing the principles of holistic, all-hazards approach to preparedness.

HMLS 6600. Approaches Counter-Terrorism. (3 Credits)
Students will employ critical analysis to examine key policy issues and balances that must be addressed in strategic counterterrorism planning, particularly in the use of applied technology within the context of civil jurisdiction and rule of law. The course will examine terrorist threats to the homeland and how these threats can be met by the application of science and technology. Policy issues that address the balance between security and civil liberties that must be resolved to effectively counter terrorism will be discussed. These issues will be addressed from the governance perspective of a liberal democracy. Strategic planning principles that integrate capabilities of current and future applied technology and the key legal and policy issues that must be resolved in order to make effective use of information as balanced against civil liberties will be explored as well.

HMLS 7200. Domestic & Intl Terrorism. (3 Credits)
The course will provide insight and analysis into the ideology, structure, financing, and driving forces behind terrorist individuals and groups inside the United States (?homegrown?) and international (foreign) groups. The course will offer a critical analysis of the governmental response to the ?war on terrorism?, including contemporary models of counterterrorism. Students will also explore the published works of leading thinkers regarding the concept of terrorism and will discuss and analyze the goals, motivational factors, targets, and tactics of terrorist organizations regardless of ideology. Additionally, students will learn techniques for evaluating vulnerability to all forms of attack, as well as the threat terrorism poses to modern society, while staying abreast of the current roles, and responsibilities of all levels of government agencies in countering terrorism.

HMLS 7300. Maritime & Border Security. (3 Credits)
This course will examine key policy issues and balances that must be addressed in all aspects of Maritime Homeland Security. The current paradigm of security on the world’s waterways and in the ports of the United States is one of overlapping layers of security. Each layer is specific to a particular port, commodity, state government, governmental agency, maritime classification society, and other maritime agencies, shipping routes, intermodal transportation nodes and shipping methods and end user requirements. It is this intricate and overlapping series of security measures that provides protection and security within the maritime transportation infrastructure against a wide variety of threats.

HMLS 7500. Intelligence Research. (3 Credits)
This course presents students with an analysis of how intelligence is collected and processed and how the resulting estimates contribute to the formation of national policy and homeland security. This course examines the collaborative process of intelligence analysis and is designed to provide students the tools, framework and concepts required to develop leadership skills through understanding how the synthesis and utilization of intelligence impacts decision making in tactical, operational and strategic settings within the framework of the principles of all hazards preparedness. Students will gain an understanding of the history and fundamental concepts of intelligence-gathering and analysis. In addition to tracing the development of intelligence organizations, it examines both the disciplines of intelligence (signals intelligence and espionage, for example) and its products. Case studies will be employed to illustrate enduring issues or problems in the study of intelligence.

HMLS 7501. Independent Study. (1-3 Credits)
Independent study in Homeland Security Studies.
HMLS 7600. Critical Infrastr. Protection. (3 Credits)
This course closely examines the Critical Infrastructure Protection process to secure the effective protection of people, physical entities, and critical information and support systems in the event of natural disasters, and accidental or intentional man-made incidents of major destruction. The course will provide an analysis of a time-efficient and resource-restrained practice that ensures the protection of those critical infrastructures upon which survivability, continuity of operations, and mission success depend. The course will guide students in the theories of physical protection and conducting vulnerability assessments of critical infrastructure elements. We will examine the critical sectors identified by the United States Department of Homeland Security and how disruption of these sectors could effect the civil population and the national economy.

HMLS 7601. Special Topic. (3 Credits)
Special Topics in Homeland Security Studies.

HMLS 7602. Special Topic. (3 Credits)
Special Topics in Homeland Security Studies.

HMLS 7700. Transportatn & Border Security. (3 Credits)
This course closely examines the complexities of protecting the borders of the United States and ensuring the safety and security of the U.S. transportation system, including intermodal connections. Fundamentally, the course considers the relationship between security and the need to maintain supply chain flow and how certain strategic approaches can buy down risk. The course also analyzes the changes in security arrangements from pre- to post-9/11 policies, relative to border and transportation security, with a synthesis of the organization of the U.S. Department of Homeland Security and national policy processes. In so doing, the course assesses the adequacies of extant national strategies and implementing plans that address the spectrum of policies involving protection, detection, deterrence, defense, recovery and reconstitution of border and transportation systems. Issues concerning border and transportation security are inextricably linked with global security policies affecting the international supply chain and the cross-border transportation of goods and passengers. Therefore, class discussions and readings will examine the international framework and context of border and transportation security policies.

HMLS 7750. The National Challenge. (3 Credits)
The goal of this course is to explore the published works of leading thinkers regarding the evolving nature of Homeland Security and assist students with the tools and resources necessary to gain an understanding of the principles prescribed. Students will learn techniques oriented toward understanding the threats posed to modern society, while staying abreast of the current and future roles and responsibilities of all levels of government agencies in countering threats from the prospective of all hazards preparedness. The political, economic, and practical issues of implementation are thoroughly examined. The course will examine responses to the terrorist threat as well as natural and manmade disasters to include public policy legislation and documents, such as national security strategies, homeland security decision directives, the National Response Framework and National Incident Management System. An overview of the history of The Department of Homeland Security model of planning, protecting, responding, and recovering from a natural disaster and terrorist attack is analyzed. This course provides an overview of Terrorism, Homeland Security, and risk assessment methodologies. Students will learn how to identify vulnerabilities, analyze and mitigate risk, and harden critical infrastructure sites through countermeasure proposals. This course also includes an examination of the basic legislation and operations of the U.S. Department of Homeland Security and its role in protecting the United States by detecting, deterring, preventing, and responding to potential threats, current and future.

HMLS 7800. Cyber Threats and Homeland Sec. (3 Credits)
This course takes an in-depth look at cyber threats in relation to personal, organizational, economic and national security. Students will apply their understanding of the variety and nature of cyber threats from the perspective of a cybersecurity manager by gaining an understanding of the commercial and national security cross-threats posed by hackers. This includes studying the impact and relationship of digital espionage, cyber war, cyber terrorism, computer hacking, viruses, communications eavesdropping, forgery, and disruption to information flow to the enterprise. The course also covers legal challenges to national policies for securing cyberspace and their relationship to, and impact on, privacy and civil liberties.

HMLS 7801. Special Topics. (3 Credits)
Special Topics in Homeland Security Studies.

HMLS 7802. Special Topics. (3 Credits)
Special Topics in Homeland Security Studies.

HMLS 7803. Special Topics. (3 Credits)
Special Topics in Homeland Security Studies.

HMLS 7804. Special Topics. (3 Credits)
Special Topics in Homeland Security Studies.

HMLS 7805. Special Topics. (3 Credits)
Special Topics in Homeland Security Studies.
HRDV 3330. Intro To Human Resources. (3 Credits)
This class is an introduction to organizational, legal, and psychological characteristics. Students should expect to acquire a substantive understanding of the foundations of U.S. national security powers, the use of force abroad, intelligence gathering and detaining, interrogating and prosecuting terrorist suspects. This graduate-level course is conducted as a lecture class and in seminar fashion with an emphasis on encouraging and incorporating robust dialogue, engagement and sharing of insights and ideas, integrating and correlating assigned course readings and selected media resources with real world events. Students should expect to acquire a substantive understanding of the balance of liberty and security struck by the executive, legislative and judicial branches to combat threats to the homeland.

HRDV 3450. Professional Interviewing. (3 Credits)
This course teaches the art of interviewing individuals in various situations. Potential interviewees will include victims, witnesses, suspects, job applicants, and children. Emphasis will be placed on the interviewing process with the intent to reveal deceit, expose untruthfulness and corroborate truthfulness. The interviewing process will be learned from the beginning stages whereby the interviewer determines the objectives of the interview and establishes a rapport with the interviewee. When necessary and warranted, techniques for inducing stress and discomfort will be explored and potential responses to stress will be discussed.

HRDV 3520. Compensation & Benefits. (3 Credits)
This is a comprehensive analysis of the purpose, structure, and effectiveness of compensation systems. Topics include legal issues, job design, job analysis, job evaluation, pay systems, incentives, psychological and motivational aspects of pay, executive compensation and compensation plan administration. Benefits are addressed at a basic level.

HRDV 3650. Plan, Recruit & Selection HR. (3 Credits)
This course addresses the strategic, legal and administrative issues associated with recruitment and selection of employees, including an assessment of staffing needs. The psychological aspects of Human Resources flow systems are emphasized. Career issues are examined from the point of view of the employee and the organization. The coordination of Human Resources planning and organizational competitive strategy is covered.

HRDV 3700. Perf Appraisal & Productivity. (3 Credits)
This course includes developing and implementing performance appraisal systems appropriate for the organization's competitive strategy. Students are introduced to productivity-enhancing work designs such as Total Quality Management, teams, empowerment, and Business Process Reengineering.

HRDV 3920. Employment & Labor Law. (3 Credits)
The Federal laws surrounding employment and their impact on Human Resource policies and practices are addressed in this class. These include the Equal Employment Opportunity Act, the Family and Medical Leave Act, Americans with Disabilities Act, Occupational Safety and Health Act, the National Labor Relations Act, and many others.

HRDV 4910. Independent Study. (1-3 Credits)
Independent Study in the BSHR discipline for the BSLS Programs.

Humanities - Interdisciplinary (HUMA)

HUMA 1500. Humanities. (4 Credits)
Course designated for transfer credit.

Journalism (JOUR)

JOUR 1940. Transfer Credit. (3 Credits)
Transfer Coursework for JOUR discipline in BSLS Programs (1000 Level).
Kinesiology (KINE)

KINE 1400. Intro to Health Sciences. (3 Credits)
This course offers a basic overview of human health. Topics to be addressed include the following: the historical development of public health and ways that health affects daily life; explain the basic principles of epidemiology, including rates, risk factors, disease determinants, causation and surveillance; explain the manner in which health information and communications can be used to improve health; identify how social and behavioral interventions affect health; explain how policy and law affect health; identify the impact of the environment; describe the manner in which communicable diseases affect health; and, describe the basic organization of health care and public health systems.

KINE 1800. Wellness in Contemporary Am. (3 Credits)
A holistic approach to wellness is presented via the components of total fitness, e.g., physical, social, emotional, and intellectual. Emphasis is placed on behaviors that serve to prevent illness and injury rather than rehabilitative strategies that are implemented after the fact. Content addresses both theoretical and applied perspectives of wellness that should be used in developing personalized exercise programs and healthy lifestyles. Additional topics to be covered include (but are not limited to): strategies for optimal nutrition, global versus national health and fitness trends, comparative analysis of healthcare systems, alternative forms of preventive/rehabilitative medicine, and environmental impact on wellness.

KINE 2010. Social Aspects of Health. (3 Credits)
The course is designed to provide students with an overview of the theoretical and empirical bases of social aspects as applied to health sciences, so that students can both apply and communicate this material in the context of their health-related careers. This course explores the social and behavioral connections between health and health-related matters. The challenges/incentives are to promote health through societal and behavioral change.

KINE 2220. Mind/Body Health. (3 Credits)
Health is influenced by physical, intellectual, social, spiritual and emotional determinants. In this course, the interaction of these determinants is explored as they relate to the prevention, onset, and progression of, and recovery from, disease. The aim is to provide an overview of the mind/body connection in relation to overall wellness using established theoretical and applied perspectives, e.g., cognitive behaviorism, psychoneuroimmunology, and guidelines for healthy lifestyles.

KINE 2230. Stress Management. (3 Credits)
This course examines stress from psycho-physiological and behavioral perspectives. It will afford each student the opportunity to experience various strategies used in coping with stress, e.g., self-mastery, meditation, imagery, exercise, nutrition, and cognitive restructuring. Various theories are discussed that serve as the foundation for the understanding of and coping with everyday stressors as well as those that occur unexpectedly.

KINE 2330. Nutrition and Behavior. (3 Credits)
This course is intended to bridge the gap between the theory and practice of nutritional science. Emphasis is given to the basic food constituents and their physiological relationships within the body. Topics will include but not limited to: the fundamental principles of normal nutrition; the interactions between diet and energy expenditure; gender differences; changes in nutrient needs throughout the life cycle; computer-assisted nutritional analyses; and, web-based nutritional sites. Includes the investigation of optimal health, allergies, hyperactivity, hypoglycemia, learning disabilities, eating disorders, delinquency, mental disorders and senility as they pertain to nutritional practices.

KINE 2910. Independent Study. (1-3 Credits)
Open to students with approval of Program chair. Student can work with a faculty member on an independent project.

KINE 3001. Special Topics. (1-3 Credits)
Special Topics in Kinesiology.

KINE 3002. Special Topics. (1-3 Credits)
Special Topics in Kinesiology.

KINE 3003. Special Topics. (1-3 Credits)
Special Topics in Kinesiology.

KINE 3004. Special Topics. (1-3 Credits)
Special Topics in Kinesiology.

KINE 3110. Exercise & Sport Psychology. (3 Credits)
This course will examine the psychological and social-psychological antecedents and consequences of exercise, physical activity and sports participation. Emphasis will be on theory and research on personality, motivation, arousal, cognition, attributions, leadership, and group dynamics.

KINE 3120. Biomechanics. (4 Credits)
This course is designed to develop an understanding of the application of mechanical principles to human movement and methods of motion analysis.

KINE 3130. Lifespan Motor Development. (3 Credits)
This course is designed to provide the student with a knowledge base in the study of changes in motor behavior across the lifespan, the process that underlie these changes, and factors that affect them.
KINE 3200. The Human Body. (3 Credits)
The understanding of the structure and functional significance of the human body is imperative for each individual to possess. The Human Body course will focus on such structural and functional significance with emphasis on the specific systems of the body, including but not limited to skeletal, muscular, neurological, endocrine, respiratory, reproductive, and integumentary systems. This course will cover an introduction to common illnesses/disease processes/injuries specific to each body system. Exercise, wellness, health, and sports performance will be topics of concentration as they relate to the body and its functions. The Human Body course also concentrates on environmental, ethical, and health issues related to the biology of humans.

KINE 3220. Global Health. (3 Credits)
This course introduces students to critical issues in the current global health scene. Emphasis is placed on the main principles of global health, including an analysis of global health systems, diseases, programs, health governance and policies, identification and interpretation of current relevant data sources.

KINE 3250. Gender Based Issues in Health. (3 Credits)
The course will explore health concepts as they apply to particular needs of men and women within the context of a gender-based health care system in the United States. The course will address epidemiological and sociological analysis of the major causes of morbidity and mortality on the basis of gender; impact of social and behavioral influences; relationship of social, economic, and political inequality trends based on gender.

KINE 3330. Epidemiology of Aging. (3 Credits)
The course provides a comprehensive overview of the most important topics in health and aging. Topics will include the major influences of health as people age, healthy aging, genetics, chronic and acute illnesses. The course takes a “whole person”, epidemiological approach to health including attention to cultural differences, psycho-social, economic and cohort differences.

KINE 3500. Cultural Difference in Healing. (3 Credits)
This course is designed to explore the impact of culture on the perception of health and illness, and how this translates into health-seeking behaviors and broader health systems. The course will present an anthropological view of health and illness through its various cultural markers, such as pain, stress, care vs. cure, diet, gender, doctor/patient relationships, mental health among others.

KINE 3600. Economics of Health & Wellness. (3 Credits)
This course provides an introduction to the application of economic theory to the field of health and wellness. In particular, students will study the individual as a producer of health/wellness and as a consumer of healthcare services. Also, the role of physicians, hospitals, insurance providers, and the government in the health and medical care marketplace will be examined. Finally, the role of universal insurance and international comparisons of the efficiency and effectiveness of health care systems will be studied.

KINE 3650. Childhood Obesity. (3 Credits)
This course will examine the prevalence and impact of obese conditions on disease development in childhood and adolescence. Students will analyze current evidence focused on interventions used in the behavior and clinical management of overweight and obese youth in community and clinical settings.

KINE 3910. Independent Study. (1-3 Credits)
Students complete an independent project under the supervision of a faculty member. Approval is required by the Program Director.

KINE 4010. Catastrophic Illness & Injury. (3 Credits)
This course reviews the many catastrophic diseases and epidemics that have ravaged human populations, past and present, and how societies have understood and responded to these challenges over time. Possible changes in social conventions, information sharing and healthcare practices which may be necessary to deal with current and future epidemics are discussed. Lessons learned from previous catastrophes may help to deal with future ones.

KINE 4030. Exercise Physiology. (4 Credits)
This course presents students with the most current information on physiological adaptations and mechanical principles related to the function of cells and organs systems of the human body.

KINE 4050. Mass Media and Health. (3 Credits)
This course examines the effects of mass media on population health, from the negative impact of advertising of unhealthy products (e.g., cigarettes, alcohol and junk food), to the positive impact of public-health campaigns. Content includes an overview of behavioral science theory, themes and approaches to advertising, mass media prevention, and health promotion campaigns. Case studies of current media coverage and advertising campaigns will be used to demonstrate the effects of media on health and social behavior.

KINE 4070. Motor Learning. (3 Credits)
This course is an introduction to applied and basic theoretical aspects of motor learning as they apply to exercise science and related professions. It also includes a major hands-on component introducing the student to the experimental study of motor learning principles.

KINE 4110. Sports Medicine. (3 Credits)
This course will examine therapeutics modalities and the advanced care, prevention, and treatment of athletic injuries.

KINE 4120. Strength & Conditioning. (3 Credits)
This course will examine the development and evaluation of training principles and programs for diverse populations. Emphasis is placed on physiological adaptations and mechanical principles related to the application of resistance training.

KINE 4150. Exercise Prescription. (3 Credits)
This course examines mental health issues in the context of social, environmental, governmental and legal conditions. Specific attention will be given to: identifying historical and current developments in mental health policy in the United States; explaining the significance of stigma in society regarding mental illness and how it affects individuals with mental illness; explaining the manner in which the legal system copes with the mentally ill; analyzing the etiology of some major mental illnesses (e.g., schizophrenia, bipolar disorder, eating disorders, PTSD, and childhood disorders) and how these disorders affect an individual's ability to function in society; identifying risk factors and protective factors related to mental disorders/illness; identifying public health efforts for prevention and intervention of mental disorders in the U.S.; and, access to public health programs, support services, medication costs, and insurance coverage for those with mental illnesses/conditions.
KINE 4250. Environmental Health. (3 Credits)
This course provides students with an introduction to scientific approaches to the investigation and modification of the effects of environmental factors on human health. Contributions of the fields of toxicology and epidemiology and the implications of research findings for policy and regulation are examined. Topic areas include toxic metals, pesticides and other organic chemicals, ionizing and non-ionizing radiation, vector-borne diseases, pollution of air and water, occupational exposures, and the health effects of global warming. The roles of local, state, and federal governments in environmental health are critically evaluated, as are initiatives by non-governmental organizations.

KINE 4600. Wellness Coaching: Resist Chng. (3 Credits)
This course will explore the trans-theoretical model of behavior change as it pertains to any desired individual behavioral shift. In addition, motivational interviewing strategies to include non-confrontation, reflective listening, client self-efficacy, and risk reduction will be emphasized in this course. Participants will become knowledgeable in the philosophies, practices, and outcomes of models of behavior change.

KINE 4650. Grant Writing. (3 Credits)
This course is designed to teach students basic skills in granting writing. In this course students will learn the different types of grants, components of grants, potential funders and how to search for grants. Emphasis will be placed on learning to break down complex applications into manageable steps. Students will write a practice grant.

KINE 4910. Independent Study. (1-3 Credits)
Students complete an independent project under the supervision of a faculty member. Approval is required by the Program Director.

KINE 4920. Independent Study. (1-3 Credits)
Students complete an independent project under the supervision of a faculty member. Approval is required by the Program Director.

KINE 4930. Independent Study. (1-3 Credits)
Students complete an independent project under the supervision of a faculty member. Approval is required by the Program Director.

KINE 5001. Internship. (3 Credits)
This course will help students bridge between college or work or between current careers and the next. Students complete a minimum of 100 hours field experience in a Health and Wellness related facility. This course is to be taken during the senior year of study for the student or with approval of the Program Director. Students are required to turn in a weekly timesheet and weekly journal summaries detailing their duties and experiences on the internship site. Upon completion of the internship, students will submit a final paper and an evaluation from the internship site supervisor. A 2.5 grade point average is required for enrollment in the internship. All internships must be approved by the Program Director.

KINE 6100. Cross Disciplinary Aspects Mgm. (3 Credits)
This course examines overall management of wellness programs and facilities with an emphasis on human resource management. Future wellness professionals will enhance their knowledge of how these elements can be applied to wellness management settings. Topics include organizational structure, training and managing staff, financial management, legal and ethical concerns and customer service relations.

KINE 6250. Leadership in HEWE Professions. (3 Credits)
This course surveys major concepts, examples, practices, and theories of organizational leadership with a special emphasis on analyzing and developing personal leadership skills. It is designed to build upon fundamental leadership theories, e.g. situational, charismatic, servant, transactional/transformational, path-goal, trait leadership, skill-based, and the life cycle theory. Participants will study the theoretical and applied nature of administration and leadership with an organizational context in efforts to develop their personal and philosophical framework, e.g. understanding individuals as followers and leaders, decision-making, promoting diversity and respect for all individuals.

KINE 6450. Legal Ethical Principal in Mgmt. (3 Credits)
This course provides students with the opportunity to gain insight and understanding about the law and its implications on professionals in the fields of health, wellness, sport, education, leisure, and fitness. This course will examine federal, state, and local health care regulations impacting ethical decision-making; the rapidly expanding Codes of Professional Ethics for health care service providers in the fields of health, wellness, sports, education, leisure, insurance, and management; the legal aspects of health information management; and the HIPAA Privacy Standards and rules concerning the use and disclosure of medical and health information.

KINE 6650. Research Methods for KINE. (3 Credits)
In this course, students will investigate research methodology, experimental design and scientific writing, research literature and conduct research. Students will also be introduced to concepts in probability, basic statistical inference procedures of estimation, confidence intervals and hypothesis testing directed toward applications in science.

KINE 7100. Exerc & Nutrition Hlth Disease. (3 Credits)
This course addresses the key health concerns and core differences in programming needs of various populations throughout the life cycle. An examination of nutritional concerns, requirements and metabolism from psychosocial, physical, and economic factors affecting nutritional status through the life span. Preparation of the health professional in assessing and providing services to clients and populations will be addressed. Students will also learn the roles that physical activity and nutritional practices play in the prevention, management, and treatment of chronic diseases and conditions, such as obesity, cardiovascular disease, cancer, diabetes, COPD, arthritis, depression, and anxiety. Populations of focus include children, adolescents, adults, and senior citizens. Methods of physical activity and nutritional assessment for each stage of the life cycle will be examined.

KINE 7150. Programming Approaches. (3 Credits)
This course provides an overview of leading health program planning theories including PRECEDE/PROCEED and intervention mapping. Organizational and administrative approaches utilized in the conduct of health/wellness promotion programs will be described. Emphasis will be placed upon the selection, development, promotion, conduct, and evaluation of the various components of health/wellness promotion programs.
KINE 7200. Intervention Strategies. (3 Credits)
This course will provide students with an understanding of the process involved in planning health interventions in health education and health promotion environments. Practical applications of the needs assessment process, program development and implementation will be executed including the skills, theory and practice involved in assessing clients to develop health related life skills.

KINE 7250. Motivational Interviewing HEWE. (3 Credits)
Motivational Interviewing (MI) is a consumer centered instruction method for improving inherent motivation to change by exploring and resolving uncertainty. This course will include content of exploration into the attitudes and motivations of personal health behavior and an in-depth exploration of motivational interviewing principles and applications.

KINE 7300. Employee and Hlth & Wellness. (3 Credits)
Successful companies must understand the importance of workplace involvement in health. The relationship of employee health to healthcare costs and productivity will be discussed as a return on investment (ROI) and an investment in human capital. Strategic and product management planning are developed in relationship to disease management versus population wellness theory. Assessments of employer needs, organizational culture, environmental policy, and procedures supportive to desired outcomes are practiced. Professionals learn about aligning client needs and wants with best practice programs design, implementation, and evaluation for successful results. Age, gender, race, and issues that affect participation in wellness programs are reviewed.

KINE 7350. Integrating Hlth Promo Sch Set. (3 Credits)
This course addresses the growing demand for wellness initiatives for students, their families, and school staff. The coordination of teachers, school nurses, school administrators, and community health promotion professionals will set the stage for a comprehensive approach to building wellness programming within the school community.

KINE 7400. Health Systems and Policy. (3 Credits)
This course provides information pertaining to the U.S. healthcare system with emphasis on health and wellness. It provides an overview of the major public and private stakeholders including public health, insurance, and healthcare providers. Participants will examine how health policy impacts the design and financing of wellness programs.

KINE 7450. Health Equity & Determinants. (3 Credits)
This course is designed to examine the impact of social, economic, and environmental determinants of health on various populations. Health inequities found among marginalized groups due to socioeconomic status, race/ethnicity, sexual orientation, gender, disability status, geographic location, or some combination of these factors will be highlighted. This course will explore health outcomes found among these populations and will address health promotion policies required to attend to these issues.

KINE 7800. Internship. (3 Credits)
The goal of this experience is to provide graduate students in Health Promotion and Wellness Management with an opportunity to apply the professional knowledge they have gained in their coursework to a professional setting. In addition to participating in the daily operation of the site, the student will complete a major project on site and submit a document that describes the learning experience.

Louisiana Studies (LOUS)

LOUS 2910. Special Topics. (3 Credits)
Special topics in Louisiana Studies.

LOUS 2911. Special Topics. (3 Credits)
Special topics in Louisiana studies.

LOUS 3035. Huey Long in Literature & Film. (3 Credits)
This course will consider the life of Huey Pierce Long as depicted in biography and film. It will discuss and analyze three major “biographical” and literary works about Long: Alan Brinkley's comparative biography Voices of Protest: Huey Long, Father Coughlin, and the Great Depression; T. Harry Williams's Huey Long, and Robert Penn Warren's classic “political” novel, All the King's Men. The course will also view and analyze two films about Huey Long: Ken Burns's documentary Huey Long and an Academy Award film based on Robert Penn Warren's All The King's Men.

LOUS 3161. Civil War New Orleans. (3 Credits)
This course will explore the major historical events and persons associated with the Civil War in New Orleans through historical literature and local archival resources.

Management (BSMT)

BSMT 1940. Transfer Coursework. (3 Credits)
Transfer Coursework for BSMT discipline in BSLS Programs (1000 Level).

BSMT 2250. Business Communications. (3 Credits)
In today's business environment, it is important to understand how to strategically use business communication channels. Business Communications provides basic concepts and skill-building exercises necessary for you to communicate effectively and professionally. This course will help you improve your business writing and communication skills by using business language clearly, concisely, and correctly; analyzing each audience to target and tailor messages appropriately; and, using critical thinking and a problem-solving approach to analyze business issues. These skills will help you communicate effectively in a variety of business settings.

BSMT 2310. Principles of Management. (3 Credits)
This course reviews and analyzes basic management processes such as planning, organization, coordination, and control. The course will survey various schools of management thought with emphasis on the process, human behavior and quantitative schools of management. No prerequisites are required.

BSMT 2750. Intro to Franchising. (3 Credits)
The course will examine franchising as a business form. During the semester, students will study franchising from the perspective of both the franchisor and the franchisee covering all relevant issues, including franchising agreements and related documents, financing, site selection, marketing, financial management, and operations. The course will examine the franchisee/franchisor relationship, contractual requirements, trademarks, territorial rights, compliance issues, legal considerations, and current issues in franchising.

BSMT 2910. Special Topics in Management. (1-3 Credits)
Special Topics in Management.

BSMT 2940. Transfer Coursework. (3 Credits)
Transfer Coursework for BSMT discipline in BSLS Programs (2000 Level).
BSMT 3250. Business Statistics. (3 Credits)
A survey of some of the more important concepts and techniques of statistics. Examples are drawn from the business world; in particular, time series analysis and index numbers are introduced. Students are introduced to computer implementation of statistical procedures. Student should have a background in high school algebra. The course meets math proficiency requirement for Bachelor of Arts degree only.

BSMT 3340. Managing Org Behavior. (3 Credits)
This course is an introduction to how organizations function. The student will develop abilities to diagnose and respond more flexibly in organizations they participate in and explore and reflect critically on key themes in modern organizations. Major emphasis is placed on teams, globalization and diversity, interpersonal and group communication, organizational cultures, and negotiating the fit between the individual and the organization.

BSMT 3380. Business Ethics. (3 Credits)
A theoretical critique and case-oriented analysis of the moral, ethical, and value issues that challenge business, industry, and corporate life. Students will discover ethical principles and strategies applicable to the management process.

BSMT 3600. Entrepreneurship. (3 Credits)
This course introduces students to entrepreneurship, discusses the personality traits common to many entrepreneurs, and explores ways to analyze new venture opportunities from marketing, production, and organizational perspectives. The course also emphasizes the legal considerations involved in starting a business and protecting a new idea and how to finance the venture.

BSMT 3650. Developing a Small Business. (3 Credits)
This course is designed to introduce students to the essentials of small business start-up and management. This course will teach students how to locate and to analyze opportunity, set up the operating structure, develop marketing and financial plans, and utilize financial reports for effective management of a developing small business.

BSMT 3700. Global Business. (3 Credits)
This course introduces the student to the fundamentals of international trade and the global business environment. The course covers policies and laws that affect small and large businesses engaged in international trade and the impact of globalization on people, the environment, national employment, and national competitiveness. The students will learn how small and large companies enter and engage in global business. The course includes the study of ethics and corporate citizenship.

BSMT 4910. Independent Studies. (1-3 Credits)
Independent Study in the BSMK discipline for the BSLS Programs.

BSMK 1940. Transfer Coursework. (3 Credits)
Transfer Coursework for BSMK discipline in BSLS Programs (1000 Level)

BSMK 2910. Special Topics in Marketing. (1-3 Credits)
Special topics in Marketing.

BSMK 2940. Transfer Coursework. (3 Credits)
Transfer Coursework for BSMK discipline in BSLS Programs (2000 Level).

BSMK 3200. Intro to Marketing Principles. (3 Credits)
A study of our present-day marketing system from a managerial point of view. Subjects covered include strategic marketing, products, consumers and target markets, promotion, channels of distribution, market research, pricing, feasibility analysis, and global marketing.

BSMK 3300. Consumer Behavior. (3 Credits)
Understanding the consumer is the key to developing and implementing successful marketing strategies. Disciplines such as psychology, sociology, and anthropology provide insight into the factors that influence the decision to buy. These factors are used to identify market segments and to explain their buying habits and mental processes.

BSMK 3400. Principles of Advertising. (3 Credits)
This course covers the fundamentals of advertising, beginning with the history and evolution of advertising as an element in the economy, a specialized form of communication, a craft, and an area of ethical sensitivity. At the practical level, students will be introduced to media planning and the emergence of new media, market research, agency organization and creativity as well as the legal and ethical concerns that advertising professionals must bear in mind.

BSMK 3410. Advertising II. (3 Credits)
Building on the Principles of Advertising, this course requires students to develop and present advertising campaign projects that involve organizing research, establishing goals and objectives, developing creative and messaging strategies, and preparing budgets similar to what advertising agencies do on a day-to-day basis. The projects will provide a greater mastery of advertising principles and provide completed projects for their portfolio.

BSMK 4910. Independent Studies. (1-3 Credits)
Independent Study in the BSMK discipline for the BSLS Programs.

Master of Liberal Arts Courses (MLAR)

MLAR 7010. Ancient Political Thought. (3 Credits)
This course will study classical works of ancient political philosophy in the Western tradition, with a concentration on Plato and Aristotle. We will examine their understanding of political life and the place of the individual in society, exploring the questions they raise that remain of central importance in our world today: What is justice? What is a citizen? Why is the rule of law desirable? What is the relation between freedom and equality in democracy?

MLAR 7020. Modern Political Thought. (3 Credits)
This course will be devoted to a study of classical works of modern political philosophy in the Western tradition. How did the early modern political philosophers try to make a new beginning by turning to a realism they thought missing in the ancients? How did they go about defending individual rights in society on that basis? We will examine Machiavelli’s introduction of this approach, and its development in the political theories of thinkers such as Hobbes, Locke and Rousseau.

MLAR 7030. Masterwrks West Lit Foundation. (3 Credits)
This course will examine literary texts, ancient and medieval, that have played an important role in shaping Western thought and imagination. We will explore the understanding of the human condition that comes to light in works such as the Bible, the Homeric poems, Greek tragedy, the dialogues of Plato, the writings of Augustine or Dante, among others.
MLAR 7040. Masterworks West Lit Modern Era. (3 Credits)
This course will examine literary texts central to the Western tradition from the Renaissance to the present. We will explore the understanding of the human condition that comes to light in works such as those of Cervantes, Shakespeare, Dostoevsky, Kafka, Toni Morrison, and others.

MLAR 7050. Understanding Amer Foundations. (3 Credits)
This course is an intense analytical investigation of social, political, economic, religious, and philosophical issues in the early years of the American republic. The course examines the people and events of the founding of the American republic from the revolution, through the creation of the American Constitution, and culminating in the election of 1800. This course is primarily an intellectual history course and the main scholarly work that we will read is the work of historians, but the course also delves deeply into issues in political theory, political economy, and political and social philosophy. The course charts the development of American political ideas about constitutionalism, governance, political freedom, economic freedom, representative democracy, republicanism, and federalism primarily from the vantage point of the careers of two of the main figures from this period, John Adams and Thomas Jefferson. The views of other figures will also be central to our investigation, particularly the views of James Madison and Alexander Hamilton. The student will be challenged to examine fundamental assumptions about these topics in order to rethink the intellectual origins of the American political tradition in its founding years.

MLAR 7060. Understanding Amer Modern Era. (3 Credits)
This course is an intense encounter with the work of perhaps the most significant, original, and influential philosopher in American history, Richard Rorty (1931-2007). The material that we read will cover all the main aspects of Rorty's philosophical and political work. The main focus of the course will be an attempt to come to terms with Rorty's critique of the cult and culture of professional philosophy. We will also be concerned with an attempt to understand Rorty as a major figure in the American intellectual tradition and locate him within the history that includes such figures as Emerson, Whitman, William James, John Dewey, and other figures considered to be exemplars of naturalism, pragmatism, or neo-pragmatism in one form or another.

MLAR 7070. Political World. (3 Credits)
This course examines the political economy of food by exploring the processes of production, regulation, and consumption that determine the relationships between humans and the food we eat in the world today. We will explore the moral, political, social, and economic dimensions of this topic with the goal of providing a platform for personal exploration and transformation. The presentation of material in the course is designed to be engaging, provocative, and stimulating and to provide the student with an opportunity to make informed decisions about the moral and political dimensions of their own relationship to food.

MLAR 7080. The Economic World. (3 Credits)
This course examines the causes and consequences of the Great Recession, the economic crisis of 2008 and beyond. Over the past thirty years, the economic and political landscape of the world has been transformed by sweeping economic changes that reflect the influence of the once marginalized but now dominant ideology of neo-liberalism and free market fundamentalism. These changes have created the greatest accumulation of individual wealth in human history, but also have arguably created greater suffering, poverty, inequality, anti-democratic developments, and the growing potential for the catastrophic failure of the global economy, as evidenced by recent events. We will consider a variety of political and economic views of the Great Recession, from a broad spectrum of economic and political thinkers.

MLAR 7100. Special Topics. (3 Credits)
Special topics in liberal arts.

MLAR 7101. Special Topics. (3 Credits)
Special topics in liberal arts.

MLAR 7102. Special Topics. (3 Credits)
Special topics in liberal arts.

MLAR 7103. Special Topics. (3 Credits)
Special topics in liberal arts.

MLAR 7113. Philosophy of Religion. (3 Credits)
This course will analyze various ways of understanding the nature and importance of religious experience and religious beliefs. We will consider some of the most influential arguments for the existence of God and examine central issues such as the problem of evil or the relation between revelation and reason.

MLAR 7122. King Arthur: History & Legend. (3 Credits)
In this course, we will investigate the evidence, both textual and archaeological, for the existence of an historical Arthur, King of the Britons, and will then consider how that evidence was transformed into an imaginative cycle of stories concerning kingship and chivalry that were highly influential within and beyond the Middle Ages. We will pay particular attention to three themes: the ideals of monarchy and knighthood; the pursuit of the Holy Grail; and the mystical dimensions of Arthurian romance, as these emerged from writings about the Round Table fellowship's pursuit of the Holy Grail. We will read Sir Thomas Malory's late medieval revision of the Arthurian story cycle, but with reference to other non-Malory materials to be introduced and explained by the instructor (e.g. a long alliterative poem concerning Arthur's battle with the giant of St. Michael's Mount). We will also deal briefly at the end of the course with Victorian adaptations of the Arthurian materials, especially those by Tennyson in his Idylls of the King and William Morris in his Defence of Guenevere. Three written assignments: a midterm and final examination (essay format) and a short critical paper (5 pp. typed, double-spaced). Required Text: Sir Thomas Malory, Le Morte Darthur: The Winchester Manuscript, ed. by Helen Cooper (Oxford: Oxford University Press, 2008).
MLAR 7123. Robin Hood. (3 Credits)
This course will explore the legendary history of the medieval outlaw figure, Robin Hood, as it developed through the Medieval and Early Modern periods and into our own century. We will begin by examining historical and archaeological evidence for the person "Robin Hood" (including pre-Christian influences on his character) and then will consider Robin Hood's complex literary and cultural identity. We will also be concerned with various political uses to which the figure of Robin Hood was put in the Medieval and Early Modern periods and with Robin Hood's persistent role in modern British and American popular culture, especially the movies. Three written assignments: a midterm and final examination (essay format) and a short critical paper (5 pp. typed, double-spaced). Required Texts: Stephen Knight and Thomas Ohlgren, eds., Robin Hood and Other Outlaw Tales, 2d ed. (Kalamazoo: Medieval Institute Publications, 2000) and Stephen Knight, Robin Hood, A Mythic Biography (Ithaca: Cornell University Press, 2009).

MLAR 7124. Great Irish Famine. (3 Credits)
The Great Irish Famine, 1846-1852, is the central event in the history of modern Ireland. The Famine or the Great Hunger killed approximately one million Irish, forcing the emigration of another two million, and altering not only the history of Ireland, but also the history of Britain, Australia, Canada, and the United States. This course will concentrate on the seminal issues concerning the Famine: Ireland's political and social relationship with British society, the tortured relationship between landlord and tenant, the desperate poverty which afflicted the Irish underclass and threatened much of the population with ruin, the bitter sectarian conflicts which convulsed the island and tainted its political and economic arrangements, and Ireland's struggle for self-determination. We will discuss the causes of the Famine (which were different from the blight which attacked the potato), the domestic and international responses to it, and its consequences for Ireland, Britain, and the United States. This course is a seminar and will emphasize reading, discussion, and writing.

MLAR 7126. Tudors in TV and Film. (3 Credits)
This course will look at popular depictions of Henry VIII, Thomas Cromwell, Catherine of Aragon, and Anne Boleyn. We will explore questions about creators of historical fiction: Do they have obligations to their audience and to the memory of the dead? Are there some cases in which it is particular important to achieve historical accuracy and others not?

MLAR 7129. Canterbury Tales. (3 Credits)
This course will investigate the medieval phenomenon of pilgrimage—or religious vacationing—by way of a reading of one of the classics of English literature, Geoffrey Chaucer's 14th c. masterpiece, The Canterbury Tales. In addition to the motif of devotional journeying, we will study the different medieval social classes (knights, clerics, and peasants) and story types (chivalric romances, fabliaux or bawdy tales, saints lives) that Chaucer explores in his literary masterwork.

MLAR 7130. Love/Romance in Lit & Film. (3 Credits)
In this course we will look at the portrayal of love, romance, and marriage in modern society in short stories, plays and films.

MLAR 7132. Masculinities. (3 Credits)
What does it mean to be "masculine"? What effects does the concept of "masculinity" have on men, on women, and on society? Until recently, masculinity was considered "natural" for "real men." Recently, however, traditional notions have been challenged by economic crises, social conditions, feminists, and men who do not "fit" the characteristics of "traditional" masculinity. This class takes a critical look at the concept of "masculinity," particularly "hegemonic masculinity:" its domination of various "sub" masculinities, and its constructions in popular culture. Through readings, lectures, class discussions, and analyses of films and other cultural elements, we examine what it means to conform to and challenge "hegemonic masculinity" in the United States over the last half century or so.

MLAR 7133. Culture & Politics of Marriage. (3 Credits)
Although today there are numerous ways to construct a family in America, marriage continues to be the preferred option. Nearly 100% of Americans routinely report a desire to marry at some point in their lives. Roughly 90% of them do marry at least once, and over half do it more than once. Yet soaring divorce rates point to a disconnect between what we expect marriage to be and what it actually is. As young children, we're told that marrying our prince/princess will ensure us a happily ever after, as it did for Cinderella, and this cultural message only gets stronger as we grow up. We're so bombarded by these assurances that we take it for granted that we must marry our prince or princess just to be happy. For this reason, we rarely stop to consider that marriage is a social institution that creates, reinforces, and reflects power and hierarchy. This is a master's level seminar on the social institution of marriage. This course engages questions such as: What is marriage? Where does our notion of marriage come from? How does popular culture act to construct and reinforce that notion and make it part of our taken-for-granted stock of knowledge? How do our idealized notions of marriage differ from our practice of marriage? What politics are implicated in our idealized notions about marriage, and how do those politics play out in the practice of marriage? Drawing on class readings, discussions, and exercises, we engage these issues (and more) as part of the ongoing family values debate that questions whether marriage is in crisis or simply in transition. The intent of this course is to make students aware of some of the hidden forces that shape our contemporary attitudes and ongoing cultural debates about marriage and family.

MLAR 7134. History, Power and the State. (3 Credits)
This course will explore the theme of power and the state through a study of films, such as "The Man for All Seasons," "Amistad," "Schindler's List" or "Book Thief." We will discuss the historical accuracy of the films, asking what they can teach us, both about the period depicted and the period in which they were made, considering in particular the way people have thought about power and the state.

MLAR 7135. Huey Long in Literature & Film. (3 Credits)
This course will consider the life of Huey Pierce Long as depicted in biography and film. It will discuss and analyze three major biographical and literary works about Long: Alan Brinkley's comparative biography Voices of Protest: Huey Long, Father Coughlin, and the Great Depression, Richard D. White, Jr.'s Kingfish The Reign of Huey P. Long, and Robert Penn Warren's classic political novel, All the King's Men. The course will also view and analyze two films about Huey Long: Ken Burns's documentary Huey Long and an Academy Award film based on Robert Penn Warren's All the King's Men. The course will also discuss and assess Long's life in light of other writings on the history of Louisiana, the South, and nation from the 1890s through the 1930s.
MLAR 7136. Philosophy of Art. (3 Credits)
This course is an examination of central philosophical questions about the nature of art. We will examine philosophers' responses to questions such as: what is art? Does art differ from craft? Must art be beautiful? Is art universal or the same across cultures? Are there objective standards for determining the value of a piece of art? What is the relationship of aesthetic value to moral value, and what role (if any) does art play in social justice? We will also examine issues that arise in relation to particular art forms, including poetry, music, painting, dance, and theater.

MLAR 7137. Love and Death in Lit and Film. (3 Credits)
In this course we analyze the representation of love and death in works of literature and cinema. We will discuss questions about the way these works reveal presumptions of gender, economic class, public and private life.

MLAR 7140. Represent of War in Lit/Film. (3 Credits)
In this course we will look at the ways war has been portrayed by writers or film directors and address a number of important questions: Why do countries go to war? When, if ever, is resorting to war legitimate or necessary? What are the psychological effects of war?

MLAR 7153. The Twentieth Century. (3 Credits)
Was it the most violent century or the most humane? Technologically advanced or spiritually sick? What is often called “the American Century” seems to be characterized by contradictions. What is its legacy? This course will address that question by considering important events and processes, including World War II, the Cold War, Existentialism, Colonialism, Imperialism, and Post-Colonialism.

MLAR 7155. Utopia and Dystopia. (3 Credits)
This course is devoted to the depiction of utopia and dystopia in Western culture from Plato to the present. We will consider the relation between the two: Why does utopia so often turn into dystopia? What are the elements of a perfect society? Why have all attempts to create a utopian society failed, at least so far?

MLAR 7157. Witchcraft Early Modern Europe. (3 Credits)
In this course students analyze the causes of the rise of witchcraft prosecution in late medieval and early modern Europe (roughly 1300-1700), while also examining recent historiographical trends in early modern witchcraft research. Topics include the relationship between gender and witchcraft, as well as the effects of social, political, and religious change on witchcraft accusations and trials.

MLAR 7160. Contemporary Culture in Lit/Film. (3 Credits)
In this course we will look at problems in our contemporary culture as they have been represented in short stories, plays, and films.

MLAR 7161. Civil War New Orleans. (3 Credits)
This course is a seminar which emphasizes reading, discussion, research, and writing. Despite the contentions of some historians, the Civil War had a profound impact on the people and history of New Orleans. During the late antebellum period (1840s-1850s), the city was the principal slave market in the nation. This domestic trade fueled the lower south and New Orleans’ economic development. Slavery shaped the economic and social character of the south, over the years creating not only a society with slaves, but also a slave society. Despite its dominance and apparent unanimity, slavery was also a contentious and divisive institution. Slavery in New Orleans was no exception to these twin dynamics. The historical records, newspapers, acts of sales, successions, census records, and private correspondence demonstrate the centrality of slavery to New Orleans’ antebellum society. On the other hand, the city’s complex racial, ethnic, and sectional composition heightened political and social tensions, raising suspicions and fears about racial identity, naturalization and citizenship, and loyalty. Slavery and ethnicity shaped issues of civil liberties, criminal justice, and politics. The presidential and secession elections of 1860 and 1861 sharply divided New Orleans, as they did throughout much of the urban south. These divisions did not disappear with mobilization and civil war, but were only intensified in the hothouse of occupation, reconstruction, and, above all, loss. New Orleans suffered greatly during and after the Civil War. Thousands of men were killed or died from wounds and disease and even more were maimed physically and scared emotionally. The fighting ended, but the war continued beyond Appomattox Court House. To this day, the privileges and immunities of American citizens are intensely debated, bringing not only hope but also rancor and division, as much as they did in antebellum New Orleans and America.

MLAR 7166. Genocide as a Political Weapon. (3 Credits)
This course examines the character of genocide in the modern world, from the killing of the Armenians during World War I to events in Rwanda and Bosnia. What is a genocide? Is it something different than mass murder? What lessons can we learn from the Holocaust and subsequent examples of genocide?

MLAR 7169. Special Topics. (3 Credits)
Special topics in liberal arts.

MLAR 7171. Introduction to the Bible. (3 Credits)
This course examines the structure and content of the Bible from historical, literary, philosophic, and religious or theological perspectives.

MLAR 7193. Special Topics. (3 Credits)
Special topics in liberal arts.

MLAR 7194. Special Topics. (3 Credits)
Special topics in liberal arts.

MLAR 7195. Special Topics. (3 Credits)
Special topics in liberal arts.

MLAR 7196. Special Topics. (3 Credits)
Special topics in liberal arts.

MLAR 7240. Justice, Law & Public Policy. (3 Credits)
This course will examine considerations of justice and morality that help shape law and public policy. Issues to be discussed may include: crime and punishment, drugs, gun control, treatment of enemy combatants, torture, surveillance and privacy, free speech and national security.
MLAR 7245. Medieval New Orleans. (3 Credits)
By way of numerous Power Point tours of on and off campus sites and materials, as well as our reading of a popular American novel, Mark Twain’s A Connecticut Yankee in King Arthur’s Court, this course will consider the influence of medieval culture and ideas on New Orleans and, to some extent, Southern culture in general, especially during the post-Civil War period and Reconstruction. For instance, we will discuss medieval architectural styles preserved in Tulane and other local buildings (Richardsonian Romanesque and Gothic Revival), experience medieval music by New Orleans’ Musica da Camera (a special guest performance), and explore real medieval manuscript materials from the Tulane Rare Books Room in Jones Hall. We will also talk about medieval influences on such pre-Lenten festivals as Mardi Gras and on such regional foods as gumbo and turducken. Class will conclude with our viewing of a musical film version of Connecticut Yankee, which suggests how Hollywood adapted medieval experience to bring it in line with certain nineteenth-century attitudes toward the Middle Ages. Three written assignments: a midterm (essay format), short critical paper (5 typed pp.), and a final examination (on course terminology). Required Text: Mark Twain, A Connecticut Yankee in King Arthur’s Court, ed. by MLAR Justin Kaplan (New York: Penguin, 1972).

MLAR 7247. Shakespeare. (3 Credits)
What makes Shakespeare a great writer and why are some of his plays and poems judged to be greater than others in terms of their literary merits? We will take up this twofold question by way of a discussion of some of Shakespeare’s “greatest hits,” examples derived from each of his major literary genres.

MLAR 7250. Verbal and Visual Rhetoric. (3 Credits)
This course will focus on theories and practices of verbal discourse in comparison with visual imagery and technology. While concentrating on rhetorics of western cultures, some comparison will be made with rhetorical discourse and imagery in other cultures. The course will examine topics such as the interfaces of religion and politics, mass media and persuasive campaign, or the role of values in institutional leadership and issue campaigns.

MLAR 7260. Philosophy of Religion. (3 Credits)
This course examines various attempts to understand the nature and importance of religious experience and religious beliefs from a naturalistic perspective. We will discuss the ontological, epistemic, and axiological significance of claims about the nature of religious experience and religious beliefs in an attempt to situate these phenomena in a broader naturalistic understanding of the self and the world. After a consideration of the varieties of religious experience as exemplified in the work of William James, we will review arguments by Pascal Boyer and Daniel Dennett to the effect that the origin, development, and diversity of religious belief and religious experience are all phenomena that are scientifically explainable within the naturalistic frameworks of evolutionary biology and cognitive psychology.

MLAR 7400. Gender, Culture and Families. (3 Credits)
Research suggests that gender and family are inseparable concepts. Family carries particular gender role expectations at both the “ideal” and the “practice” level. However, we rarely think about what family is or how gender plays into family—we simply take gendered family roles for granted. Yet where do our ideas about family and gender come from? This class will explore our perceptions of the gender-family nexus, and the changes that have occurred over the last half century or so, from the perspective of popular culture.

MLAR 7451. Religions of the World. (3 Credits)
This course will examine the teachings of several major religious traditions—including Hinduism and Buddhism as well as Judaism, Christianity, and Islam—through selected readings from their sacred scriptures.

MLAR 7500. Independent Study. (3 Credits)
For specific topics, see Schedule of Classes.

MLAR 7550. Holocaust in Film & Literature. (3 Credits)
This course will consider the Holocaust, the attempted genocide of European Jewry by the Nazis during World War II, and the diverse ways that the events related to it are portrayed and understood by diverse audiences. The course is divided into thematic sections that highlight the different issues motivating the authors and creators of relevant texts and films.

MLAR 7940. MLA Transfer Credit. (3 Credits)
MLA Transfer Credit.

MLAR 7990. Masters Research. (3 Credits)
Research in Liberal Arts.

MLAR 9980. Masters Research. (3 Credits)
Research in Liberal Arts.

Music (PAMU)

PAMU 3330. Creole & Cajun Music Hist. (3 Credits)
French Louisiana music (Cajun and Creole) was largely ignored in mainstream music culture, except by a handful of collectors, scholars, and commercial promoters who sought to popularize it. From the first recordings in the 1920s to the transformation of the genre by the 1970s, the spread of this regional sound was driven by local, national, and international elites who saw the music’s traditions and performers in the context of larger social, political, and cultural developments, including the folk revival and the civil rights and ethnic revival movements.

Public Relations (PRPA)

PRPA 1010. Intro to Mass Media. (3 Credits)
This course is designed to offer a broad appreciation of all types of media, and an understanding of how media shapes and reflects our culture. The course will examine the impact of books, newspapers, magazines, movies, radio, TV and the Internet. The course will also cover advertising and public relations and how these industries are used in mass media to shape consumer perceptions and behaviors.

PRPA 1940. Transfer Coursework. (3 Credits)
Transfer Coursework for PRPA discipline in BSLS Programs (1000 level).

PRPA 2010. Ethical Issues in Media. (3 Credits)
This course discusses traditional moral theory and ethical philosophies while applying them to current-day issues, including truth in media, privacy, social justice, stereotyping, advertising, communications law and the Internet. Students are presented with case studies of events and issues surrounding various media as they focus on a systematic approach to making ethical decisions.
PRPA 2050. Media and the Law. (3 Credits)
This course provides a historical survey and analysis of the current and future trends in the development of the media-related law in America. Students explore media-related ethical theories and the law in current issues, case studies, and problem-solving scenarios. Students explore the moral philosophies that govern such concerns as royalties, copyright infringement, libel, and intellectual property.

PRPA 2100. Visual Communications. (3 Credits)
This course provides an introduction to visual literacy with the fundamentals of Visual Communications. Class discussions and assignments will demonstrate how these tools are used to communicate visually to an audience. The value, ethics, and methods of visual communicators will be explored and analyzed by discussing examples from graphic art, print, film/video slides, and computer graphics.

PRPA 2610. Princ of Public Relations. (3 Credits)
This course focuses on the communication between an individual or organization and the public to promote public acceptance and approval. Students explore traditional and emerging components of the public relations process through mass media, as well as the needs of different types of businesses, such as corporations, nonprofit organizations, and government offices.

PRPA 2650. Public Relations Writing. (3 Credits)
This course emphasizes the factors of information content, creativity, and persuasion in a way that relates specifically to the practice of Public Relations. Students will receive guidance in the preparation of written materials that adhere to high standards of truth and information value, engage and interest the public(s), and take an advocacy stance in support of the originating organization’s goals and objectives. These qualities of writing will be fostered for use both in the new media of websites and social media as well as in the traditional media of printed materials, news releases, speeches, letters, multi-media presentations, fact sheets, etc. Public Relations writing’s association with marketing and advertising will also be explored.

PRPA 2700. PR Event Planning. (3 Credits)
Events are a very important strategy utilized by PR practitioners. This class will examine every aspect of event planning—from research and planning to contracts and budgets. Whether a practitioner is working with members of an internal or external audience, event planning will always be a useful tactic to build community, awareness and influence behavior. Students will also learn to promote events through both traditional and social media.

PRPA 2910. Special Topics in PR. (1-3 Credits)
Special Topics in Public Relations.

PRPA 2940. Transfer Coursework. (3 Credits)
Transfer Coursework for PRPA discipline in BSLS Programs (2000 level).

PRPA 3610. Public Relations Campaigns. (3 Credits)
This course studies real-life public relations cases with a view to understanding why some campaigns succeed while others fail. Special attention is given to contemporary cases and to development of the tools necessary for effective campaigns. Using contemporary campaigns as models, the course examines the development of public relations strategies and communications for employees, the media, the community, the consumer, and other relevant groups. Students also practice the elements of public relations research and writing.

PRPA 3650. Internet Public Relations. (3 Credits)
This course explores the opportunities and special demands of digital media in the business and promotion of public relations and PR campaigns. Students are taught the techniques of using blogging, social networking and advanced web technology in the promotion and publicizing of public relations clients.

PRPA 3910. Special Topics in PR. (3 Credits)
Special Topics in Public Relations.

PRPA 4910. Independent Study-PR. (1-3 Credits)
Independent Study - Public Relations.

Religious Studies (PARL)

PARL 2931. Middle Eastern Religion. (3 Credits)
This course examines some of the religious traditions of the Middle East in terms of their history, worldview, devotional practices, cultural expressions, goals and ideas. We will survey the main themes of each religion in a functional way, to examine how religion has worked to influence the region and sub sequential worldview through means such as ritual, myth, symbolism, individual and institutional meaning. Course topics include: Zoroastrianism, Baha’i, Judaism, Christianity and Islam among others.

PARL 3330. World Religions. (3 Credits)
This course presents the student with a survey of the principal living religions in the modern world, and provides the necessary intellectual tools to understand their history and relation to world events and contemporary issues. The student will also learn to identify underlying religious patterns throughout a large variety of cultures, ancient and modern, incorporating the study of myth, symbol, ritual, scripture, music, and community.

School of Prof Adv (SOPA)

SOPA 1500. Advanced Placement. (12 Credits)
Course designated for transfer credit.

Social Work (PASW)

PASW 3210. Death and Dying. (3 Credits)
This course provides a comprehensive overview of the study of death and dying, covering the key issues and questions in the field. We look at the personal and social attitudes regarding death in our society as well as those of other cultures and times.

Sociology (PASO)

PASO 3300. Socio Health & Mental Illness. (3 Credits)
This course offers an introduction to sociological theories and research related to health and illness, with a focus on mental health and mental illness. Although many people think of mental illness as under the purview of healthcare providers (and psychiatrists and psychologists for mental illness), sociologists have made significant contributions to our understanding and conceptions of health, illness, and mental illness.
Speech (SPEC)

SPEC 1400. Persuasive Public Speaking. (3 Credits)
Principles of audience analysis, speech composition, and delivery.
Special attention is given to persuasive techniques.

SPEC 1940. Transfer Credit. (3 Credits)

SPEC 2910. Special Topics. (3 Credits)
Special topics in speech.

SPEC 3110. Small Group Communicatn. (3 Credits)
An analysis of the impact of social, psychological, emotional and environmental factors on the small-group decision-making process. Emphasis is on the study and application of current problem-solving theories and techniques. (Satisfies humanities requirement for SoPA students.)

Theatre (PATR)

PATR 2910. Special Topics. (3 Credits)
Special topics in theater.

PATR 2911. Special Topics. (3 Credits)
Special topics in theater.

Wellness & Human Performance (WLHP)

WLHP 2950. Basic EMT Training. (3 Credits)
Basic EMT Training.
This listing includes Tulane University full-time employees with faculty status, visiting faculty, and postdoctoral fellows at the time of publication.

A

Abboud, Elizabeth Rachael
Professor of Practice
School of Science and Engineering
PhD, Tulane University

Abbrecht, Lisa Carrie
Assistant Professor
School of Medicine
PSYD, University Of Denver

Abdalian, Susan E
Professor
School of Medicine
MD, Tulane University

Abdel-Mageed, Asim B
Professor
School of Medicine
PhD, Kansas State University

Abdelghani, Abdelghani A
Professor
School of Public Health
SCD, Tulane University

Abdelmalak, Michael N
Assistant Professor
School of Science and Engineering
PhD, Drexel University

Abdoel Wahid, Firoz
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Abdulmanova, Anna
Visiting Assistant Professor
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PhD, University Of Missouri - Columbia

Abdulnour-Nakhoul, Solange
Research Associate Professor
School of Medicine
PhD

Abusoufeh, Rana
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School of Medicine
MD

Adams, Katherine Ann
Associate Professor
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School of Law
SJD, Yale University

Affronti, John Paul
Professor
School of Medicine
MD, George Washington University

Ager, Richard D
Associate Professor
School of Social Work
PhD, University Of Michigan - Ann Arbor

Agnew, Jeffrey
Senior Professor of Practice
School of Science and Engineering
PhD, Louisiana State Univ & A&M Colg

Aguilar, Rodolfo Jesus
Professor of Practice
School of Business
PhD, North Carolina State Univ-Raleigh

Ahmed, Muhammad Iqbal
Assistant Professor
School of Medicine
MD

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